

**Postgraduate Certificate
Teaching in Higher Education
(PGCert) Modules:**

**UNHE7007 Teaching in Higher
Education**

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Table of Contents

1.0. A Statement on Teaching and Learning by Olubukola Adegbite	3
1.1. Theoretical Framework: How does learning take place?	3
1.2. Goals: What can a student get out of my teachings and learning sessions?	3
1.3. Adopted Teaching Styles: What are my adopted teaching styles to facilitate teaching and learning?	4
1.4. Process to leverage on: What are the processes I can leverage on to improve on my teaching and learning practices?	4
1.5. References:	4
2.0. Reflection on My Micro Teaching	5
3.0. Intervention Cycle 1 – Collaborative Learning	6
3.1. The Beginning - Constructivism Theory of Learning:	7
3.2. Theory of Collaborative Learning:	8
3.2.1. Theoretical Assumptions in Collaborative Learning:	8
3.2.2. Different Perspectives in Collaborative Learning (CL).	10
3.2.3. Challenges and Opportunities Associated with Collaborative Learning	12
4.1. PGCERT THE OBSERVATION FORM 1	16
4.2. PGCERT THE OBSERVATION FORM 2	17
4.3. PGCERT THE OBSERVATION FORM 3	18
5.0. Continuing Professional Development Logs	19
5.1. CPD 1: Classroom Management for Unconventional Students	19
5.2. CPD 2: Teaching and Learning in Online Environment – What Are the Key Issues to Consider?	20
Incorporation into Teaching Practice:	20
5.3. CPD 3: Webinar: How the Pandemic Made Me a Better Educator	21
Main Issues to Incorporate into Teaching Practices:	21
6.0. Record of My Teaching Hours November 2020 – March 2021	23

1.0. A Statement on Teaching and Learning by Olubukola Adegbite

This statement aims to discuss my reflective teaching practice and philosophy in writing as an explicit means of understanding my teaching practice till date and reflect on how I might improve on my teaching and learning practice. I divide this statement under four (4) main categories namely: theoretical framework, my teaching goals, my adopted teaching styles and processes to leverage on to improve my teaching and learning practices.

1.1. Theoretical Framework: How does learning take place?

I hold a multi-construct perspective to teaching. I have been guided by Vygotsky's work, Piaget's theory and believe that higher education must be considered of high priority both by tutor and learners. While tutor must ready to guide, support and impart knowledge and skills on a subject; each learner must take ownership of his learning. This logic makes higher education a learner-centred process. This logic is consistent with my teaching philosophy; teaching and learning should be primarily to increase learner's knowledge base. It is a pedagogical approach that empowers students in their quest for knowledge and skills through active engagement and leveraging on learning opportunities.

1.2. Goals: What can a student get out of my teachings and learning sessions?

I prepare each lecture with instructional goals in mind. This is because I believe instructional goals are important building blocks upon which my instructional design rests. I consider these goals as helping to achieve overall learning aims and objectives of the module and also the theme of discussion in a particular lecture. This explains why in my teaching approach, I focus on the subject matter and theme I think my students should learn and broader perspectives such that add value to students' education and possibly ensure the learning process helps in achieving the set goals. For example, in week 2 while teaching Self-Awareness in Professional Career Development module; I set out to achieve three levels of educational goals, namely:

The goal I have for students as learners of Self-Awareness concept;

The goal I have for students as learners of employability skills; and

The goal I have for students as learners in Professional Career Development module.

Teaching Style: My goals are entrenched in my objectives as a Business Management tutor; to provide guidance, instructional materials and impart knowledge of Business Management subjects to my students. Essentially, I set out to improve their knowledge and skills acquisition in areas of improving their individual employability skills and managerial capabilities through multi-dimensional approach to learning.

1.3. Adopted Teaching Styles: What are my adopted teaching styles to facilitate teaching and learning?

As a tutor, I believe I wear many caps and perform different roles. I act as an educator/expert, formal authority, personal model, facilitator and/or delegator. These roles are consistent with Grasha's (1994) classification of teaching styles into five (5) categories. As an expert I possess the subject knowledge and expertise that learners need for skill acquisition. I endeavour to work as an expert among my students by imparting subject knowledge and by stimulating students to enhance their competence in the taught module. As a formal authority I uphold academic integrity, teaching quality and policy of the University. I highlight to students the learning aims and objectives, learning expectations and remind students of classroom conduct and rules of engagement. I also provide constructive feedback to my students on their assessments. As a personal model, I believe in "teaching by personal example" and instilling a model for how to think critically and behave in a professional manner. On this role, I oversee, guide, and direct by showing how to do things, and encourage learners to observe and follow and/or adopt the tutor's approach. As a facilitator, I ensure tutor-learner interactions. I nurture and guide learners by probing and asking questions, weighing options, highlighting alternatives and encouraging student to develop their thinking capacity to make informed/well guided choices. Essentially, on this role I offer support and guide students in developing their capacities to take independent decisions and assume responsibilities. As a delegator, I am interested in guiding students towards starting and completing tasks either individually or as part of a team. On this role, I function essentially as a resource person.

1.4. Process to leverage on: What are the processes I can leverage on to improve on my teaching and learning practices?

I believe learning is evolving and use of information technology (IT) for teaching and learning should be **enabling** and **facilitating** the learning process. It should not constitute a stumbling block/challenge. Teaching online during Covid-19 has been interesting and challenging to both myself and my students; however, the IT has been largely enabling even there has been some challenging moments where IT sophistication has impeded smooth students' participation in the learning process. However, ability to leverage on cognitive flexibility will be the way forward (Hu and Spiro, 2021). I have also learnt from my peers about teaching online and helping students learn while empathising and showing more understanding with them. I am optimistic of being more patient with learners particularly while teaching and learning via online platforms. I am also determined to share ideas and collaborate more with my peers and senior colleagues to ensure delivery of quality teaching and learning experience.

1.5. References:

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2.0. Reflection on My Micro Teaching

As requirement for my Postgraduate teaching certificate, I was to make a 10 minute micro teaching presentation. The presentation was recorded which was later watched by few of my colleagues for feedback. I had a mix feeling doing the recording because of the cautiousness that I will be assessed even though I have been having all my lectures online due to Covid - 19. The teaching was focused on time management skills as an integral part of academic skills. The session was mainly for level 4 term one students. Before this time, I have taught various module for level 4 students. So, I know their peculiarities in terms of poor time management. I felt that I need to introduce the topic to them to help them manage their time effectively since they are new to the university. So, the teaching slide was tailored towards how they could manage their time appropriately. The teaching went smoothly and lasted for approximately 10min. From the feedback received I learnt that the teaching approach was appropriate for level 4 and the teaching material was also very supportive, However, I would need to incorporate more of in-class activities for online teaching delivery and also explain more on key points. And provide further examples that student can relate with. This will help reinforce learning.

I also learnt that I need to be more relaxed and speak at a steady pace in order to engage my audience.

Feedback. The feedback has been helpful in by helping me to know the area of improvement. I plan to incorporate all these feedback into my teaching and improving my teaching and delivery styles for better active participation of my students.

3.0. Intervention Cycle 1 – Collaborative Learning

“I hear and I forget, I see, and I remember, I do, and I understand” (Confucius, 551 B.C cited in Zhao and Kuh, 2004).

In Autumn Term, 2019, as a guest lecturer at University of Wales Trinity Saint David (UWTSD), Birmingham, I was privileged to teach Financial Management in Hotel Industry module to International Hotel Management (IHM) level 5 students. My first observation was that the students were unconventional and are matured learners. They are determined to learn; however, they have some learning challenges. Although, the class strength was less than 20 students, the learners have different learning peculiarities that make teaching and learning daunting. For instance, these students were from different European countries. Precisely, the class included students from UK and Eastern Europe whose first language was not English Language. They had challenge in detail understanding of taught concepts in English Language. More daunting to comprehend Accounting or module with mathematical tasks being the nature of the module. Financial Management in Hotel Industry involves crunching numbers and mathematical calculations. Many of the students were not mathematically confident. Prior to this time, they had studied modules with report writing and essays as means of assessments. This explained why, they struggled with learning Accounting related module, as it was new to them. According to the learners, they had genuine anxiety and explained that it might take them more time (perhaps more than a term!) to understand various accounting concepts.

After the first two weeks it was obvious that the students were really struggling to understand taught Accounting concepts. The instructional materials and essential readings were not enough to ensure comprehension and/or support learning process due to their peculiarities as explained above. It became apparent that students would benefit more from novel and/or different teaching and learning approach beside use of instructional materials. In order to deploy the most appropriate approach, I reflect upon the first week of lectures and feedback received from students, I discovered that handful (about 5 -6) students had a good grasp of the taught concepts. While other students were struggling to understand as a result of language barrier, they usually convert the lectures to their different languages before making sense of taught concepts. This usually takes a while. Their disposition toward their studies showed their genuine interest in learning despite their challenges. They would often ask the same questions several times during lectures and would drag the class back repeatedly. At other times, they preferred to ask their fellow students questions and would meet in small clusters for peer – tutoring and learning. This gives me an idea that collaborative learning may be more appropriate. I thereafter organised a short student-tutor class meeting and sought the opinion of students about constructive learning approach and more precisely collaborative learning. There was consensus among learners to try the approach as the idea was well

received. On this basis, I redesigned the lecture/teaching materials incorporating collaborating learning sessions. I also signposted them to academic tutor for further English Language sessions, pastoral support and helped improve the quality their academic writing and/or for improved engagement in academic discourse. This was thereafter reviewed after the following three weeks. The results and learning participation were massively positive and encouraging. Students' confidence in understanding series of taught concepts and in completing the assessment improved markedly. They found the revised teaching materials and academic support very helpful and interesting. They embraced and improved their understanding by actively participating in in-depth class activities (group tasks) that enhanced learning and collective study. Detailed description of constructive theory and collaborative learning approach that I adopted in this learning intervention cycle is presented in the next section.

3.1. The Beginning - Constructivism Theory of Learning:

According to Qureshi, et al (2021) modern teaching and learning process is strongly influenced by constructivism theory as the foremost educational philosophy. It is hinged on the premise that "meaningful learning happens when people actively try to make sense of the world". This implies that when people [learners] construct an interpretation of *how* and *why* things are, through engaging with new facts, information, experiences, and concepts through existing knowledge structures (Snowman et al., 2000). Theories of Piaget and Vygotsky form the bedrock of various approaches in constructivism relating to techniques deploy in teaching and learning, collaborative learning inclusive (Qureshi, et al 2021; Tzuo, 2007).

A key assumption of constructivism theory is that, in an active learning approach such as collaborative learning, learners perform the function of the constructor of information and takes an active role in learning (Erbil, 2020). Based on Piaget and Inhelder's (1969) work on constructivism, learners can deploy various tools/techniques to gain knowledge. According to Roth, (2020) main construct is the understanding that, constructivism views learning is a dynamic and relative process of fostering new insights by using already known ideas and facts for social interactions. The process of knowing is also influenced by social interaction with people and is therefore backed by culture and community (Vygotsky, 1978).

In constructivist learning settings, learners are instructed to work in groups to develop a collaborative learning environment. Constructivism theory asserts that the impact of interaction on CL and engagement and is also used to evaluate learning performance of learners. This implies that interactivity is a fundamental phase in achieving active collaborative learning and engagement (Carlile et al., 2004). The constructivist holds that collaborative learning immensely support interacting with peers and learning because it avails tutors and learners to work collectively to create mutually benefitting insights (Al-Rahmi et al., 2019).

3.2. Theory of Collaborative Learning:

According to Smith and MacGregor, (1992) collaborative learning (CL) is the broad term for various teaching and learning approaches involving mutual intellectual synergy by learners. At other instance it could be among learners and tutors collectively. In CL, learners are work with their peers in groups of two or more, to mutually search for answers, meanings, understanding, and/or coming with a novel product. CL activities vary extensively, but largely focus on learners' application or exploration or of instructional materials, rather than fundamentally relying on tutor's explanation and/or lecture notes. Collaborative learning (CL) is considered a widely adopted teaching technique. It is also referred to as peer-tutoring, collaborative learning, and/or collective study (Rocca, Margottini and Capo, 2014).

3.2.1. Theoretical Assumptions in Collaborative Learning:

Learning is an Active, Constructive Process:

This is based on the premise that while learning new concept, themes and information, learners have to engage actively with them in meaningful ways. There is need for learners to assimilate new instructional material with what they already know or familiarise with. Through collaborative learning, learners not only assimilate new concepts; they also create something novel with the new concept and/or information. This ability to construct meaning and/or create something novel from new concept is vital for improvement in learners' intellectual processing (Smith and MacGregor, 1992).

Learning Depends on Rich Contexts:

According to Brown, Collins and Duguid, (1989) the context and activity in which learning is embedded profoundly shaped it – learning. Through CL activities, learners are often immersing learners in challenging tasks or questions. Contrary to traditional approach to learning and teaching where learning begins with information and concepts and thereafter move to applications, CL activities regularly start with problems, in which learners must collect important ideas and facts. Rather than being 'outsiders' or on-lookers of problems and solutions, and/or questions and answers, learners become immediate actors and practitioners thus creating rich contexts for intellectual discourse. This in turn stimulate learners to practice and improve their problem-solving and logical reasoning skills.

Learners are Diverse:

Classes with learners from diverse backgrounds is usually unique with multiple views and/or perspectives, different styles of styles, diverse/rich life experiences, and ambitions. This implies that it will be counterproductive for tutors to adopt a one-size-fits- all approach to teaching and learning. Educators observe instant ways and gain insights into how learners learn when they are encouraged to work together in group settings. Educators also have first-hand knowledge of the experiences and ideas various learners bring to their work. Diverse

experiences and views emanating from collaborative learning is both insightful to learners and educators alike.

As diversity in understanding is achieved through CL; however, for CL to take place, five conditions must be in place, these are:

- Presence of perceived healthy interdependence.
- Enhanced social interaction.
- Presence of perceived individual responsibility and personal obligation to accomplish the group's goals.
- Regular deployment of appropriate interpersonal and teamworking skills, and
- Regular group review of ongoing activities in order to improve group's subsequent efficiency.

Learning is Intrinsically Social:

Social stimulation of shared engagement is a trademark feature in CL. This is based on the premise and interpretation of CL put forward by Golub (1988) cited in Smith and MacGregor, (1992). Golub states that "Collaborative learning has as its main feature a structure that allows for student talk: students are supposed to talk with each other....and it is in this talking that much of the learning occurs." It is argued that intellectual interaction of many bright minds collectively a problem is an outcome of CL. Such collective exploration, meaning making, and feedback usually results in pragmatic understanding for learners and the formation of novel understandings for educators (Smith and MacGregor, 1992).

Based on the foregoing, it is therefore clear that CL is that learning approach which draws strength from group members cooperating to work or complete a task through consensus building rather than through competition in which individuals outsmart best other group members. In CL context, group members share authority and at the same time accept responsibility among themselves for the overall good of the group. Scholars (e.g., Laal and Ghodsi, 2011) have argued that students need to acquire social skills as a prerequisite to work cooperatively. CL helps achieve this objective, as it helps students develop much desired social interactive skills.



Figure 1: Collaborative Learning or Learning Together (Goggle Image)

3.2.2. Different Perspectives in Collaborative Learning (CL).

Several perspectives on CL have been adduced, this may be unconnected with diverse possible approaches to its adoption in teaching and learning practices. Some of the identified perspectives are examined below.

Collaborative Learning as a Situation or as a Method?

Proponents of CL as a situation(s) argue that the emphasis is more on the word '*collaborative*' rather than the word '*learning*' (Miyake, 1986; Dillenbourg, 1999). The argument tends to assess CL as a pedagogical method or a psychological process. As a pedagogical method it takes the view that the tutor requests two or more learners work collaboratively for efficient learning purposes. There is the other argument that the pedagogical sense is prescriptive while the psychological sense is descriptive. Prescriptive refers to observing that two or more learners have learned; in contrast, descriptive explains the mechanism that trigger learning. The misperception between being prescriptive and descriptive, some believed have led to the over rating the relevancy of CL.

Collaborative Learning: Tutor as a Facilitator

In CL set up, the role of tutor changes to that of a facilitator. This role is more important particularly in large classes. This is because the primary role of tutor is not to offer the right answer but to provide to a lesser degree pedagogical intervention. This may take the form of provide relevant clues and/or guide group members' thoughts towards productive discussion

and ensure that members in each group participate actively in the collaborative task. Tutors are more construe as 'mid-wives' that nurture the birth of emergent learning process and/or 'expert designers of learners' intellectual experiences. On the flip side, in order to ensure productive discussion among learners, tutor can provide group members with relevant guide/guidance for self-regulation so as to guide their group discussions (Dillenbourg, 1999). Several benefits of CL have been documented in the literature; however, the benefits have been classed under four main categories of; social, psychological, academic and assessment. Social benefits including CL as helping to develop a social support system for learners. It leads to building diversity in understanding not only among students but staff also. Creation of friendly ambience that enhance modelling and practicing cooperation, and development of learning communities.

Benefits associated with psychological merits include promotion of students' self-esteem through provision of student-centered instruction. Similarly, cooperation among students helps reduce anxiety, and student develops positive attitudes towards their tutors. While the academic benefits include improvement in learners' critical thinking skills; involvement of students in active learning process; improvement in students' classroom engagement and deployment of appropriate models and techniques for students to problem solving.

Other benefits include its ability to contributes to the development of learners' cognitive learning including their pro-social and emotional improvement (De Hei, et al, 2015). Collaborative approach has the advantage of preparing students for jobs particularly jobs in which team working is mandatory (Slotte, Palonen, and Salminen 2004; Järvelä, Volet, and Järvenoja 2010).

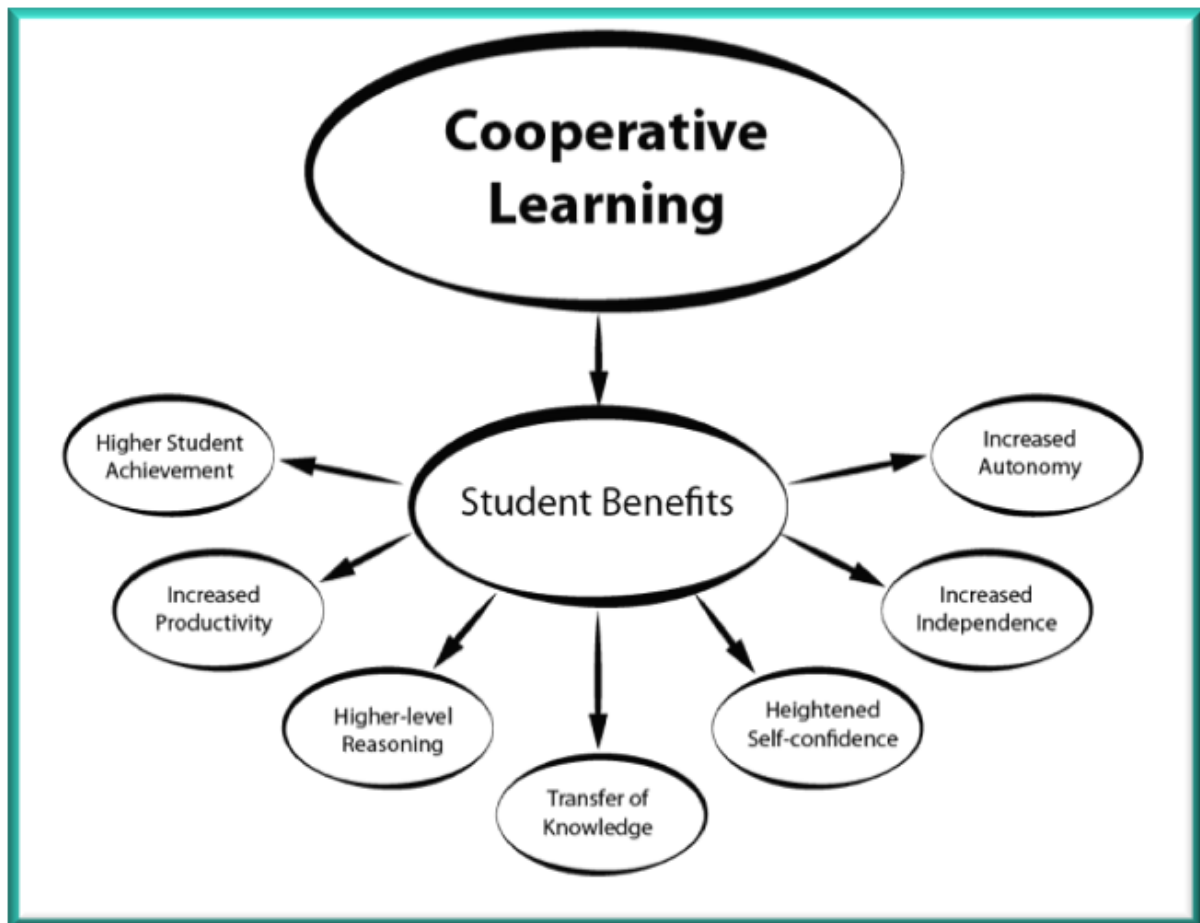


Figure 2: Benefits of Collaborative Learning in Diagram (Goggle Image).

3.2.3. Challenges and Opportunities Associated with Collaborative Learning

It is evidently clear from the above discussion that CL is immensely beneficial to learners. However, beside the numerous benefits linked to CL, there are associated challenges as well. First, organising for CL demands loads of efforts and hard work. Syllabus and teach content have to be redesigned and managing time for CL could constitute an important challenge as well. Teaching content is not only reshaped, through CL tutor perceptions and understand of learners' competences change. Likewise, the assessing process could be complicated and enriching since learners' demonstration of skills and competences is continuous in CL and is open to all members to see.

In CL both tutors and learners take on more diverse and complex roles and tasks. Class setting shift from tutor-learner arrangement to becoming more interdependent communal setting with lots of good memories, experiences and tensions and challenges that could confront any community of people. The extent of involvement usually challenge and alter relationships particularly in terms of assumed power between tutor and learner and between learners and learners. According to Romer and Whipple, (1990) such could be disorienting and unnerving.

Based on the review of the learners' peculiarities, I reached a conclusion that collaborative learning can contribute to domain knowledge and motivation including the development of their social and team/collaborative learning abilities. However, as a tutor designing for collective learning come with its own challenges. There are several and/or experienced hurdles in accomplishing an effective design including effective and meaningful implementation of collaborative learning in module such as Financial Management in Hotel Industry. These challenges are common experiences with tutors so much that scholars (e.g. De Hei, et al, 2015; Järvelä, Volet, and Järvenoja, (2010) argue that such hurdles signal prompt actions geared towards the formulation of pragmatic procedures that support educators in their quest of exploring and harnessing advantages.

Previous studies (e.g. Rocca, Margottini and Capobianco, 2014; Zhao, and Kuh 2004) showed that the students experienced improved relationships with their tutors, positive interdependence, and positive attitude/approach to completing class assessment. Based on their positive learning experiences, students expressed interest in replicating this approach in studying other modules. Their ability to collaborate for learning improve their teamworking skills and pushed them to reflecting their own processes of comprehension. To create favourable learning experience, students agreed that they have to actively participate and as individual respond to open-questions. They also agreed to identify and abide by requisite expectations required to work in groups and also develop their cognitive skills; thereby recognise their hidden skills and mutually share knowledge among themselves. Because of the need to build an atmosphere of healthy team working; students were made aware of their need to have an organized way of working and a proactive means of conflict management achieve by sense of responsibility, emotional commitment, confidence and determination to succeed in team setting. It presents them opportunity to grow their relational skills, listening skills and respect for other people ideas. This principle was consistent with Rocca, Margottini and Capobianco's (2014) view of collaborative learning. The learners not only enjoyed the learning process but learning outcomes were achieved and learners' rate of the module was good.

I observed that adopting collaborative learning approach in teaching classes with learners from diverse background helps improving interactivity among learners. Not only does it help in facilitating understanding of taught concepts it helps in ice breaking and better understanding and appreciation of other learners' experiences and cultures. As a tutor it avails me opportunity to learn from my students. After my first adoption of this approach in teaching Financial Management in Hotel Industry to level 5 students, I have deployed this approach in subsequent teachings with similar students' peculiarities. This has led to immense success and improved students' performance. Each teaching term that I deployed collaborative learning approach, I often reflect to see what to improve upon and where to adjust to enhance

better learning experience from my students. In one instance, I discovered that a good blend of visuals, written, audio and case studies help to improve students' active engagement in collective learning. I also discovered that being available to guide and provide further guidance to learners stimulate them to participate actively in group intellectual discourse.

I will continue to review the deployment of this approach to ensure that learners gain maximum and learning outcomes well achieved. Since teaching has moved online, I have been leveraging on technology to help students engage actively in collaborative learning. Although, there have been challenges among learners due to poor network and inability to connect to online classes, and/or poor/low knowledge and adoption of information communication technology (ICT).

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4.1. PGCERT THE OBSERVATION FORM 1

Professional Observed	Olubukola	Date	16/03/21
Observer	Abdi Rahman	Attendees No.	15
Programme Title	Academic and Employability Skills	Programme level	4
Venue	Online	Duration	4hrs
MODULE AIMS /LEARNING OUTCOMES			
To help students: Understand the skills and knowledge needed for working effectively. Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development. Establish employment goals and develop a personal action plan.			
TEACHING CHARACTERISTICS <i>[Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods]</i>			
The topic considered was introduction to module /Personal Development Plan Learning aims/objectives were clearly defined Teaching slides and class activities were provided for the students, and these were designed to aid achieving learning outcomes. The teaching approach adopted was appropriate for level 4 students, Ade set class expectations, encouraged student participation and explained she would welcome questions from students during and after the lecture. The teaching was essentially interactive with active participation of learners in the learning process.			
PRESENTATION <i>[Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.]</i>			
Ade warmly welcomed the students and clearly read out classroom code of conduct and the scope of the lecture with well-designed teaching slides. She tested students' prior knowledge of the theme of discussion. Ade ensured everyone get involved in class discussion. This encouraged wider participation among the students. Various class activities were used to reinforced learning. Class was ended with home work and brief highlight of next lesson.			
TECHNIQUE AND AIDS <i>[General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]</i>			
Teaching slides, class code of conduct, relevant educational videos, class activities and question and answer.			
STUDENT RESPONSES <i>[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>			

4.2. PGCERT THE OBSERVATION FORM 2

Professional Observed	Doreen Nyaa Amundam	Date	18/03/21
Observer	Olubukola Adegbite	Attendees No.	17
Programme Title	Managing Enterprise in 21 st Century	Programme level	4
Venue	ONLINE	Duration	4HRS
MODULE AIMS /LEARNING OUTCOMES			
Define opportunity.			
Identify opportunities and generate business ideas.			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
Topic: Finding your business idea			
Teaching slides and class activities were provided for the students and these were designed to aid achieving learning outcome. The prepared class activities were designed to reinforce the uploaded teaching slides.			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.</i>]			
The tutor warmly welcomes students and tested the student's existing knowledge of the topic. She initiated a general discussion among the students, this helped to draw out the student's background knowledge of the topic and also helped the lecturer to know the area of focus. The lecture was wrapped up with questions and answers time.			
TECHNIQUE AND AIDS [General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]			
The session was supported by PowerPoints, question and answer technique and different activities previously uploaded on the Moodle for teaching & learning sessions.			
STUDENT RESPONSES [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.]			
Very informative and engaging, students appeared to have enjoyed the session, good contributions from students and everyone participated, though few did not contribute.			

4.3. PGCERT THE OBSERVATION FORM 3

Professional Observed	Olubukola Adegbite	Date	04/03/21
Observer	Doreen Nyaa Amudanm	Attendees No.	15
Programme Title	Professional Career Development	Programme level	4
Venue	Online	Duration	4hrs
MODULE AIMS /LEARNING OUTCOMES			
• Explore how to improve self-awareness • Investigate some tools available for improving self-awareness			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
Ade's teaching was on Professional Career Development module, week 2 session: Improving self-awareness. Teaching materials were uploaded to Moodle before the commencement of the session. The lesson was well planned, meeting online delivery with clear learning objectives and formative quiz activities that captured summative assessment requirements.			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.</i>]			
The tutor started with good interaction with students by asking about their welfare, this created a well relaxed environment for students. She tested their knowledge of previous lessons by asking question from students. Existing knowledge of the new topic was also tested. The presentation slides were well developed. However, sources of information were not well cited which is one area that need to be considered when developing learning materials.			
TECHNIQUE AND AIDS [<i>General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>]			
▪ Lecture slides/ PowerPoints ▪ Videos ▪ Links to self-evaluation tools ▪ Quizzes ▪ Question and answer ▪ Online Code of Conduct ▪ Recommended textbooks.			
STUDENT RESPONSES [<i>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>]			
Students found the topic very interesting. They engaged well and make contributions, some narrated personal experiences to buttress points, Ade was very good at drawing students out to participate in class activities. However, some			

5.0. Continuing Professional Development Logs

The CPD activities highlighted and discussed below explained some of my transitioning to a University teacher. These trainings and development exercises have helped build my confidence in teaching at HE level and in managing various students' expectations.

5.1. CPD 1: Classroom Management for Unconventional Students

Pre- Term Training/Workshop, University of Wales Trinity Saint David UWTSD, Birmingham Learning Centre, Sparkhill, Birmingham, 14/12/ 2019.

Preamble: Students population at UWTSD Birmingham Learning Centre (BLC) are predominantly unconventional students, majority of whom have left education several years ago due to family and work commitments and/or personal circumstances. Essentially, these students are adult learners but with less satisfactory classroom behaviour and some would often pose learning challenges to other attentive learners and tutors. The workshop was organised by the Academic and Centre Manager and the Student Disability Support Team to intimate tutors of the behavioural characteristics of students in a bid to improve expectations and classroom management.

Main highlights of the workshop:

The resource person was practical and down to earth in her approach. She explained that classroom management is often seen as one of the main challenges tutors face. Some generally held views about classroom management:

- Class management strategies are seen as tools to control student behaviour.
- Classroom management strategies that focus on student misbehaviour, affect students' learning and pedagogy.

Some Suggested views to help learning and teaching sessions:

- Tutors need to consider classroom management as a vital resource to enhance student learning experience rather than deploying it as a tool for behavioural control.
- Better understanding of students' peculiarities could enhance better classroom management.
- Classroom management strategies need to be evaluated on the premise of students' learning outcomes.
- Tutors need to know how to best manage and self-directed students to manage their own behaviour and learning.
- Classroom management and experience offers both tutors and students to live lives of "living and learning across a lifetime."
- In sum, tutors must view models/theories, practices, strategies, procedures and rules of classroom management and engagement in consideration of their impact on learning.

Incorporation into Teaching Practice:

Prior to attending the workshop, I have different perspective about at BLC. My thinking was matured students would most likely be focused, attentive, well-behaved in class but could be low in confidence. However, through the workshop my perspective and understanding about the peculiarities of these student was broadened. I did not envisage to what extent their personal or work/family could impact on their classroom behaviour and active engagement with learning. One of the most helpful session was the need for the Student Disability Team to intimate tutors with documented students' peculiarities. Those students that have given consent to share with the University, this way tutors will be aware of their personal circumstances (issues such as anxiety, dyslexia etc) and be able to provide appropriate and robust support to the students whilst efficiently managing learning expectation in classroom. Since attending the workshop, I have had my classroom management improved, showed more understanding, patient and offer pastoral care to students and had also recorded improved students' participation in learning experience.

5.2. CPD 2: Teaching and Learning in Online Environment – What Are the Key Issues to Consider?

Pre- Term Training/Workshop, University of Wales Trinity Saint David UWTSD, Birmingham Learning Centre,

MS Team Meeting, 07/05/ 2020.

Speakers: Stephanie Meyer, Paul Ranson, Yohan Mendis and related videos (Working Online with MS 360).

This training was organised for academic to upskill and share experience on online teaching and learning. The training and videos covered how to prepare teaching materials for Online audience. It also covered how to leverage on MS Team for teaching purposes.

Themes covered include:

- Peculiarities of Online teaching environment.
- Importance of simplifying teaching materials for online delivery
- Leveraging on relevant technology to facilitate learning & engagement.
- Understanding and managing students' expectations while teaching online.
- Moderating pace and altering pedagogical techniques to stimulate class engagement.
- Incorporating collaborative work at intervals during class sessions.
- Creating a safe environment where learners are willing to take risks.

Incorporation into Teaching Practice:

The training served as capacity building and knowledge refreshing session. I had better understanding of and broader scope of working online seeing from other perspectives that were unclear to me prior to attending the training session. It was evident that moving from the traditional learning set up and transiting to virtual learning is challenging to students and tutor alike; particularly, in such a short period of time due to Covid-19.

I learnt how to be mindful of focusing on the main themes while changing lesson plan, instructional materials to suit online teaching delivery. I learnt new teaching techniques and how to leverage on technological tools (both audio and videos) to help in facilitating student engagement in online lessons.

As a tutor, I need to be mindful of my pitch while teaching online. I need to maintain slow speech and practice vocal drills for effective communication. Embedding series of case studies and/or in-class activities can stimulate interactive class sessions for excellent students' engagement in online class.

I will not only incorporate this shared knowledge in my teaching preps and teaching activities; I will also participate in academic fortnight meetings to share ideas and how to resolve challenges whilst teaching online. This is to ensure continuous delivery of effective online teaching and learning.

I need to engage more with professional staff such as IT support staff for advice and installation of relevant software and technology to support smooth online teaching and learning sessions. Considering that some learners may be slow adopters of technology, I need to show flexibility and allow ample time for students to respond or engage in online class discussions/tasks. I will also provide necessary support and written guidance on how students can navigate to the appropriate links for online materials.

5.3. CPD 3: Webinar: How the Pandemic Made Me a Better Educator

Organiser: Harvard Business Publishing Education

Harvard Webinars Series February 3, 2021

Speaker: Professor Francesca Gino, Harvard Business School

The webinar covered how to explore why connection matters and how to find new and creative ways to build connection and boost student engagement during Online teaching.

Themes covered include:

- What did we learn from the last 10 months of Online teaching during Covid-19?
- Innovative ways to build meaningful connection to your students.
- How to bring gratitude and optimism into the classroom.
- Shifting expectations to lead to more productive outcomes.
- Where do we go from here?

Main Issues to Incorporate into Teaching Practices:

Teaching and learning during Covid-19 is both challenging and could be stressful to learners and tutors alike. As a tutor I need to embrace new ways of helping students particularly while learning and teaching Online. There is also the need to stay curious. There is need to develop the power of appreciation and ability to connect with the student in a virtual setting. Learn more about people lives. I need to show willingness to help students learn during crisis by showing more flexibility and providing the necessary support. One of the novels approaches to help the

students is by asking them to write reflection about their life and study. This could be a one page of themes on students' minds about the content delivered in previous lesson and challenges of studying online during the pandemic). This will enable me a tutor to know more about my students and be able to provide opportunity to lift their spirit and provide more connection with their study. Lead the students to think differently.

This creative approach helps in breaking barriers of creating intimacy and connection with the students during pandemic. It helps to build ability to connect with students at different levels of learning challenges. It creates an atmosphere in which learners can relate in a less formal way. This could be followed up with giving students opportunity to wait to say hi for 5 minutes after lectures. This way students express themselves even more and seek help to help with their studies. As a tutor I could leverage on such connections arising from such meetings and resolve and/or understand student's curiosity. I need to connect with more patient. The overall aim of this novel approach is to instil energy and liveliness while teaching and learning online. Various means should be allowed for students' engagement in class activities with response provided verbally and/or through live chat.

Explore multiple channels for students to express their view. Be very clear in your communication and promote many active participations. The process assures the students that you take seriously their best interest. Participation takes different forms. Some students do not like the idea of reflection and/or internalising. It is good to give them option of writing about a project connected to learning outcomes. Allows students to participate freely and engage as they want. Leverage on opportunity to actively participate whichever way the intend to.

6.0. Record of My Teaching Hours November 2020 – March 2021



University of Wales
Trinity Saint David
BIRMINGHAM

To whom it may concern,

I am writing to confirm that Olubukola Adegbite (Ade) completed 175.75 hours of teaching between November 2020 and March 2021 at UWTSD Birmingham.

Please find enclosed a breakdown of these confirmed hours.

Yours Faithfully,

A handwritten signature in black ink, appearing to be 'RW'.

Rebecca Ward Bsc(Hons), PGCE, MSc

Operational and Business Development Manager

Birmingham Learning Centre

Phone: **0121 229 3024**

Email: r.ward@uwtsd.ac.uk



Date	Description of work undertaken	Hours worked
02-Nov-20	BMSW 4005 Cohort 2 Group 8	4
02-Nov-20	BMSW 4005 Cohort 7 Group 2	4
03-Nov-20	Cover for BMSW4005 Cohort 7 Group 6	4
04-Nov-20	BMSW 4005 Cohort 7 Group 3	4
05-Nov-20	BMSW 4005 Cohort 2 Group 5	4
09-Nov-20	BMSW 4005 Cohort 2 Group 8	4
09-Nov-20	BMSW 4005 Cohort 7 Group 2	4
11-Nov-20	BMSW 4005 Cohort 7 Group 3	4
12-Nov-20	BMSW 4005 Cohort 2 Group 5	4
16-Nov-20	BMSW 4005 Cohort 2 Group 8	4
16-Nov-20	BMSW 4005 Cohort 7 Group 2	4
18-Nov-20	BMSW 4005 Cohort 7 Group 3	4
19-Nov-20	BMSW 4005 Cohort 2 Group 5	4
Total		52

Date	Description of work undertaken	Hours worked
01-Feb-21	BMSW 4001 Cohort 5 Group 1	4
01-Feb-21	BMSW 4005 Cohort 8 Group 3	4
02-Feb-21	BMSW 4001 Cohort 10, Group 7	4
02-Feb-21	BMSW 4005 Cohort 8 Group 5	4
08-Feb-21	BMSW 4001 Cohort 5 Group 1	4
08-Feb-21	BMSW 4005 Cohort 8 Group 3	4
09-Feb-21	BMSW 4001 Cohort 10 Group 7	4
09-Feb-21	BMSW 4005 Cohort 8 Group 5	4
15-Feb-21	BMSW 4001 Cohort 5 Group 1	4
16-Feb-21	BMSW 4005 Cohort 8 Group 3	4
16-Feb-21	BMSW 4001 Cohort 10 Group 7	4
22-Feb-21	BMSW 4005 Cohort 8 Group 5	4
22-Feb-21	BMSW 4001 Cohort 5 Group 1	4
23-Feb-21	BMSW 4005 Cohort 8 Group 3	4
23-Feb-21	BMSW 4001 Cohort 10 Group 7	4
Total		60



Date	Description of work undertaken	Hours worked
01-Mar-21	BMSW 4001	3.75
01-Mar-21	BMSW 4005	3.75
02-Mar-21	BMSW 4001	3.75
02-Mar-21	BMSW 4005	3.75
08-Mar-21	BMSW 4001	3.75
08-Mar-21	BMSW 4005	3.75
09-Mar-21	BMSW 4001	3.75
09-Mar-21	BMSW 4005	3.75
15-Mar-21	BMSW 4001	3.75
15-Mar-21	BMSW 4005	3.75
16-Mar-21	BMSW 4001	3.75
16-Mar-21	BMSW 4005	3.75
22-Mar-21	BMSW 4001	3.75
22-Mar-21	BMSW 4005	3.75
23-Mar-21	BMSW 4001	3.75
23-Mar-21	BMSW 4005	3.75
29-Mar-21	BMSW 4001	3.75
Total		63.75