



PG Cert tHE – The use of Generative Artificial Intelligence (AI)- Declaration.

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I confirm that I have not presented any AI generated materials as my own work in this portfolio.

However, I acknowledge that I have used or may have used the AI in the research , and proof reading of my portfolio.

The details are provided below:

ChatPDF, was used for research (March 2025, <https://www.chatpdf.com/>) with the following papers:

- Student' Experiences of Participation in a Research Team: Evaluation of a Research-based Teaching Activity in Higher Education
- Current issues in doctoral supervision practice in the UK

AI prompt: *Summarize this research.* This Prompt was followed by questions for clarification.

ChatGPT, was used for proofreading (28th April 2025, <https://chatgpt.com/>)

AI prompt: Please proofread the following academic report carefully. Focus on grammar, punctuation, sentence structure, and formal academic tone. Ensure clarity, coherence, and logical flow between paragraphs. Maintain the original meaning but suggest improvements for conciseness and style where appropriate. Highlight any unclear or ambiguous statements. If you notice missing citations or potential formatting issues based on academic writing standards, flag them as well.

Professional Portfolio

UNHE 7008: Advanced Teaching and Assessment in Higher Education.

Postgraduate Certificate in Teaching for Higher Education (PGCert tHE)

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Teaching Intervention Report: Enhancing Student Engagement in Online Lectorial Sessions

Introduction

In my role as a lecturer for the *MSc course Innovative Technology for Healthcare*, I am responsible for delivering relevant content, fostering student engagement, and creating inclusive learning environments. These responsibilities align closely with Descriptor 2 (D2) of the UK Professional Standards Framework (UKPSF), which emphasises successful engagement across the Areas of Activity [A1–A5], Core Knowledge [K1–K5] and Professional Values [V1–V4].

This reflective report critically evaluates a teaching intervention implemented during an online session and uses Gibbs' Reflective Cycle (1988) to structure the analysis. Gibbs' cycle, consisting of Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan, provides a systematic framework to examine the teaching experience, identify meaningful insights, and envision future improvements [V3,V4]. By following this model, I aim to showcase an evidence-informed, reflective approach to my professional practice [K3].

Encouraging student engagement in online teaching sessions requires a multifaceted approach that combines pedagogical, technological, and social strategies. One frequently cited method is the use of interactive tools, such as live polls and breakout rooms, which allow students to actively participate in problem-solving and collaborative discussions (Biggs & Tang, 2011). Research suggests that polling can foster inclusivity by providing low-stakes opportunities for learners to voice their thoughts, especially those who might be hesitant to speak in a large virtual setting (Bryan & Cynthia, 2019). Similarly, breakout rooms facilitate small-group interactions and peer teaching, enabling students to elaborate on concepts and co-construct knowledge in a more personalised environment (Johnson & Johnson, 2009). These synchronous methods benefit from the immediate feedback loops, allowing educators to identify misconceptions and respond in real-time (Hattie & Timperley, 2007).

Beyond synchronous elements, asynchronous strategies also play a crucial role in boosting engagement. Structured discussion boards, for instance, promote reflective dialogue by giving students time to process complex ideas before responding (Salmon, 2013). Pre-recorded lectures offer flexibility, allowing students to revisit complex concepts at their own pace, pause for note-taking, or review materials as needed to reinforce understanding (Guo et al., 2014). Similarly, self-paced online courses, such as those available on platforms like LinkedIn Learning, provide learners with autonomy over their learning journey, enabling them to access high-quality educational content on demand while balancing personal and professional commitments (Littlejohn & Margaryan, 2014). Asynchronous platforms support accessibility, ensuring that learners from diverse abilities, learning styles, or on different schedules can still participate meaningfully (Seale, 2013). Encouraging peer review of student-generated content - such as shared draft assignments - can further deepen engagement by cultivating a sense of community and shared responsibility (Boud, Cohen, & Sampson, 2002). In addition, embedding scaffolded reflective activities has been shown to enhance metacognition, as students critically evaluate not only the course material but also their own learning processes (Coulson & Harvey, 2013; Gibbs, 1988). These asynchronous components, when combined with synchronous tactics, create an inclusive and multifaceted online learning environment. By designing tasks that align with intended learning outcomes, providing timely feedback, and offering varied forms of

interaction, instructors can significantly increase student motivation, agency, and overall satisfaction in virtual classrooms (Biggs & Tang, 2011).

Research suggests that students from different educational backgrounds may face challenges in adapting to online learning environments, particularly when transitioning from face-to-face, instructor-led methods to self-directed, digital engagement (Salmon, 2013; Seale, 2013) [K2, V2]. In addition, international students (representing the majority of my students) may experience cultural and language barriers, which can impact their confidence, participation, and comprehension of course expectations (Ryan & Carroll, 2005) [A2, A4, K1, K2, V1, V3]. To mitigate these challenges, I ensured that my instructions were explicitly structured, provided multiple participation pathways (verbal, written, and asynchronous contributions), and used clear scaffolding techniques to support students with varying levels of prior knowledge (Biggs & Tang, 2011) [K2, A1, A2, V1, V2].

The session under review in this report introduced postgraduate students to user-centred design (UCD) principles within a healthcare context. These principles are crucial for students to understand and apply, as they inform how technology solutions should be created to meet the needs of healthcare professionals, patients, and other stakeholders. This intervention specifically targeted the issue of low student engagement, characterised by a passive learning environment where only a minority actively contributed. By integrating interactive strategies such as live polling, structured breakout rooms, and immediate feedback mechanisms, the intervention aimed to foster inclusivity and engagement [A1, A2, A3, V1, V2, K1, K4].

This report critically examines the intervention's design, effectiveness, and areas for future improvement, demonstrating its alignment with UKPSF principles. By integrating interactive tools and reflective strategies, I sought to create an inclusive and dynamic learning environment. The subsequent sections detail the intervention's impact, evaluate engagement patterns, and propose refinements to further enhance students' online learning experiences.

The Teaching intervention

The intervention took place during the second week of the *Innovative Technology for Healthcare* module, following an initial session in which student participation was noticeably low. Upon inquiry at the end of the session, students cited various challenges, including unstable internet connections and noisy environments such as libraries and shared living spaces. These responses highlighted broader environmental barriers that may prevent active participation, particularly in online settings where students have varying access to quiet study spaces [K1, A4]. In addition, my observations suggest that some students may not immediately perceive the value of engaging in discussions, particularly in the early sessions when they are still building confidence and familiarity with their peers and lecturer [K1, A2, V1]. This aligns with findings from Millican et al. (2023), who highlight that students often fear judgment when contributing in class discussions. To address these challenges, incorporating alternative digital tools such as chat functions, polls, and collaborative platforms can help mitigate barriers to verbal engagement and offer multiple pathways for participation [K1, K2, K4, A1, A2, V1, V2]. Furthermore, these insights reinforce the importance of respecting individual learner circumstances [V1, A4, K1] and fostering equitable opportunities for engagement [V2, A1, A2]. Previous research suggests that some students engaged primarily for assessment purposes, prioritising coursework over interactive class participation. Millican et al. (2023) found that students often perceive

engagement as working on assignments rather than class discussion, reinforcing the need to set clear expectations regarding participation.

With the goal of increasing engagement, I designed the session to introduce user-centred design (UCD) principles. Before the live session, I emphasised to students the importance of active participation in the sessions' activities, highlighting that our sessions are a safe and supportive space for collaborative learning [A2, A4, V1, V2, K2]. I explained that participation would enhance communication and presentation skills, as well as teach students how to effectively communicate design arguments to future stakeholders, a critical skill in design, technology, and healthcare innovation fields [A2, A5, K1, V2, V4]. In addition, I emphasised the importance of learning how to receive and integrate feedback into their designs, a key competency in user-centred design process and professional practice (Gulliksen, et al. , 2003; Cockton et al. , 2016) [A1, A3, K2, V3]. These skills are essential for future careers in design, technology, and healthcare, where iterative problem-solving and stakeholder collaboration are integral to success [A4, K1, K5, V2, V4]. To further encourage engagement, I reassured them that the recording could be paused during interactive activities, if needed [V1, V2, A4, K1]. This approach aimed to alleviate social anxiety, particularly for those who feel less confident speaking in front of others [A2, A4, V1, K1, K2], and to create an inclusive environment where students could contribute without fear of judgment [V1, A2, A4]. In the session itself, I opened by administering two polls: one asked about students' familiarity with user-centred design, and the other inquired which aspect of UCD they found most challenging (e.g., user research, prototyping, or evaluation). Polls were anonymised to create a safe environment, allowing hesitant students to respond [V1, V2, A2, A4].

Following the poll and a 20 minute lecture, I used structured breakout rooms where groups of four to five students were prompted to analyse examples of effective and ineffective healthcare technology designs. Each group was provided with a simple brief outlining key dimensions of UCD, such as usability, accessibility, and visual aesthetics, and was encouraged to discuss and critique the assigned examples. During their 15 to 20 minutes of discussion [A1, A2, K2, K4], I rotated among the groups to offer clarifications and probe deeper analysis where necessary. Returning to the main session, groups presented their findings, allowing me to give immediate formative feedback on their critical thinking [A3, A4, K2, K3, V2]. This Think-Pair-Share (TPS) collaborative teaching strategy allows students to reflect independently on the question (Think), then discuss their ideas with a partner in a breakout room (Pair), and finally share key insights with the larger group (Share). This approach allows students to process their thoughts in a low-pressure setting before contributing to a larger discussion, reducing anxiety and fostering confidence (Lyman, 1981) [K1, A1-A2, V1-V2].

To bridge theory and practice, I then facilitated a prototyping activity, asking students to sketch the core interface for a hypothetical healthcare app aimed at supporting students' mental wellbeing. Students shared their rough designs or design specifications with the class, inviting peer comments and immediate feedback from myself. After the session, I shared my reflections on each group's outputs, elaborating on the strengths and weaknesses of their design critiques and initial prototypes. This feedback allowed students to further understand user-centred design concepts and implementation.

Overall, the intervention was built around the principle of active learning (Biggs & Tang, 2011; Bryan & Cynthia, 2019) and aimed to normalize student participation through multiple modes of engagement. By deliberately using polls, breakout rooms, collective discussions, and post-session feedback, I sought to create a dynamic learning environment in which theoretical and

practical aspects of UCD were integrated into the same instructional sequence. This approach aligns with the findings of Millican et al. (2023), who stress that students are more engaged when tasks are interactive, collaborative, and clearly linked to assessments.

In the pre-intervention session, only 40% of students actively participated in discussions. After implementing polls and breakout rooms, participation increased to 96%, as reflected in poll responses and group engagement. However, while student participation increased significantly compared to previous sessions, a closer examination of engagement patterns revealed areas for improvement [A5, K3]. Some students actively contributed in breakout rooms yet remained passive or hesitant in the main room discussions [K1, A2]. A key factor influencing this dynamic could be that students feel more comfortable engaging in smaller groups, where the social pressure is lower and interactions feel more personal [V1, K1-K2]. In addition, more confident students tended to dominate discussions in the main room, potentially discouraging quieter students from contributing [A4, V2]. One student noted, *“The breakout rooms helped me express my ideas more comfortably”*. This aligns with findings from Millican et al. (2023) that confidence and self-perception shape engagement [V2].

To address this, my initial strategy was to introduce structured roles in future sessions -such as facilitator, and note-taker - to ensure more balanced participation [V2,V3, A1,A2, A4, K1,K2]. However, I found that implementing a structured post-breakout reflective activity, where students individually summarize key takeaways before reconvening, significantly helped less vocal students engage more deeply in the main room discussions [A1,A3, K1,K3, V1,V2]. This adjustment fostered a more inclusive learning environment by providing all students with an opportunity to articulate their thoughts before engaging in a larger group setting [A2, V2, K5].

Prior to the intervention, I experienced a combination of apprehension and determination. The memory of the low-engagement session had left me concerned about whether students would respond positively to the new strategies. I worried about whether my instructions would be clear enough for all students, particularly those with minimal experience in design principles or online learning formats (as many were international students who might not be accustomed to online learning) [K1, V1, A4]. Nevertheless, I felt motivated to embrace an evidence-based, learner-centred approach, determined to improve participation through interactive and inclusive practices [V1,V2].

During the session, my emotions shifted between relief and excitement. When students began responding to the initial polls in higher numbers than expected, I felt relieved that anonymous participation was encouraging them to share their perspectives more freely. Observing the breakout room discussions, especially in groups where lively debates emerged over certain design elements, gave me a sense of accomplishment and reinforced my belief that well-structured collaborative activities enhance engagement [A1,A2, A4, K1,K4].

However, I also encountered moments of concern. In one breakout group, participants struggled to interpret what constituted a “bad” design in healthcare products, suggesting that my instructions may not have been specific enough or that students required additional scaffolding to engage in deeper critical analysis [K2, A1, A4]. This indicated a need to provide clearer guidance and possibly incorporate examples or criteria to help students navigate the discussion more effectively [K1, V1]. In addition, while rotating among the groups, I observed tension in one discussion where a particularly vocal student dominated the conversation, overshadowing two quieter members of that group [A2, A4, V1]. This imbalance reinforced the importance of implementing facilitation techniques to ensure all voices are heard [V2, K3, A1,A2]. Moving

forward, I plan to refine my approach by providing more structured discussion prompts, setting clearer expectations for balanced participation, and actively intervening when necessary to foster a more inclusive and equitable learning environment [A1, A4, V1, V2]. Allocate more time for structured reflection post-breakout discussions to deepen conceptual understanding and ensure all voices are heard [A3,A4, K3,K4].

At the end of the class, I felt gratified by the overall level of student engagement, yet I remained aware that aspects of my intervention required refinement.

Reflecting on the session's immediate outcomes, I observed several positive impacts. First, the anonymity of the polls appeared to broaden participation among quieter students; more learners answered the polls than had ever spoken up in prior live sessions. This outcome aligned with my objective of building confidence through low-stakes, nonverbal forms of engagement, affirming the value of inclusive practices (Millican et al., 2023; Bryan & Cynthia, 2019) [V1]. The breakout rooms also provided a more intimate environment for discussion, encouraging students to discuss user-centred design concepts more freely than they might have in a larger, lecture-style session or in the main online room. The post-breakout reflective activity, significantly helped less vocal students engage in the main room discussions [A3, K2, V1,V2]. Previous research indicates that peer collaboration reduce anxiety (Kiefer et al., 2015; Shin & Chang, 2022) [A2].

Another notable success was the practical application of UCD principles, evidenced by the quality of the discussions and prototypes. Some groups presented detailed critiques, identifying accessibility barriers in health related products and brainstorming ways to improve their design. Drawing on recent literature (Shneiderman et al., 2017), students demonstrated an ability to connect theoretical knowledge to real-world contexts [K1, K5]. By the time groups reconvened to share their findings, it was evident that the collaborative process deepened their grasp of user-centred thinking and the ethical implications of design in healthcare settings.

The intervention successfully addressed the overarching goal of increasing student engagement, with many students expressing in post-class feedback that they found the polls and group tasks motivating. The evaluation stage thus revealed both the benefits of active, inclusive teaching methods and the logistical, pedagogical, and facilitative details that need refinement in subsequent sessions. Through this experience, I realised that facilitating discussions effectively in online spaces requires active monitoring of student dynamics. Previously, I would rely on open-ended questioning, but now I recognize the importance of structured activities in breakout rooms and post-activities discussion to ensure balanced participation.

Reflecting on the intervention reveals how fundamental design, facilitation, and reflective practice can significantly enhance engagement in an online learning environment. The active learning model adopted here resonates strongly with the literature, notably the work of Biggs and Tang (2011), Bryan and Cynthia (2019), and Johnson and Johnson (2009), who emphasize that collaborative, problem-oriented activities can deepen learners' cognitive engagement [K2]. By encouraging students to discuss and critique real-world health apps, I prompted them to synthesize theoretical knowledge about user-centred design with practical examples, thereby fostering higher-order thinking skills.

Florian and Linklater (2010) suggest that offering multiple modalities of engagement can help accommodate diverse student backgrounds and learning preferences [V1, V2]. In this session, students were able to communicate through poll responses, verbal discussion, or written summaries in the Teams chat, thereby reducing potential anxiety around public speaking [V1].

The fact that students had a broad range of disciplinary backgrounds - some students having extensive tech expertise, others having clinical knowledge - offered an opportunity to integrate interdisciplinary insights. However, as I observed, it also required more carefully structured facilitation techniques to ensure equitable participation.

The technology itself played a central role in making these activities feasible [K2, K4]. Seale (2013) highlights the importance of selecting and using digital tools that support accessibility and interactive engagement. Microsoft Teams allowed me to rapidly poll students, split them into breakout rooms, and reconvene them for overall discussions, all within one platform. While live polls, breakout rooms, and asynchronous tools are frequently praised for their potential to boost student engagement, they have their own advantages and potential shortcomings. Live polls, for example, excel in offering real-time snapshots of student understanding and can lower social barriers to participation (Bryan & Cynthia, 2019). However, my own experience suggests that if polls are overly frequent or repetitive, students may begin to see them as routine checks rather than genuinely meaningful. Frequent polling also requires a delicate balance so as not to disrupt the session's flow. Hence, pairing polls with targeted follow-up questions in small-group discussions may offer a more comprehensive gauge of student learning.

It is important to note here that, as educators, it is crucial to recognize that low participation in class does not necessarily indicate disengagement or ineffective teaching. Student engagement is multifaceted, and participation levels can be influenced by various factors beyond the instructor's control. Some students may have developed a passive learning style due to prior educational experiences that emphasized rote memorization and teacher-centred instruction rather than active engagement (Freeman et al., 2014; Biggs & Tang, 2011) [K1, K2, V1, V2, A4]. Research suggests that cultural and pedagogical backgrounds play a significant role in shaping students' approaches to learning. For instance, in some East Asian educational traditions, silent attentiveness is considered a form of deep respect and cognitive engagement, which contrasts with expectations of vocal participation as a marker of learning (Tinto, 2017) [V1, V2]. In addition, students may feel uncomfortable speaking in group settings due to confidence issues, language barriers, or a fear of judgment, rather than a lack of interest or effort (Reda, 2009) [A4, V1]. Moreover, research in educational psychology indicates that student apprehension about public speaking can stem from social anxiety or imposter syndrome, which may further discourage verbal contributions in class discussions (Brookfield, 2017) [A2, A4]. Therefore, rather than perceiving low participation as a negative outcome, educators should adopt a flexible and inclusive approach by offering multiple modes of engagement, such as polls, chat functions, and structured breakout discussions, to accommodate different learning preferences and encourage gradual participation (Seale, 2013) [A1, A2, K4, V1, V2, V4]. By broadening our definition of engagement beyond verbal contributions, we foster an equitable learning space where all students, regardless of their preferred interaction style, can meaningfully engage with course material [V1, V2, V3].

The methods discussed in this report, offer a robust scaffold for fostering active participation in virtual settings, but their success depends significantly on thoughtful implementation, responsiveness to student needs, and clear alignment with pedagogical goals. My preference, grounded in personal teaching experience, is to blend synchronous and asynchronous strategies wisely, ensuring students experience both real-time interaction and the reflective space needed to consolidate their learning.

In conclusion, the session design integrated research-backed active learning methods [K2, V3], leveraged the functionalities of Microsoft Teams [K4]], and foregrounded respect for individual

learner differences [V1,V2]. These elements collectively supported an environment where students felt more comfortable participating, gained deeper insights into user-centred design, and received formative feedback on their learning progress [A3,K3]. Nevertheless, my reflections highlight that teaching is a dynamic and iterative process. Enhanced clarity in task instructions, and additional time for debriefing breakout room discussions further strengthen student engagement and learning outcomes. Most importantly, the experience reinforced my awareness of how swiftly and dramatically engagement levels can change when learners are given clear guidance, scaffolded tasks, and multiple options for contributing. My intention moving forward is to refine these strategies, consider new technological tools, and uphold a continuous cycle of professional reflection [V4] that keeps student engagement and inclusivity at the forefront of my pedagogical practice.

Reflecting on the insights gained from the session, I have formulated a clear plan for enhancing future teaching interventions while further aligning my practice with D2 of the UKPSF, as follows:

My first priority is to allow more time for structured debriefing. This will give students the opportunity to consolidate and reflect upon the insights from each small-group discussion [A1, A2, A3]. Extending the debrief period will also help me identify and address misconceptions in real time [K3].

I am interested in experimenting with a wider range of Microsoft Teams features or introducing complementary platforms such as Vevox or Miro [K4]. These tools could deepen the prototyping tasks by giving students more intuitive ways to visualize and collaboratively refine their designs. In addition, to maintain a culture of reflective practice, I will introduce regular prompts inviting students to evaluate their own participation and learning experiences. These prompts may appear as short surveys, thereby fostering a feedback loop that informs subsequent sessions [V2-3, A1, K3].

I will also provide targeted prompts that scaffold student responses. For example, rather than asking "*What do you think of user-centred design?*", I could ask:

- *What are the three most important considerations when designing for accessibility?*
- *How does user feedback influence iterative design?*
- *How would you improve a healthcare technology product based on user needs?*

By structuring discussions with specific, actionable prompts, students will be able to engage more deeply with the material while ensuring that the conversation remained focused and inclusive (Brookfield, 2017) [A1, K2, A3, V2].

Finally, I intend to maintain an iterative quality enhancement cycle by collecting ongoing feedback from both peers and students [K5, A5]. Peer reviews, for instance, could offer fresh perspectives on how to manage breakout rooms more effectively or how to strengthen inclusivity. At the same time, anonymised student surveys will help me gauge whether the new approaches are genuinely increasing engagement and comprehension. Integrating these multi-level feedback mechanisms will enable me to continuously refine my teaching [V4, K5].

The teaching intervention described here aligns explicitly with Descriptor 2 (D2) through its engagement with the Areas of Activity, Core Knowledge, and Professional Values outlined in the UKPSF. By designing collaborative tasks, deploying a variety of formative assessments, attending

to institutional and disciplinary considerations, and integrating reflective practice, I demonstrate my adherence to the holistic guidance provided by the framework.

Areas of Activity [A1–A3] are reflected in my deliberate planning of pre-session materials, the active facilitation of breakout rooms, and ongoing feedback mechanisms. Meanwhile, I draw on Core Knowledge [K1–K5] by referencing relevant scholarship on active learning, inclusivity, and technology usage, grounding the session’s content in recognised best practices for teaching and learning in higher education. Finally, my attention to Professional Values [V1–V4] is evident through the emphasis on respecting individual learner needs, fostering an inclusive and supportive environment, using research to inform my approach, and continually reflecting on and adjusting my methods for continual professional development.

This intervention has highlighted key areas for my own professional development. While I am confident in facilitating interactive discussions, this experience has highlighted the need for continuous refinement of my strategies to ensure inclusivity. As part of my ongoing CPD, I will seek feedback from students more systematically, using post-session surveys and informal check-ins to gauge engagement levels. In addition, I intend to participate in peer observations to gain insights into how other educators manage student participation in online learning environments [A5].

Teaching Intervention Poster

Navigating Supervision Challenges in Professional Doctorate Programmes

Enhancing Support for Students and Supervisors through Structured, Reflective Interventions

1 Abstract

Postgraduate researchers often struggle to balance research commitments with personal and professional responsibilities, leading to stress and feelings of being overwhelmed. Supervisors, in turn, face unique challenges when students experience difficulties with time management, mental health, and engagement in supervision meetings (Hunter & Devine, 2016; Pyhältö et al., 2012). These issues can significantly impact students' progress, well-being, and academic outcomes (Evans et al., 2018).

2 Background

This poster outlines key challenges encountered while supervising Professional Doctorate students and the interventions implemented to address them.

Professional Doctorate students often face significant challenges with:

- Time management
- Consistent engagement with supervision
- Mental health and motivation

These factors commonly disrupt academic progress, extend completion timelines, and impact student wellbeing.

Supervisors like myself also experience:

- Balancing academic rigor with emotional sensitivity
- Managing inconsistent student engagement
- Emotional strain when support efforts yield limited results
- Communication barriers when students withdraw or resist help

These issues demand resilience, adaptability, and institutional backing to sustain effective supervision.

To address these challenges, I implemented:

- Regular informal check-ins to foster safe, supportive dialogue
- Normalisation of setbacks as part of the doctoral journey
- Targeted, timely guidance tailored to individual needs

This structured yet flexible approach:

- Encourages sustained student engagement
- Reduces stress and promotes wellbeing
- Supports academic progress
- Enhances supervisor-student communication

This intervention was designed as a holistic model, supporting both sides of the supervisory relationship (Students & Supervisors).



3 Intervention Design

To address both students and supervisor challenges in the Professional Doctorate context, a structured yet flexible intervention was introduced. The key components included:

Structured Supervision Meetings & Flexible Check-ins [A1, A2, A4; K2; V1, V2]:

- Weekly supervision meetings focused on clarity, goal-setting, and consistent communication.
- Optional Friday check-ins (5–15 mins) via Teams, email, or call, providing real-time support and flexibility.
- Promoted timely intervention and sustained student engagement without overburdening students or supervisor/s.

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Time Management Strategies & Visual Planning Tools [A1, A3, A4; K2, K4; V2]:

- Use of Gantt charts, priority matrices, and chapter templates to support task organization and progress tracking.
- Tasks were broken into smaller, manageable steps to reduce overwhelm.
- Visual progress maps made timelines and expectations transparent.

Embedded Well-being Support [A4, A5; K3; V1, V3, V4, V5]:

- Provided access to university counselling services and online mental health resources.
- Introduced confidential coaching sessions with an experienced academic colleague for personal reflection.
- Fostered a safe and supportive supervisory relationship built on trust and openness
- Supervisor-focused initiatives, including, peer support circles and communities of practice, offering a space to share challenges and reduce isolation, as well as attending targeted training workshops.

Challenge	Student-Focused Support	Supervisor-Focused Support
Time Management	Gantt charts, task breakdowns, visual timelines for clarity and reduced overwhelm	Improved oversight enables targeted feedback and reduces need for micromanagement
Engagement	Weekly supervision and flexible check-ins ensure consistent, responsive communication	Predictable contact reduces frustration and enhances supervisory flow
Mental Health	Coaching, counselling referrals, and normalising challenges support well-being	Reduced emotional burden through clear boundaries and shared responsibility
Academic Progress	Structured goals and visual progress tracking maintain research momentum	Clear milestones support academic rigor and constructive supervision
Emotional Strain	Safe spaces and regular support mitigate student stress	Peer support circles and boundary-setting training address emotional toll on supervisors

4 Reflective Evaluation

To assess the effectiveness of the intervention, Driscoll's What Model (Driscoll, 1994) was applied:

WHAT: Professional doctorate students frequently encounter challenges during their studies, including:

- Balancing research with employment and personal life leads to delays and missed deadlines [A1, K2, V2].
- Maintaining regular engagement with supervision can be challenging, sometimes resulting in cancelled or postponed meetings [A2, A4, K3, V1, V2].
- Anxiety, stress, and decreased motivation are common among postgraduate researchers, affecting productivity and overall wellbeing [A4, V1, V2].

SO WHAT: Understanding interconnected impact of these challenges is crucial as they directly impact students' academic performance and wellbeing:

- Poor time management and low engagement disrupt the flow of research activities, leading to prolonged study durations and reduced quality of research outcomes [A1, A3, K1, K3, V2].
- Irregular engagement weakens feedback mechanisms and support structures that are vital for academic growth and development [A2, A3, A4, K2, K3, V3].
- Mental health struggles significantly affect student motivation, engagement, and the capacity to maintain consistent research activities [A4, K3, V1, V4].
- Balancing roles as academic guide, emotional support, and project manager requires reflective and adaptive practice [A4, A5, K3, K5, V1, V3, V4].

NOW WHAT: To address these challenges and fulfil the expectations of D2, the following targeted strategies were implemented:

- Regular supervision meetings were established combined with optional brief check-ins to accommodate different student needs, facilitating ongoing communication [A1, A2, A4, K2, V1, V2].
- Visual progress tracking, templates, and workload breakdowns into smaller, manageable activities improved clarity and self-efficacy [A1, A3, K2, K4, V2].
- Coaching and referral resources were offered. Supervisor-focused training and peer support mechanisms were proposed to enhance resilience. [A4, A5, K3, K5, V1, V3, V4, V5].
- Reflective practice, informed by student needs and supervision outcomes, guided ongoing enhancement of supervisory approaches and aligned with institutional goals [A5; K5; V4, V5].

Reflection on Three Teaching Observations

Teaching Observation (1): Reflective Evaluation on Dr Ben's Feedback

Reflecting on Dr Ben's feedback on my teaching, I appreciate the recognition of my structured lesson planning and the variety of teaching methods I employed [A1, K1, V3]. He acknowledged my ability to integrate digital tools, such as live demonstrations of usability testing and interactive discussions, to facilitate deeper engagement with Human-Computer Interaction (HCI) concepts [A2, K4]. By ensuring clarity in my explanations and maintaining a steady pace, I was able to reinforce key concepts while keeping students actively engaged. The feedback also highlighted the effectiveness of the inclusive and interactive environment I created, where students felt encouraged to participate in discussions, ask questions, and critically evaluate user interfaces [A4, V1].

A key area for enhancement suggested by Dr Ben was to explore additional methods to increase student participation, particularly by incorporating online discussion boards or collaborative prototyping tools. Research has shown that online discussion forums can significantly improve student engagement and promote critical thinking, especially when students are given structured prompts and encouraged to build on each other's responses (Hew & Cheung, 2013) [A5, V2]. Furthermore, using collaborative design tools such as Figma or Miro can provide students with opportunities to engage in hands-on prototyping, which aligns with constructivist learning theories that emphasise learning through doing (Jonassen, 1999). Implementing these strategies can support more active learning, allowing students to extend their engagement beyond the classroom.

Another suggestion from Dr Ben was to incorporate more industry case studies and guest speakers to bridge theoretical knowledge with practical application. This aligns with the concept of situated learning, which suggests that learning is most effective when it takes place within the context of learning (Lave & Wenger, 1991) [V4]. Case studies provide students with real-world problem-solving experiences, allowing them to see how theoretical concepts are applied in industry settings (Merrill, 2002). Moreover, inviting guest speakers from the HCI field can offer students insights into industry trends, ethical considerations, and career pathways, thereby increasing the relevance of the course material. This approach is also supported by social learning theories (Bandura, 1977), which suggests that "learning occurs because people observe the consequences of other people's behaviors" (Cherry, 2024). This suggests that students could benefit from exposure to diverse perspectives and role models in their field.

In addition, Dr Ben praised my use of formative assessment techniques, such as real-time usability critique exercises and peer reviews, which encouraged critical thinking and collaborative learning [A3, K3, V2]. Providing immediate and constructive feedback has been shown to enhance student learning outcomes and motivation (Nicol & Macfarlane-Dick, 2006). However, I aim to refine my assessment strategies further by ensuring that feedback is even more personalised and actionable, aligning with best practices in assessment for learning (Sadler, 1989).

Overall, Dr Ben's feedback was highly constructive and reinforced my strengths in lesson structuring, student engagement, and assessment strategies. His suggestions provide a

meaningful opportunity for enhancement, ensuring that my teaching continues to be inclusive, interactive, and aligned with best practices in higher education pedagogy. Implementing these recommendations will not only enhance student participation and industry relevance but also contribute to my ongoing professional development as an educator [A5].

Teaching Observation (2): Reflective Evaluation on Mr Bartlett's Feedback

Reflecting on the observation conducted by Garry Bartlett, I am encouraged by the recognition of the structure and inclusivity embedded within my teaching practice. The session focused on the demonstration of human behaviour analysis systems - Tobii screen-based eye-tracking, Noldus Viso, and FaceReader - and was designed to provide both theoretical grounding and experiential learning opportunities. Mr Bartlett highlighted the successful integration of diverse teaching strategies, including lecture, demonstration, and hands-on engagement, aligned with the session's learning outcomes [A1, A2, K2, K4]. The design of the session was grounded in Universal Design for Learning (UDL) principles (CAST, 2018), ensuring accessibility and engagement by addressing multiple means of representation, engagement, and expression. By combining visual presentations (PowerPoint), live system demonstrations, and allowing students to act as both participants and operators, I supported varied learning styles [V1, V2]. This also aligns with Kolb's experiential learning theory (1984), where concrete experience and active experimentation enhance learning. Mr Bartlett comments confirmed the effectiveness of this approach, noting that students were able to grasp complex systems and appreciated the opportunity to interact directly with the technology. This reflects an inclusive and facilitative teaching approach [A2, V1, V2]. Rather than positioning myself as the sole expert, I adopted a facilitative teaching style, acting as a guide and co-learner, encouraging students to ask questions, explore the ethical and methodological implications, and consider application in their own contexts. This approach is supported by Carl Rogers' learner-centred theory (1969) and constructivist paradigms (Vygotsky, 1978), where learning is co-constructed through social interaction and experience.

One of the strengths noted was the clarity and pacing of my delivery, which helped students understand not only the functionality of the tools but also the methodological and ethical considerations of using them in research. By encouraging students to think critically about the research applications and limitations of the systems, the session promoted deeper understanding. This is aligned with my commitment to using evidence-informed practices and my own ongoing professional learning, drawing from both conducting my own research and technical training provided by system manufacturers [K3, V3].

Formative assessment was embedded through questioning, guided discussion, and immediate feedback [A3, K3, V3]. To further enhance this, Mr Bartlett suggested integrating real-world data or enabling students to co-design a small study. This recommendation aligns with authentic learning theory (Herrington & Oliver, 2000), and I plan to implement it by embedding problem-based and case-based tasks that mirror industry practice [A5, K5, V4].

The feedback was particularly useful in reinforcing areas of strength, such as inclusivity, structure, and clarity, and in identifying enhancement opportunities. As part of my ongoing professional development [A5], I plan to implement reflective prompts and more tailored feedback during practical sessions, further developing students' metacognitive skills. Overall,

the observation confirmed key aspects of my teaching while offering constructive directions for enhancement. It contributes directly to the development of my portfolio aligned with PSF23 Descriptor 2 by evidencing inclusive practice, subject-specific pedagogy, effective use of technology, and commitment to equity and collaboration.

Teaching Observation (3): Reflective Evaluation on Prof. Arwa Abdul-hamed's Feedback

The feedback from Prof. Arwa Abdul-Hamed on my teaching session provided valuable insights into my current practices and highlighted areas of strength as well as opportunities for further development.

In planning and designing learning activities, my structured lesson plan effectively addressed key ethical frameworks in AI education, integrating relevant case studies and practical examples of AI tools such as ChatGPT and Deep Seek [K2, K4, V3]. Prof. Arwa noted that my preparation was thorough, with multimedia resources enhancing the learning experience, consistent with principles outlined by Biggs and Tang (2011). Despite unexpected technical difficulties (poor internet connection), the adaptability I demonstrated by swiftly transitioning from digital collaborative tools to traditional methods (A3 paper) ensured the learning objectives were met, aligning with Universal Design for Learning principles of flexibility and accessibility (CAST, 2018) [A1, A2, V1, K4].

Prof. Arwa's feedback noted that my communication was clear and that I successfully maintained a coherent narrative throughout the session [A2, K2]. The interactive approach to exploring ethical issues, such as the discussion around AI-generated essays, facilitated deep engagement, allowing students to critically reflect and debate, which aligns with the constructivist approach advocated by Knowles et al. (2015). Ending the session by summarising ethical guidelines and encouraging responsible AI use clearly reinforced learning outcomes and promoted ongoing reflection, demonstrating effective instructional closure practices as recommended by Petty (2016). Creating effective learning environments was another strength identified. Prof. Arwa commended my ability to maintain a respectful and open atmosphere, enabling students to openly discuss sensitive topics like academic dishonesty [A4, V1, V2]. The active participation and engagement observed confirmed the effectiveness of my approach to fostering student confidence in exploring complex ethical dilemmas associated with AI, consistent with the principles of student-centred learning environments (Davis & Arend, 2013).

Assessment and feedback practices were integral to my session, even under constrained circumstances. While my initial intention to use anonymous digital polls was hindered by technological challenges, the alternative approach adopted encouraged meaningful, comfortable, and engaged student participation [A3, K4]. Prof. Arwa's observations highlighted the value of flexibility and the effectiveness of my informal yet formative assessment strategy, aligned with recommendations by Reece and Walker (2007).

In addressing core knowledge and professional values, my teaching session demonstrated effective application of theoretical concepts and practical skills relevant to postgraduate students [K2]. In addition, by critically evaluating AI tools, addressing issues of algorithmic bias, and discussing institutional quality standards, my practice aligned closely with core knowledge dimensions [K3, K5]. Arwa particularly highlighted my respect for diverse student perspectives,

my promotion of equitable access to learning resources, and my willingness to support and contribute to their institutional policy development [V1, V2, V5].

Reflecting on Arwa's feedback, I recognise the importance of planning for contingencies, especially in contexts with unpredictable technological infrastructure [A5, V4]. For future iterations of this session, extending the allocated time would allow a more comprehensive exploration of planned activities and deeper student engagement. In conclusion, Prof. Arwa's insightful observations affirm my strengths in delivering structured, adaptive, and inclusive educational experiences while providing clear, actionable pathways for further enhancement of my teaching practice [A5, V3]. This feedback will be instrumental in guiding my ongoing professional development and fostering deeper learning and engagement among my students.

Reflective Evaluation Of CPD Events

CPD Event (1): Transforming Inclusive and Accessible Learning in Higher Education

My passion for improving accessibility in higher education stems from my academic background in HCI. My PhD research focused on improving the accessibility of teaching materials for blind and partially sighted students. This experience has shaped my commitment to ensure that digital learning environments are inclusive and accessible for all students.

Recently, I attended the webinar *"Transforming How the World Learns: How Educators Can Facilitate Inclusive and Accessible Learning"* [A5]. The session provided valuable insights into the role of digital technologies in designing flexible, inclusive courses that cater to diverse learner needs. This report reflects on the key themes of the webinar and how they influenced my teaching practice.

The webinar emphasized the importance of adopting universal design principles to create learning environments that support all students, regardless of their abilities [V3, K5]. A key takeaway was how technologies and adaptive learning platforms, can significantly enhance accessibility [V1-2, A2, K4-5]. The panellists discussed the role of these tools in providing alternative ways to access educational content, ensuring that students can engage fully in their learning [A1, K1, V1]. However, a challenge that I face is finding the time to make content fully accessible. This was also discussed by the panellists, who highlighted the need for institutions to support educators by identifying the best technology to facilitate accessibility [V5, K4]. The speakers highlighted the need for institutions to implement structured accessibility policies that ensure all learning materials meet accessibility guidelines [V2-5, K5]. They also explored the role of student feedback in assessing the effectiveness of accessibility strategies [K3]. This aligns with my commitment to designing accessible course materials and making digital learning resources more inclusive [A2, A4, K5, V1, V4].

The panellists stressed that educators must be equipped with the knowledge and skills to implement accessibility effectively. This resonated with my professional goals, as I aim to take an active role in ensuring that the university enhances the learning experience for all students, particularly those with disabilities [V1-5, K1, K5]. An approach inspired by the panellist involves conducting a survey to identify knowledge gaps and then structuring a tiered knowledge dissemination program tailored to the specific needs of UWTSD, rather than applying a broad

approach meant for the entire sector. Implementing this as a structured initiative would ensure progressive development and sustained improvements in accessibility practices [A2, A5, K1, K3, V3, V5].

Reflecting on these insights, I plan to implement several strategies to improve my teaching practice. Firstly, I will focus on utilizing built-in accessibility checkers and explore AI-powered accessibility tools [V3, K2, A5]. In addition, I will work on refining my digital course materials to ensure compliance with accessibility standards [A2, K4, V1]. However, as the biggest challenge is often time, technology can assist in streamlining accessibility processes. UWTSD can further support educators by recommending and integrating the best accessibility tools [V3-5, K4]. The Webinar discussion on institutional policies reinforced my belief that accessibility should be a shared responsibility. Moving forward, I will advocate for the integration of accessibility-focused professional development programs for educators. By fostering an institutional commitment to accessibility, we can create a more inclusive educational environment that supports diverse learning needs [A4, K2, V5].

This CPD reflection has reinforced my dedication to embedding accessibility in digital education. The insights gained from the webinar have strengthened my approach to creating accessible teaching materials. By implementing these strategies, I aim to contribute to a learning environment where equitable access for all students is ensured.

CPD Event (2): AI in Assessment

As a lecturer committed to inclusive, student-centred learning environments and academic assessment practices [V1, V2], the rise of generative AI has prompted critical reflection on balancing innovation with academic integrity [K4]. This report synthesises insights from two CPD activities: Bissa's workshop, *Tweaking Your Assessment for Authenticity and Personalisation*, and the Monash University article *AI and Assessment*. By linking these experiences, I explore how theoretical frameworks such as Constructivist Learning Theory and Universal Design for Learning (UDL) can address emerging challenges in AI-integrated assessment design, particularly student uncertainty about originality [A5].

The workshop emphasised designing assessments resilient to AI misuse while fostering engagement. Key strategies included transparent guidelines for AI usage and understanding the distinction between minor and major tweaks to assessment design. The workshop outlined seven institutional-approved AI integrations: research, structuring, proofreading, writing, programming, creative work, and data analysis. For example, students can use AI for research (e.g., citation mapping) or structuring (e.g., generating essay outlines). Similarly the Monash article's emphasises fostering higher-order thinking, as they require students to critically engage with AI outputs rather than passively accept them. The workshop also stressed the importance of draft retention, requiring students to archive iterative drafts showing AI's input/output. This practice, rooted in constructivist principles of visible learning, addresses concerns about transparency and mitigates student anxieties around originality. In addition, the workshop clarified that AI integration should align with institutional timelines (e.g., September 2025 policy rollouts) and apply to future assessments rather than disrupt current marking cycles. This phased approach complements the article's call for structured, thoughtful integration of AI tools.

Reflecting on this workshop, I could redesign an assessment task to include a staged submission process, where students submit an initial outline and receive AI-assisted formative feedback before completing their final submissions [A3, K4]. While this approach could increase engagement, some students may express uncertainty about AI's role in their tasks, particularly regarding originality and compliance with institutional policies [V2]. This can be addressed by sharing university's policies on permissible AI use.

The Monash University article provided a critical exploration of AI's role in education as both a tool for enhancing assessment practices and a potential risk to academic integrity [K4, V4]. It emphasised the importance of designing tasks that prioritise higher-order thinking, such as analysis, evaluation, and creation, rather than relying on knowledge reproduction [A2, K2].

Inspired by these insights, I plan to integrate a reflective critique component into one of my assessment tasks [A3, K3]. Students could be asked to evaluate AI-generated designs, identifying its strengths, weaknesses, and ethical concerns [K5, V3]. This task not only encouraged critical thinking but also promote ethical awareness around AI usage [V4]. To address any hesitation from the students to engage with AI tools, I plan to run a session to ensure students understand both the opportunities and limitations of these tools [A4, K4, V1].

In addition, requiring students to archive iterative drafts of their work ensures accountability and provides evidence of their critical engagement with AI tools. Furthermore, the article highlighted AI's potential to support inclusive assessment practices. By applying the UDL framework, I recognise opportunities to structure AI tools through multiple means of engagement, representation, and expression [V1]. For example, AI-assisted brainstorming tools could support neurodiverse learners.

Both activities highlighted the importance of aligning assessment design with pedagogical objectives. The constructivist approach from the workshop and the UDL framework from the article collectively address challenges of authenticity, inclusivity, and integrity. For example, staged submission processes (constructivism) paired with AI-driven formative feedback (UDL) can personalise learning while maintaining academic rigour.

CPD Event (3): Engaging Students in Internship Roles within Real-Life Research Projects

In an article I read recently, Carlson et al. (2022) noted that the teaching-research nexus is a defining characteristic of higher education, aiming to prepare students for using or conducting research [A5]. Griffiths (2004) categorised this nexus into four dimensions: Research-Tutored¹; Research-Led²; Research-Oriented³; and Research-Based⁴ teaching. Carlson et al. (2022) reported that students found the research environment a strong motivator for learning, as dialogue with supervisors challenged them to develop arguments [A2, A4, K2, V1]. The opportunities to experience real-life research helped them understand the research world [A4, K5, V4]. Support from supervisors was invaluable, creating engagement and supporting learning [A4, K3, V5].

1 Students engage with research literature through writing and discussion.

2 Educators use their own research as examples.

3 Teaching students the processes and skills involved in conducting research.

4 Students actively participate in ongoing research projects.

Inquiry-based principles (CEEBL, 2010), such as internships, can engage students in authentic learning experiences, contributing to new knowledge and real-world problem-solving [A1, A2, K1, V3]. At ATiC we have been working with other colleagues to provide students with internship roles in real-life research projects [A5, K5, V5]. This initiative aligns with the principles of research-based teaching, as outlined by Carlson et al. (2022). Our aim is to enhance student engagement, skill development, and career readiness by integrating research experiences into their academic journey [A1, A2, K1, K2, V2]. By involving students in research projects, we provide them with authentic learning experiences where they transition from passive learners to active participants in knowledge creation [A1, A2, K1, V3]. This approach aligns with the PSF 2023, particularly in promoting engagement and equity of opportunity and collaborating with others to enhance practice [V2, V5].

To facilitate this initiative, ATiC collaborated with colleagues from the Computer Science, Psychology, and Product Design departments. These cross-disciplinary partnerships allow us to offer diverse research opportunities tailored to student interests and academic backgrounds [A5, K2, K5, V5]. A key challenge we have encountered is aligning internships opportunities with the academic calendar, as many funded research projects do not follow the traditional university term structure [A1, K3, V4]. This misalignment can impact students' ability to fully engage in projects, especially when critical project milestones fall outside term time. We are exploring flexible models where students can engage in research activities as part of coursework or through extracurricular research assistant roles [A1, A5, K5, V4].

Another challenge we identified is when working on commercial projects, where companies expect high-level expertise from research teams [A2, K5, V4]. Involving students in such projects raises concerns about quality control and confidentiality [A3, K5, V3]. Hence, we are working closely with industry partners to define student roles that add value while maintaining professional standards [A5, K5, V4, V5].

Initially, students may lack the skills to contribute effectively to research projects. However, introducing shadowing roles, where students observe and learn from experienced researchers [A4, K1, K2], will provide them with foundational knowledge before they take on more independent roles under supervision [A4, K3, V1, V3]. Doing so, our internship program will align with both academic requirements and industry expectations [A1, A2, K2, K5, V4].

Engaging students in real-life research projects provides a valuable bridge between academic learning and professional practice [A2, A4, K1, V2]. By refining our approach and addressing structural challenges, we can create meaningful research experiences that benefit both students and the wider research community [A5, K3, V5].

General Reflective Statement

Throughout the PGCert in Teaching in Higher Education, my reflective practice has significantly evolved, shifted towards critically informed scholarly-driven pedagogy, becoming more comprehensively aligned with PSF23 Descriptor 2. Initially, my teaching approach was focused on research-informed content dissemination. My teaching incorporated lectorials, a blend of lectures and interactive seminars, to accommodate diverse learning styles and engage students actively through discussions, multimedia, and hands-on activities [A1, A2, K1, K2, K3] (Thalluri & Penman, 2020).

I integrated research into teaching using real-life case studies from professional projects, ensuring content relevance and student engagement [K1, V3] (Marley, Siani & Sims, 2022). Emphasising inclusivity, particularly in the UX Bootcamp, I ensured compatibility of teaching materials with assistive technologies and offered alternative assessments, reinforcing equity in learning [A2, V1, V2, K4]. In addition, implementing regular one-to-one support sessions revealed the importance of tailored guidance in supporting diverse learning needs [K1, A3], thus reinforcing inclusive practices and equity of opportunity [A2, V2]. My reflective practice further developed through the integration of authentic, real-world learning experiences [A1-2, K1], particularly illustrated by engaging students in research internships. Reflections on these interventions revealed deeper learner engagement, heightened confidence, and stronger academic identities among students [A2, A4]. The shift to collaborative and participatory teaching methods enabled me to foster more interactive and supportive learning environments [A2, A4, V2, V3, V5].

Attending a CPD event on inclusive and accessible learning encouraged the application of Universal Design for Learning (UDL) principles, prompting more flexible assessments and instructional strategies [V1, V2, K1, K2]. This shift improved inclusivity and digital accessibility compliance. I began exploring AI-powered tools to streamline this process, reinforcing my commitment to inclusive education and ongoing professional development [A2, A5, K4, V3, V5]. My exploration of generative AI in assessment and research, inspired by CPD activities, led me to introduce AI-supported feedback processes and integrate scaffolded assessments [A3, K4]. I now critically examine the ethical use of AI with my students, promoting awareness of its limitations and the need for balanced, responsible implementation [K3, V1, V4] (Alasadi & Carlos, 2023). CPDs focused on mental health and wellbeing broadened my perspective as a Professional Doctorate supervisor. Literature on doctoral wellbeing helped shape proactive strategies supporting time management, resilience, and mental health awareness [A4, V1, V2, V4] (Levecque et al., 2017; Mackie & Bates, 2019). My use of Vevox, inspired by a CPD session, improved student engagement through live polling and anonymous feedback [A2, A4, V1]. Formative assessment strategies were enhanced by immediate insights into student understanding, enabling me to tailor sessions more responsively [A3, K2, K3] (Nicol & Macfarlane-Dick, 2006).

Structured colleagues and self-evaluation through teaching observations allowed me to critically assess my methodologies and classroom management strategies. Feedback from colleagues challenged my assumptions and helped identify both strengths and areas requiring enhancement [K3, V3, V5, A5]. By consistently applying reflective frameworks such as Gibbs' Reflective Cycle, I have developed a disciplined, reflective habit that systematically evaluates and continuously enhances my practice, strongly evidencing Professional Values [V1-5] and Core Knowledge [K1-5].

Looking ahead, my focus is on developing robust evaluation strategies to measure the long-term impact of my teaching interventions [K5], which will also support the evidence base required for influencing wider practice. I aim to strengthen pedagogical alignment with subject-specific content, and refine feedback strategies to enhance student agency and promote assessment literacy [K1, K2, A3, V2]. Professionally, I plan to engage in cross-disciplinary Scholarship of Teaching and Learning (SoTL) initiatives, promoting collaborative learning design and mentoring colleagues [V5], engaging with sector-wide developments and educational policies [V4], and sustaining scholarly, evidence-informed practice that influences both my institution and disciplinary community [V3]. Continued CPD on inclusive curriculum design, feedback literacy,

and academic leadership will support my development towards a leadership role in learning and teaching [A5, K5].

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Appendix A: Teaching Hours Log

Candidate: Fatma Layas		Campus: Swansea	
Date	Session Details	No of Hours	Practice Advisor's Signature
13 May 2024	AI and academic publishing: What does the future hold for authors, readers and publishers?	1.5	
20 May 2024	AI in Assessment	1.5	
21 May 2024	AI Guidance and Academic Integrity	1	
23 May 2024	Come and play with AI	3	
29 May 2024	A tutorial session with a Clinical Science Trainee – co-supervising with London College	2.5	
May	Professional Doctorate -supervision meetings	4.5	
4 June 2024	Rethinking Assessment	1.5	
18 June 2024	Publish with Wiley: Scientific Writing Tips for Non-Native English Speakers	1	
June	Professional Doctorate -supervision meetings	4	
1 July 2024	Clinical Science Trainee – Supervision meeting	1	
July	Professional Doctorate -supervision meetings	4	
July	Professional Doctorate -Feedback on chapter draft	2	
8 August 2024	Clinical Science Trainee – Supervision meeting	1	
August	Professional Doctorate -supervision meetings	4	
August	Professional Doctorate -Feedback on chapter drafts	5	
September	Professional Doctorate -supervision meetings	3	
11 October 2024	Clinical Science Trainee – Supervision meeting	1	
30 October 2024	Clinical Science Trainee – Supervision meeting	1	
October	Professional Doctorate -supervision meetings	5	
October	Professional Doctorate -Feedback on chapter drafts	3	

4 November 2024	Innovative Technology for Healthcare -prep	3	
5 November 2024	Innovative Technology for Healthcare - Lectorial	3	
11 November 2024	Innovative Technology for Healthcare -Prep	3	
12 November 2024	Innovative Technology for Healthcare - Lectorial	3	
November	Professional Doctorate -supervision meetings	5	
November	Professional Doctorate -Feedback on chapter drafts	5	
4 Dec 2024	Clinical Science Trainee – Supervision meeting	1	
December	Professional Doctorate -supervision meetings	5	
December	Professional Doctorate -Feedback on chapter drafts	7.5	
7 January 2025	Transforming How the World Learns: How Educators Can Facilitate Inclusive and Accessible Learning	1	
10 January 2025	Clinical Science Trainee – Supervision meeting	1	
15 January 2025	Clinical Science Trainee – Supervision meeting	1	
28 January 2025	Get started with OneNote Bitesize Session	0.5	
29 January 2025	Immersive Technologies for healthcare education and training.	1.5	
January	Professional Doctorate -supervision meetings	6	
January	Professional Doctorate -Feedback on chapter drafts	7.5	
12 February 2025	Interactive teaching with Vevox: Elevate engagement and Inclusivity	1	
February	Professional Doctorate -supervision meetings	3	
February	Professional Doctorate -Feedback on chapter drafts	2	
5 March 2025	Human Behaviour and Physiological Measures - Prep	3	
10 March 2025	Human Behaviour and Physiological Measures - Session	2	

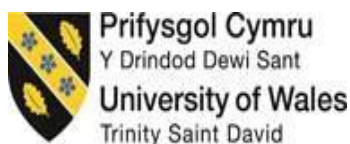
March	Professional Doctorate -supervision meetings	6	
March	Professional Doctorate -Feedback on chapter drafts	8	
		Total Hours =	129.5

Participant's signature



Practice Advisor's signature

Appendix B: Observation Forms



Details of the Observation	
Observee	Fatma Layas
Practice Advisor / Expert peer observer	Dr. Ahmed Ben Khaial
Date of the Observation	12 Nov 2024
Campus / Location	Online
Date, Time, Duration	12 Nov. 2024, at 1pm, 3hours
Subject Speciality	Innovative Technology for Healthcare
Type of activity	Lectorial (Lecture & Practical) session
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Dr Layas demonstrated a well-structured lesson plan that was clearly aligned with learning outcomes. The session incorporated a variety of teaching methods, including an interactive lecture and hands-on activities. The selection of content was relevant, engaging, and well-organised, progressing logically from fundamental HCI concepts to applied case studies. Digital tools, such as slides and live demonstrations of usability testing, were effectively integrated to support learning.
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General</i>

apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

The session began with a clear introduction, linking to students' prior knowledge and previous lessons. Dr Layas maintained a steady pace, ensuring clarity in explanations and reinforcing key concepts with real-world HCI examples. Communication was effective, with an engaging delivery style and an enthusiastic approach to the subject matter.

Fatma used a range of teaching aids, including live software demonstrations, and interactive discussions. Student engagement was encouraged through direct questioning and group discussions. The session concluded with a concise summary.

Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

The learning environment was inclusive and encouraged participation. Dr Layas created a supportive atmosphere where students felt comfortable asking questions. The session promoted active learning, with practical exercises in evaluating user interfaces to reinforce theoretical knowledge. She was responsive to diverse learning needs, using multiple approaches to explain concepts and providing individualised feedback during discussions. Students appeared engaged, demonstrating interest through active participation and interaction.

Assessment [A3: Assess and give learners feedback for learning]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.

Comments

Fatma effectively employed formative assessment techniques, including interactive Q&A sessions and live usability critique exercises. The feedback she gave to students was constructive and immediate, helping students refine their understanding.

Core Knowledge

- K1 How learners learn generally and within specific subjects.
- K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study.
- K3 Critical evaluation is the basis for effective practice
- K4 Appropriate use of digital technologies.
- K5 Requirements for quality assurance, enhancement and implications for practice.

Comments

K1: She demonstrated an understanding of how learners engage with HCI concepts by integrating both theoretical and practical learning methods.

K2: A mix of instructional methods (lecture, discussion, practical demonstration) was used to cater to different learning styles.

K3: Critical evaluation was encouraged through discussions on usability heuristics and user testing methodologies.

K4: Digital tools, including eye-tracking, were appropriately incorporated.

K5: Quality assurance in HCI teaching was maintained through clear learning objectives and evidence-based instructional practices.

Professional values

- V1 Respect for individual learners/ Diverse groups of learners.
- V2 Promote engagement and learning and equity of opportunity for all to reach their potential.
- V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice.
- V4 Respond to the wider context in which higher education operates, recognising implications for practice.

- V5 Collaborate with others to enhance practice.

Comments

V1: Fatma fostered an inclusive learning environment that respected diverse perspectives in HCI.

V2: The session was designed to engage all students equitably, promoting active participation.

V3: Content was informed by recent HCI research, including some of her own research, ensuring relevance and academic rigor.

V4: The session acknowledged broader industry trends and ethical considerations in user-centred design.

V5: Collaboration was encouraged through peer activities, promoting teamwork in usability evaluation.

Examples of good practice:

- Effective integration of digital tools and real-world case studies.
- Use of active learning strategies to engage students.
- Encouragement of student-led discussions and peer feedback.
- Clear and structured lesson delivery with logical progression.
- Adaptation of teaching style based on student responses.

Action points:

- Explore additional ways to enhance student participation, such as online discussion boards or collaborative prototyping tools.
- Consider incorporating more industry examples and guest speakers to further bridge theory and practice.
- Reflect on how assessment techniques could be refined to provide more personalised feedback.

For Observee

Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice

Observer

Ahmed Ben Khaial

**Date** 3rd March 2025**Observee:** FatmaLayas**Date** 3rd March 2025**PGCert PARTICIPANTS**

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

Details of the Observation	
Observee	Fatma Layas
Practice Advisor / Expert peer observer	Garry Bartlett
Date of the Observation	10 March 2025
Campus / Location	UWTSD innovation Matrix, Swansea
Date, Time, Duration	10 March 2025, 2pm-4pm (2 hours)
Subject Speciality	Human behaviour study systems and software Tobii Screen Based eyetracking, Noldus Viso and FaceReader.
Type of activity	Demonstrating human behaviour study systems and software including Tobii Screen Based eyetracking, Noldus, Viso and FaceReader systems.
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes]
<i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Dr Layas demonstrated a well-structured lesson plan that was clearly aligned with learning outcomes. The session incorporated a variety of teaching methods, including an interactive lecture and hands-on activities. • Dr Layas clearly laid out the various uses for the systems and the type of data that can captured. • Explained clearly the operation of the equipment and outline best practice for the set-up of the data gathering systems and methods to achieve best results. • The students were involved in the data gathering and observed the subsequent processing of the data to understand the full work flow of the systems.

Teaching [A2: Teach and/or support learning.]

i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

- The session began with a clear introduction to the technology and its uses and how this intersected with their specific field.
- Presented the information with clarity and detail whilst keeping the information concise and digestible.
- Explained clearly all aspects of the systems operation and best practice with students taking part as subjects and operators
- The session was well paced with plenty of time for students to interact with the technology, to ask questions and try things for themselves.
- The session included a power point presentation, hands on experience of the systems under discussion and open discussion of best use and insights that can be gained from using these systems.
- The session ended with a concise summary of the key aspects of the session reiterated.

Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

- The leaning environment was informal and inclusive and active participation was encouraged
- Dr Layas created a supportive atmosphere where students felt comfortable asking questions.
- The session promoted active learning, with practical exercises using both the hardware and software.
- Students appeared engaged, and were having fun whilst engaging with systems and learning about there use first hand.

Assessment [A3: Assess and give learners feedback for learning] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>
Comments • The students were engaged with general discussion and through question and answers. • Further examples were given to clarify understanding
Core Knowledge • K1 How learners learn generally and within specific subjects. • K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study. • K3 Critical evaluation is the basis for effective practice • K4 Appropriate use of digital technologies. • K5 Requirements for quality assurance, enhancement and implications for practice.
Comments K1. Dr Layas demonstrated an understanding of how learners engage with new systems and integrated both theoretical and practical learning methods. K2: A mix of instructional methods (powerpoint, discussion, practical demonstration and hands on experience) were used to cater to different learning styles. K3: Critical evaluation was encouraged through discussion of the system limitations, strengths and weaknesses and how these technologies are used.
Professional values • V1 Respect for individual learners/ Diverse groups of learners. • V2 Promote engagement and learning and equity of opportunity for all to reach their potential. • V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice. • V4 Respond to the wider context in which higher education operates, recognising implications for practice. • V5 Collaborate with others to enhance practice.
Comments V1 Fatma fostered an inclusive learning environment. V2: The session was designed to engage all students equitably, promoting active participation. V3: Content was informed by research and practical use of the systems within ATiC on Research and commercial studies as well as the technical training from the manufactures of the systems.

V4: The session acknowledged broader industry trends and ethical considerations in use of the systems being demonstrated.

V5: Collaboration was encouraged through peer activities, and teamwork was encouraged when thinking about how that could use this technology and how they would design studies.

Examples of good practice:

- A mix of teaching techniques from hands on experience to discussion around the subject and question and answers.
- clear and structured lesson delivery with logical progression.
- Use of active learning strategies to engage students.

Action points:

Explore additional ways to enhance student understanding, such as analysing real world data, or developing a model study themselves.

For Observee

Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice

	
Observer	Date 20 March 2025
Observee Fatma Layas	Date 20 March 2025
PGCert PARTICIPANTS	
On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.	

Details of the Observation	
Observee	Fatma Layas
Practice Advisor / Expert peer observer	Arwa Abdul-Hamed
Date of the Observation	23 Dec 2024
Campus / Location	Benghazi University, Libya
Date, Time, Duration	23/12/24, 11:00am, 1:30
Subject Speciality	AI in Education
Type of activity	Lecture (Dr Layas was a guest lecturer)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Dr Fatma Layas , designed a structured lesson plan focused on AI in education, emphasizing ethical frameworks (e.g., transparency, academic integrity). Content included case studies on AI misuse (e.g., plagiarism, over-reliance on chatbots) and ethical best practices for students. Integrated multimedia resources and hands-on activities using AI tools like ChatGPT, Deep Seek and AI-driven research assistants.
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>

Comments Session with Dr Fatma Layas began with a discussion on AI's transformative role in education and its ethical challenges. She maintained clarity throughout the session. Her pacing allowed for deep dives into ethical dilemmas (e.g., "Is using AI to draft essays plagiarism?") and group debates. She was planning on using collaborative whiteboards for students to map ethical risks vs. benefits of AI tools, however, due to poor internet connection that day, students ended up doing the activity on A3 paper instead. Dr Fama, ended the session with a summary of key ethical principles and guidelines for responsible AI use.
Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners] <i>i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments During the session, Fatma, maintained an open, non-judgmental atmosphere for discussing sensitive topics (e.g., academic dishonesty). Students were encouraged with the examples and the activities Students demonstrated heightened interest in balancing AI efficiency with ethical accountability.
Assessment [A3: Assess and give learners feedback for learning] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>
Comments Dr Fatma tested the students understanding of ethical guidelines (e.g., when AI use crosses into misconduct) and provided feedback to students. Again she was planning on doing this through anonymous polls on AI ethics scenarios, but the poor internet connection prevented this. However, students were still comfortable to take part in the activities and share their thoughts with her.
Core Knowledge • K1 How learners learn generally and within specific subjects. • K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study. • K3 Critical evaluation is the basis for effective practice

- K4 Appropriate use of digital technologies.
- K5 Requirements for quality assurance, enhancement and implications for practice.

Comments

In the session, Fatma, addressed how students engage with AI tools, blending theoretical ethics with hands-on activities. Her approach was suitable to postgraduate levels. She asked students to critically evaluate AI outputs (e.g., detecting hallucinations in ChatGPT responses). She also demonstrated ethical use of AI platforms while highlighting privacy risks. In addition, she aligned the activities with institutional quality standards for the UK AI integration in coursework. Something she was happy to discuss and share with me and other colleagues as we are developing our own policy.

Professional values

- V1 Respect for individual learners/ Diverse groups of learners.
- V2 Promote engagement and learning and equity of opportunity for all to reach their potential.
- V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice.
- V4 Respond to the wider context in which higher education operates, recognising implications for practice.
- V5 Collaborate with others to enhance practice.

Comments

Dr Layas, respected diverse viewpoints on AI ethics and accommodated varied comfort levels with AI adoption. She, promoted equity by discussing accessibility of AI tools (e.g., cost barriers, language inclusivity). In her slides she shared some key AI ethics guidelines, references to research on algorithmic bias, and institutional policies. At the end of her session, she also highlighted AI's societal impact (e.g., job market shifts, assessment and human creativity) and implications for academic practice. As mentioned above, she was happy to support and collaborate with us to design ethical AI-use policy.

Examples of good practice:

She was quick to come up with an alternative of the whiteboard activity when we faced poor internet connection. She connected her laptop to her mobile network to do live demo of prompting ChatGPT, Chatpdf, Deep Seek and other research specific platforms (e.g. research rabbit, scispace). Gave examples of AI misuse in academia and mitigation strategies. Offered guidance on how students can ethically use AI in learning.

Action points:

If we are to run the session another time, we would allocate more time for the session. There was a lots of other activities she was planning to do with the student but were not able to due to time constrain.

For Observee

Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice

Observer Arwa Abdul-Hamed

Date 1st April 2025

Overservee Fatma Layas

Date 1st April 2025

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.