

Postgraduate Certificate in Teaching for Higher Education (PGCert tHE)

Teaching in Higher Education One (UNHE7005)

Module One: Portfolio

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FOR FORMATIVE FEEDBACK ONLY

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Component One: Statement on Teaching and Learning

After taking into consideration aspects of the body, the self, emotions, culture, experience, etc., Jarvis (2004, Pg. 111) defines learning as “*a combination of processes whereby whole persons construct experiences of situations and transform them into knowledge, skills, attitudes, beliefs, values, emotions and the senses, and integrate the outcomes into their own biographies*”. Based on research conducted by Säljö in 2004, learning involves acquiring knowledge, storing knowledge, retaining and using that knowledge as necessary, applying the subject matter to the real world, and comprehending the world by reinterpreting the knowledge. However, despite the range in definitions of learning, the development of tasks and activities aimed at promoting effective learning need to consider the processes by which learning takes place.

Some definitions, theories, and ideas only relate to one aspect of a much broader picture in relation to learning, that is the learner themselves, including what they already bring based on past experience, what they expect to happen, and how they approach their learning (Biggs & Tang, 2007). The role of the teacher, other students, and the learning institution as a whole should also be considered in the learning process. As Moore (1989) highlights, the description of education should be constructed of student-content, student-student, and student-teacher interactions. Teachers are also thought to have their own theories of teaching. Biggs and Tang (2007) suggest teachers progress through three levels of thinking and practice, from student focused constraints, to teacher oriented responsibility, to student-centred teaching support. They also note that teaching can be improved by encouraging students to engage in a deep, compared to a surface, approach to learning. Furthermore, teaching involves a process involving four distinct activities, similar to the UK Professional Standards Framework (UKPSF) of the Higher Education Academy (HEA). These are setting

learner objectives, analysis of entry knowledge and behaviour, teaching strategies, and assessment strategies, with continual feedback to inform evaluation (Knowles et al., 2012).

Many teaching and learning theories have roots in philosophy, however, in more recent times they can be traced to particular schools of thought from within Psychology. These have predominantly focused on behaviourist (simple-learning) and cognitive (complex-learning) models, and include a number of further sub-divisions. One of the more prominent of these is constructivism, which suggests knowledge and understanding is constructed by learners, with an understanding of the mental processes and underlying structures involved (Piaget, 1950; Steffe & Gale, 1995). This links to what is described by Biggs and Tang (2007) as constructive alignment, a method of improving teaching quality by ensuring that activities and assessment tasks enable intended learning outcomes to be achieved based on what and how students are expected to learn. Burch (1970) suggests learning happens through stages, from unconscious to conscious incompetence then from conscious to unconscious competence; whereas Kolb (1984) proposed a 'Learning cycle' incorporating concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Therefore, teaching involves changing a learner's perspective, how they see the world, and how they represent knowledge (Prosser & Trigwell, 1998), with theories generally suggesting that learning can be shown to have occurred when a person can outwardly show the effects of learning.

In terms of my own position, it is critical to not only have an understanding of learning processes and teaching methods, but to also have an understanding of the context of teaching in higher education. There are increasingly more students from diverse and non-academic backgrounds recruited, coupled with a drive from key policy holders, government agencies, and businesses to ensure students have the necessary skills to bring to the workforce and society, which makes it imperative that alternative techniques are employed to

produce work ready (and life ready) graduates. This also links to the type of methods that can be used for student assessment, which needs to be broad and ranging in order to capture everyone's strengths and highlight where further development is required (Biggs, 2011). Furthermore, challenges with student motivation, based on expectancy-value theory (Feather, 1982), should also be addressed within the teaching and learning process.

Students are expected develop key transferable skills, be creative, have excellent professional, communication, team-work, and problem-solving skills, etc., both in general terms and specifically in relation to their degree topic area. Teaching and learning should also incorporate the use of technology for students to develop, for example, IT skills and for accessing relevant materials to inform their work (e.g., VLE platforms, library resources, etc.). Furthermore, as a Psychology lecturer working on a British Psychological Society (BPS) accredited programme, my teaching must be informed by the society's guidelines and benchmarking.

From their experience, students have the potential to enter a profession where they may be in a position to influence policy that can impact lives in the real world. Their learning is at the forefront of having the potential to do something about the mental health crisis and other severely challenging societal issues currently faced by the population. Therefore, they need to be encouraged to use higher-order cognitive thinking, and engage in problem-based learning, to generate new solutions to problems (Hmelo-Silver, 2004; Jonassen, 2004). This may seem daunting, therefore, a safe environment to learn, where students feel comfortable asking questions and approaching the lecturer for further help/guidance is essential. Students should feel challenged, but not where they feel learning is beyond their capability; the aim is to build their confidence to work out problems for themselves (Biggs & Tang, 2007; Jarvis, 2006).

In conclusion, the manner in which teaching and learning is discussed can vary, but commonalities and links between different schools of thought can be seen and an amalgamation of different approaches depending on context would be of most benefit. Regardless of stance, the most important aspect is that teaching leads to effective learning. As teachers in HE we should be offering a diverse range of learners a high quality, supportive and inclusive learning experience focused around a commitment to excellent teaching, scholarship and research, the development of employability skills and a strong awareness of sustainability and global citizenship. This will require continual reflection of teaching throughout ones careers (Campbell, 2007), to ensure the best learning outcomes are achieved, even during times of change within the HE teaching context.

Component Two: Reflection on 10 Minute Micro Teaching Session

As my academic duties involve teaching undergraduate students about memory, this topic seemed most appropriate for the micro teaching session. To convey the content of the session, I constructed a PowerPoint presentation and verbally discussed the elements composing the session (A1, K1, K2, K4). In terms of cognitive recall, research has shown that students achieve higher grades when sessions are accompanied by PowerPoints, compared to only overheard lectures (e.g., Szabo & Hastings, 2000), and they report PowerPoints as being a useful cognitive aid for maintaining their interest and enhancing their understanding (e.g., Atkins-Sayre, Hopkins, & Mohundro, 1998; Bartsch & Cobren, 2003).

The feedback I received from the audience was exceptionally positive. In particular, they acknowledged that the slides were very well structured, the learning objectives were clear (A1, A4, K2), there was excellent pace, and that the session “ticked all the boxes” for student-centred learning, which according to McCabe and O’Connor (2014), encourages students to have more responsibility for their learning (A1, A4, K2, K3). The observers noted that it was good to see that I had included slides documenting what the session would be discussing, information on relevant reading material, information on components of the session (both written and pictorially), and that the session ended with a summary and the audience being offered an opportunity to ask questions. They highlighted that the strategies I used for engaging the audience was “spot-on”, and were pleased to see the inclusion of an interactive memory task for the audience to participate in, which is important for maintaining engagement and motivation (Biggs & Tang, 2007). They could clearly see that I had taken in to account who the audience was by starting at a comfortable level and then built the session to discuss information that was more complex (A4, K1, K2, V1, V4).

Towards the end, the screen displaying the PowerPoint froze. The audience acknowledged my professional ability in dealing with this, as I was able to quickly adapt and find an alternative method to present the remainder of the session. However, one aspect they felt I could improve on was to ensure that I start the session immediately displaying confidence. This is key, as research has shown that students regard self-confidence of the lecturer as a highly important characteristic when evaluating the influences of effective teaching (e.g., Muda et al., 2012). However, overall they felt the structure was “superb”, I had catered to learning on a visual and auditory level, and made the audience feel like they wanted to know more (A4, K3, V1).

Component Three: Reflection of a teaching intervention

There exists a vast amount of theoretical and empirical research work across all levels of education to suggest feedback on assessments has a powerful effect on student learning and achievement (Gibbs & Dunbar-Godet, 2007; Hattie & Timperley, 2007), and it is well established that students want and value good quality feedback (e.g., Higgins, Hartley, & Skelton, 2002; Hyland, 2000; O'Donovan, Price, Rust, 2004; Pitt & Norton, 2016). However, there may be occasions where feedback comments are considered 'too little, too late' (Price, Handley, Millar, & O'Donovan, 2010), especially when students are faced with a novel type of assessment (either in terms of structure or content). Furthermore, literature suggests that students can feel as though receiving feedback is of no use when it cannot be applied to their next piece of work (Yorke, 2003), and even the provision of good examples as part of the feedback process is not helpful once work has been returned. Thus, 'feedforward' mechanisms may be more appropriate for not only dealing with student frustrations, but also enable them to make use of any comments or examples in a worthwhile and relevant manner (Boud & Molloy, 2013; Hounsell, McCune, Hounsell, & Litjens, 2008) (A1, A3, K1, K2, K3).

According to Hendry, White, and Herbert (2016), feedforward comments can involve providing students with guidance on what to do/what not to do based on the performance of previous cohorts. Furthermore, some feedforward approaches make use of exemplars (e.g., mock-up of a good/poor essay or actual past papers by students) in order to showcase and guide students to understand the type of work they should be producing to meet the requirements of a particular assessment (e.g., Ballantyne, Hughes, & Mylonas, 2002; Carter, Salamonson, Ramjan, & Halcomb, 2018; Hendry, Armstrong, & Bromberger, 2012; Huxham, 2007; Rust, Price, & O'Donovan, 2003; Payne & Brown, 2011; Price et al., 2012; Smith et al., 2013; Wimshurts & Manning, 2013). This type of research has shown that

student performance improves following the implementation of an exemplar approach (A5, V3). It is also suggested that the use of exemplars is beneficial for providing clarification on the quality and standard of work students are expected to achieve (Newlyn & Spencer, 2010).

When students are required to complete an assessment, other aspects also need to be considered, above whether they have received prior comments/feedback. In particular, it is critical that assessment criteria and aspects to which work will be evaluated needs to be made explicitly clear when the assessment is set (Hounsell, 1987, as cited in Higgins, 2000). Ensuring students are provided with this information should enable them to produce a piece of work commensurate with the expectations of the course (A4, K2, K6, V2, V4).

Now that a brief account of how feedback might be used more effectively through feedforward exemplar mechanisms has been discussed, some context is required to explain why this particular aspect has been chosen as an area of focus for the purpose of this teaching intervention cycle. Students on my Level Five Brain, Behaviour, and Cognition module were previously presented with the following essay question: “*Critically discuss the methods used to explore memory deficits in amnesic patients*”. The question was placed on a standard proforma document, with details of the submission date, component weighting, word count, and submission method. On reading and marking the essays, it became clear that most, if not the whole class, had submitted an essay discussing *treatments* for amnesia, whereas the question asked for a discussion on the *methods to explore* memory deficits in amnesia. Based on the marking criteria, a vast majority of students were unable to obtain a mark any higher than within the third class range. This was particularly frustrating, as some essays were very well written and clearly a lot of work had gone in to preparing a well-structured and comprehensive account of the treatments.

Informal conversations with students suggested that as the word count was quite low (1,250 words $\pm$ 10%), they thought it was going to be easy and left it until a few days before the submission deadline to start working on it. Some students reported that after starting the essay, they did not really understand what the methods element actually meant, and just thought it referred to treatments. Some students reported that they saw the word amnesia, and did not really pay attention to the other components of the question, and so just wrote about amnesia in general. Finally, it was noted that students had never had to complete a 'methods' essay before, and so did not understand the difference between this and a traditional essay that would usually involve discussing a topic area (V1).

Completing an essay discussing methods to examine a particular patient population is something students must do as part of this module, as the component has been specifically written into the programme validation document, which is approved by the University and also has to comply with QAA and British Psychological Society benchmarking (K6, V4). Therefore, it is imperative that students are capable of completing this type of essay and to a good enough standard. Based on the outcome from the above description of student submissions for the essay, a modified approach to preparing students commenced. Having a good understanding of not only where content is based within a particular module, but also where it is based within the context of a whole programme is also useful. Given that students had never been required, and thus had never been provided with guidance, on how to write a method essay, it would be unfair to expect them to simply know what is expected (V1, K3).

The following year, I ensured that a one-hour seminar at the beginning of the module series was dedicated to explaining what constitutes a method essay (A1, A2, A4, K1, K2). The submitted essays improved in terms of focus. However, they were still of a poor overall quality, with many again unable to obtain a mark any higher than the third class range. This was primarily due to students simply listing as many methods as they could; again not

actually answering the specific element of the essay question (i.e., to critically discuss the methods), and with the limited word count, there was no scope for them to delve deeper into explaining why certain aspects of the methods were considered a strength or a weakness. There was also an over-reliance on inappropriate sources (e.g., random internet sites as opposed to peer-reviewed journal articles) used to inform the essays. Again, informal discussions with students suggested that they did not really understand how to apply the critically discuss component to a method essay (as they had only ever been taught how to critically discuss in relation to an essay topic), and that it was easier to find information on random internet sites.

Based on the above, a review of the teaching literature was conducted for inspiration on a suitable approach (A5, V3). Students were now provided with a two-hour seminar session at the beginning of the module series, where the first hour involved discussing what a method essay involves, not to discuss treatments, to focus on a smaller number of methods in order to discuss their strengths and limitations, and to ensure that only peer-reviewed journal article papers were used to inform their work (A1, A2, A4, K1, K2, K3). The second hour was then dedicated to presenting students with an exemplar essay from the previous year (based on a different patient population and different methods), to assess how the essay met with the components of the marking criteria (K1, K2). For ethical reasons, anonymity of the exemplar work chosen was ensured by removing the student's name, university number, and any other identifiable information (V1). The essay chosen was a very poor quality essay and had received a fail. However, on first glance it could appear as a good essay (it included complex terminology and information on different methodologies), but only when specific elements in relation to the assessment criteria and issues with the content was examined would it actually reveal its shortcomings. Essentially, it was chosen to show students what not to do. The reason for showing this exemplar to students was based on the successful

implementation of this teaching method by another member of staff within the Psychology academic team, who found that when showing students a poor example of a report, fewer errors and better marks ensued (V3).

In order for students to experience aspects in relation to constructive alignment (Biggs & Tang, 2007, page 50), they were asked to work in groups to discuss the essay, provide feedback on it, highlight positive and negative aspects, give it a mark, and then discuss their feedback and explain why/how it linked to the assessment marking criteria (A1, A4, K1, K2, V2). Further guidance in terms of both feedback on their feedback and feedback on the exemplar essay was then verbally discussed by myself (A3, K2). Overall students completed this task quite well, as they were able to highlight issues both in terms of content and presentation format of the essay. For example, they noted sections where only a description of a method was provided without evaluation, and they were also capable of noting when the presentation of citations did not adhere to APA formatting (a key requirement as part of the marking criteria for a BPS accredited Psychology degree programme). However, when asked what they thought overall of the essay, the students felt that it was really good, and when asked what mark they would give it, none felt that it was worth a fail, and some even felt that it was worth a mark in the 2:1 range!

Overall this exercise seemed worthwhile, as the quality of essays and corresponding marks improved from the previous years (K5). However, it clearly highlighted a major discrepancy between what students consider as worthy of a 2:1 mark in comparison to what is expected from module learning outcomes and assessment criteria. Therefore, following a more substantive literature search for research involving the use of the exemplar method (see relevant section above), and based on the comments and marks students provided in the previous year on the exemplar essay, this year as part of the teaching intervention cycle, a range of essay exemplars were used. The aim of doing this was to showcase to students what

not to do, but also what they should be aiming to emulate and achieve. It was hoped that providing a range of exemplars would enable students to have a clearer idea about how to approach this type of assessment, the pitfalls to avoid, and the aspects that can lead to attaining the difficult to achieve higher end marks. Therefore, the teaching intervention made use of action inquiry and a reflective practice as discussed in Campbell (2007), and used an approach to action research proposed by Norton (2018), which involves an exploratory process as proceeding through four steps: observing, planning, acting, and reflecting.

Given that much more was now required to be covered as part of the assessment preparation session, more time was also needed to ensure that all aspects were covered sufficiently and not rushed. This was key, as Biggs and Tang (2007, Page 40; based on Gardner, 1993) note that *“Deep engagement in a task takes times. If you don’t provide the time, you won’t get deep engagement”*. Conveniently, an aspect of the module this year that enabled with more time availability was that an additional one-hour seminar each week was added to the module series. Therefore, a session plan was put in to place whereby the designated three-hours of seminar time during the second week of the module was allocated to assessment preparation with the use of the exemplar technique. Instead of the usual separate seminar groupings and separate types of seminar focus, all students were required to attend the full three-hour session together. Given the length of time students were required to attend, it was ensured that a sufficient and appropriate length rest break was built in to the session to ensure students would have time to access food and beverages and go to the toilet, and during the session itself short rests and changes in activities were included to restore performance (Biggs, & Tang, 2007, page 111, based on Bligh, 1972) (A1, A2, A3, A5, K2, K3, V1, V3).

The structure of the session can be seen below in Figure One, which shows how the session moved from introducing students to the concept of writing a method essay, to specific

details in relation to the particular focus of this year's essay, to the presentation and discussion of the essay exemplars. Given the unique nature of the essay and the fact that students would need to see worked examples linked to the specific marking criteria, the exemplars used during the session were drawn from a fail, a 2:1, and a very high (96%) first class range mark from the previous year's submissions (again names, university numbers, or other identifiable information was removed).

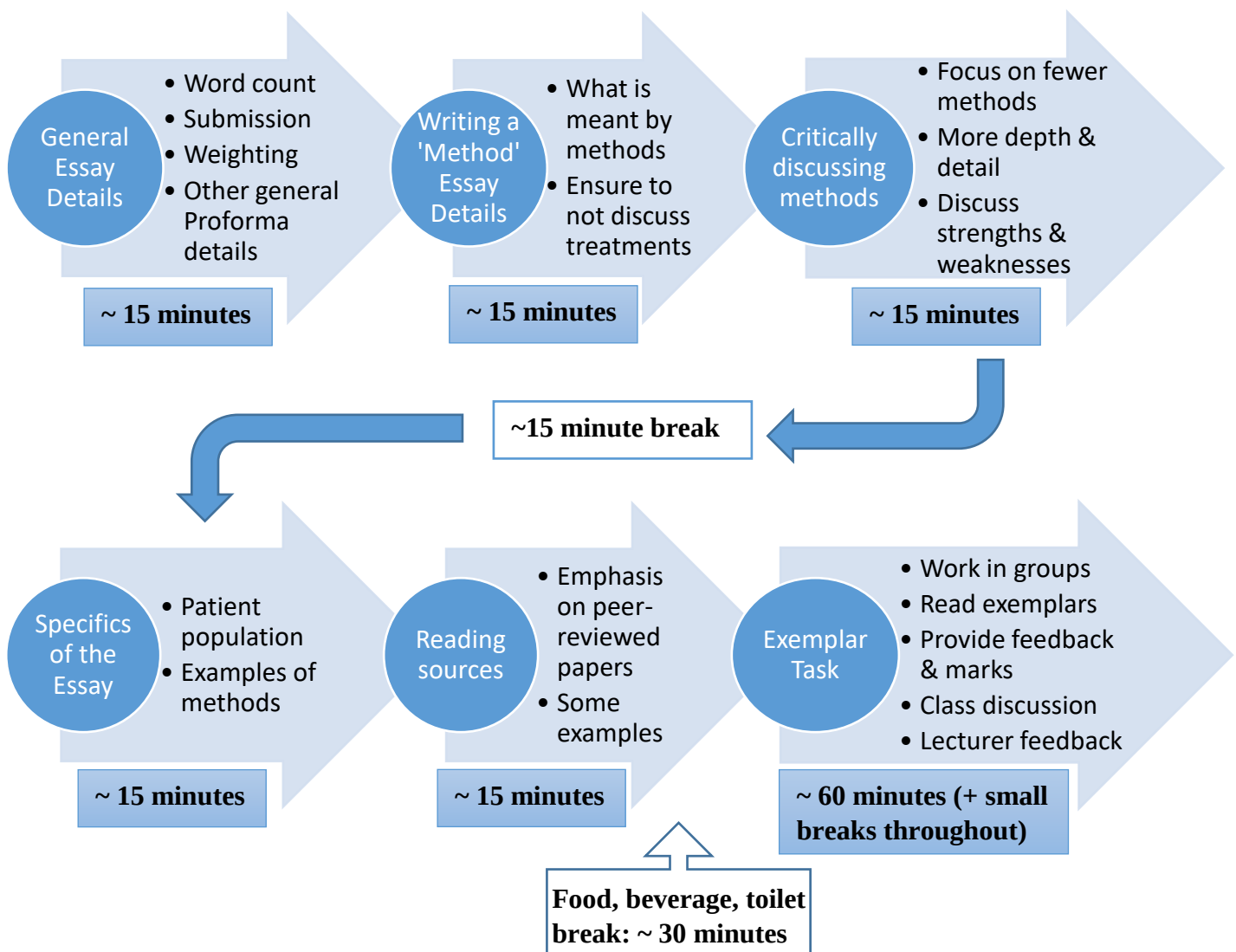


Figure One: Session Plan

For the exemplar task component, students were informed they would be presented with three different method essay submissions from the previous year. Only the submitted

work was presented, the mark and feedback comments were removed. Students were then informed to work in groups to read through each essay, provide feedback in relation to the proforma task requirements and marking criteria, and to give it a mark. Each essay was given individually and one at a time. A class discussion took place to discuss the feedback comments on each essay before the next essay was provided. For parity, and to ensure a rich discussion, each group worked through the same set of essays in the same order. At the end of the session, an overall comparison between the essays and reasons for why/how they achieved different marks was discussed. Students were provided with the essay that had failed to begin, which encompassed many of the errors/issues previously discussed (e.g., inclusion of treatments, listing, no critical discussion, inappropriate sources, etc.). As was the case previously, although students were able to note a number of issues with the essay, most groups classified it as just above a fail mark. When they then saw the 2:1 graded essay, they could clearly see the difference, and continued to be relatively good at highlighting the issues, although the explanation as to why the essay did not reach a first class mark based on lack of explanation of evaluative points were driven by the academically stronger students in the cohort. However, when they then saw the paper graded at 96% they were astounded by the clarity of the writing and level of depth and detail provided. In particular, they commented on how shocked they were with the number of references that were included (26 in total), especially for an essay with what would be considered as having a small word count (1,250 $\pm 10\%$). Being provided with this example really opened their eyes and minds about the level of effort and amount of work that is required to produce an essay of such quality and standard, not only with a critical discussion, but one with explanation of the critique and evaluation points with backing from empirical research studies.

Following the session, we had a brief informal discussion about what students thought about being presented with the examples. They expressed their gratitude for being provided

with the opportunity to see the examples and mentioned that they now felt they had a better idea of how to approach writing their own essay, what to focus on, and what the marker is looking for in their work. They could also see more clearly how the marking criteria linked to different elements presented in the example essays. This interactive exercise had clearly helped cement what they had learnt from the information-providing portion of the session, into a useful, practical, and applicably relevant understanding of the required essay components and how they linked to the assessment criteria (A4, K2). Conducting this type of interactive task was also helpful in maintaining their engagement and motivation; aspects considered key for successful learning (Biggs & Tang, 2007, Race, 2007) (K3, V1). However, although it was reassuring to hear that the students felt better prepared, I was also interested in whether this structure actually had any impact on performance. Whilst marking the essays, it felt as though the overall quality of work had improved. Students had clearly taken on board comments discussed during the session and in particular from the exemplar task component. Their submissions included an abundance of references from appropriate sources, no inclusion of treatments, a deeper and more detailed focus on only a few methods, critical discussion, inclusion of empirical research, explanation of strengths and weaknesses, etc. (K5).

In order to further evaluate the success of the teaching intervention, a comparison was made between the numbers of students achieving marks within each of the grade boundaries over the last four years, along with the overall average mark for the essay each year. Table One below shows the progression of marks over the four years based on the development and changes to the structure/focus and inclusion of the feedforward exemplar technique to the assessment discussion seminar (A5, K5, V3). An aspect that adds confidence to basing the success of the teaching intervention evaluation on the essay marks comes from the fact that every year another staff member from within the Psychology team has also independently

moderated the essays. Each year they have deemed the feedback, the specific marks awarded, and the spread of marks as appropriate for the work submitted (K2). Furthermore, the essays, feedback, and marks are also reviewed on alternate years by an external examiner, who has also consistently agreed that marking has been appropriate based on the quality of the work submitted (V4).

Table One: Total number of essay submissions, total average marks, percentage of first and 2:1 classifications, and total number of essays within each classification boundary per year over a four-year period.

Mark classification	Academic Year			
	2015/2016	2016/2017	2017/2018	2018/2019
Fail	2	5 (2 PLs)	1 (1 PL)	1 (1 PL)
Third	17	13	10	4
2:2	11	9	13	10
2:1	10	7	7	11
First	1	4	5	6
No. of Submissions	41	38	36	33
Total Average Mark	52	55	56	61
% first and 2:1	27%	29%	33%	53%

Note: PL = Essay was penalised for unfair practice.

The table above shows that overall the total average mark for the essay has increased with each year, with the greatest improvement seen in this current year. The number of students achieving marks within the first class range has also increased with each year. However, the most noteworthy improvement appears to be that less students are achieving third class marks compared to previous years, instead they have been able to push up in to the 2:1 and 2:2 ranges, which is excellent to see. It is suggested that based on the teaching intervention, students are now capable of submitting work, where in relation to the expectations of the assessment, they are now able to move higher up beyond the criteria holding their work and marks within that third class range.

In conclusion, the teaching intervention involving the introduction of a feedforward and exemplar technique for preparing students to understand what is expected of

them when asked to complete an entirely new type of essay appears to have been successful in what it aimed to achieve (A1, A2, A4, A5, K1, K2, K3, K5, V1, V3.). Overall, students felt better prepared and the quality of work submitted significantly improved. In terms of further developing on this method, I will aim to ensure that students will also have access to the feedback comments provided on the exemplar essays, as currently these were only discussed in the session. This may further help students contextualise the terminology used when work is provided with feedback. Also, research has suggested that annotated exemplars are considered most useful as a scaffold for formulating a desired response to an assessment (Bruno & Santos, 2010; Handley & Williams, 2011). Furthermore, it might be beneficial to also show an example of an essay in the 2:2 and third class ranges to enable complete comparison across all grade classification ranges and for students to see exactly what elements should be covered in order to make that step-up into the next grade boundary based on where their work usually falls. For example, with a student who usually achieves marks in the third class range, it may be beneficial for them to work towards a 2:2 range mark to begin before jumping onto higher marked work. Providing this type of exemplar may be better for them in order to be able to achieve this (V1, V2). However, given time constraints this may not be feasible; although providing access via the VLE platform may be an option. Finally, given the success of using this method with the essay component of the module, I also intend to provide students with exemplar exam scripts from previous years (ones with different questions), as already students have been asking how much they are expected to write in exams and what level of detail is required. Again, hopefully this will provide them with the understanding of what is expected at this level of study (A5, V3).

Component Four: Observation One Report

PGCert tHE STAFF OBSERVATION FORM

Name of Staff member: Dr Paul Hutchings

Date: 19/02/2019

Name of Observer: Dr Kate Williams

Number in class: 13

Student level: Four

Location: SA1 IQ 2nd Floor Psychology Labs

Topic/s: Psych Labs - Research ethics, study design, and programming.

Start Time: 1:00pm

Finish Time: 3:00pm

Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.

The lecturer was well prepared and approached the session with a clear goal in mind. By the end of the session, the students were to have been taught about research ethics, their use and importance, and they were to have also completed a certain set of tasks on their own research study. The selected content was appropriately linked to the tasks students were required to complete. The organisation of the content also followed a logical flow, from the discussion of what research ethics involve and why they are important, to them implementing certain aspects in relation to designing their own research studies. The choice of teaching/learning method could be described as “hand-on” and “interactive”. That is, students were not just taught about research, they were actively involved in research. Students were gathered together as one group in the lab area at the beginning of the session to be provided with the discussion element regarding ethics. The lecturer then discussed with them how that information on ethics and professionalism applies to their tasks and what they needed to have achieved by the end of the module. During this part of the session, the lecturer provided reference to and made use of various documents that had already been placed on the module moodle page. These were in relation to the range of ethical, BPS, University, and data collection/storage guidelines. Students then went in to the lab booths in their pre-specified groups to work on designing and creating the materials they would be using for their own research study.

Presentation: 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.

The lecturer explained very clearly at the beginning of the session what the session would entail, the roles of the students during the session, and what they should have achieved by the end. There was a good flow of continuity with other sessions. In the previous session, they had learned about a particular type of Psychological experimentation programme, which is used to run research studies. In this session, they were now required to put that learning and knowledge of the operations of the programme to use, as their task in this session was to create their own experimental study using the programme. They had also been previously provided with guidance on other materials required to run research studies, such as consent forms, protocols, and debrief forms. In this session, they were now required to devise their own versions of these documents in relation to their study. In the next session, they will be required to make use of these created materials in order to run their research study and collect data. The session followed a good pace, with key points being explained thoroughly. The lecturer was very passionate about the subject matter, was exceptionally knowledgeable about the topic and provided relevant practical examples from personal experience in relation to conducting research. Students were reinforced positively when answering questions and following the completion of their

tasks. At the end of the session, students were reminded about what would be expected of them during the next session.

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

The main apparatus used during the session were the computers in the lab booths for the students to work on the creation of their study materials. These computers enabled the students to have access to the programme being used (Superlab) and they were also encouraged to make use of the wider facilities offered by the university – i.e., the provision of renting out laptops from the IT area. This was put forward in order to enable one person in the group to work on the programme design using the lab computer, whilst another could be working on creating the consent and debrief forms on the laptop. The lecturer used a question and answer technique throughout the session, both in order to ascertain existing levels of knowledge on the topic area and to test knowledge from discussions covered during the session. This was useful in order to put relevant points across and to get students to think critically. Real-time tutor feedback was also provided to students whilst they worked on designing their study. The students were assessed by whether they had completed all of the designated tasks by the end of the session (i.e., had they completed the designing and creation of the research study). The lecturer checked their work before they left the lab area and judged whether those tasks had been completed to a high enough standard. If this was the case then they were allowed to continue, but if not then they were provided with feedback on how to improve/develop their work.

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.

The students were highly engaged throughout the session – they asked relevant questions during the beginning section and they all worked hard when they split off into groups to complete the designing of the study element. Where they ran in to any issues with the designing of their study, they were encouraged to try to work things out for themselves to begin, but also felt comfortable coming to ask the lecturer for help. For example, one group of students were not sure how to change the settings to make the stimuli appear in a certain location on the screen. After attempting a number of different options, they called the lecturer over who was able to explain what they needed to press.

The actual designing of the research study by the students themselves encouraged a much more active learning approach. Therefore, they were able to apply their learning to a real-life scenario and get practical experience. They appeared to have had a positive experience in the session and came out with a buzz from having achieved a set goal.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

There was effective communication, and good student-teacher rapport. The aims and outcomes of the session were also achieved. Given the nature of the session and of what students were required to have completed, then it was clear that the teaching/learning methods were the most appropriate for the session. The module is called Psych Labs and the purpose is about learning how to ethically design and conduct research studies. Therefore, getting students in to the labs to work on their studies would enable this to be achieved.

The lecturer was willing and capable of dealing with a range of questions throughout the session, and the emphasis on rules and applying these to the tasks they were required to complete was clear.

Examples of good practice:

The structure of sessions not only enabled students to learn about research, but to also “Do” research and get practical hands-on experience; a quality that is highly desired in graduates. Getting the students to devise the materials for their own experiments, whilst thinking about relevant ethical issues, and then conducting their own research provides them with additional skills that go above and beyond simply having knowledge of research.

The students were also required to work together in groups to design and run their research. This encourages students to think about teamwork and develops their ability to work with others. It also encourages them to think differently about time-management and the best methods of approaching work. Different individuals in the groups can each bring something different to the team and this can also lead to peer-learning taking place. Furthermore, having different members of the group working on different tasks means they learn negotiating skills to divvy up work and ensures the time available is best used for completing tasks by the deadlines.

Action points:

This module is a new module on the course and is being run in a completely new environment. Therefore, continued reflection after each session is required in order to see what works well and what doesn't work. The beginning of this session was conducted in the general hallway area of the labs, this area is quite small and furniture in the area needed to be moved prior to the session starting (e.g., there was a shelf in the way and some students did not have a seat or were positioned around the corners). Furthermore, during the discussion of the ethical documents (which were available on Moodle), it might have been beneficial if students could see these on a screen in front of them as they were being discussed, in order to follow along the sections and become more familiar with the documents. As it stands, students are being entrusted to read these documents in their own time.

Observer 

Date 19/02/2019

Observee 

Date 20/02/2019

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences.

Component Four: Observation One Reflection

In line with my areas of teaching, I chose to observe a lecture designed to teach first year students about experimental research methods in Psychology. I was keen to observe the lecture in question, as it is part of a new module on a revalidated programme within my department (K3). Prior to revalidation, the teaching of experimental research methods was achieved through a series of traditional lecture style sessions, which simply provided students with information on the history of research and the various methods used. This was supplemented with seminars to demonstrate examples of “classic” pieces of experimental research. However, it became apparent that this was not conducive in enabling students to understand the mechanisms underpinning experimental research or to help enable them achieve the type of skills required to conduct their own experimental research; a task required of them to do more independently at second and third year (K2, K3).

The aim of this new module “Psych Labs” is to provide students with the hands-on, practical skills, and experiential training in how to design, construct, conduct, analyse, report, and consider ethical implications in relation to real-life laboratory-based experimental psychology research. In accordance with this new ethos, it was excellent to see that the sessions themselves were conducted in the designated psychology laboratories. Therefore, again departing from the traditional lecture style approach, this skills enhancing session was making the most of the facilities and resources afforded by the Psychology department (A4, K4).

As a relatively new lecturer, with my own degree experience being completely composed of only lecture based learning, this notion of conducting a whole module outside of the traditional lecture approach would seem quite daunting. However, it was clear from the observation that this practical learning approach, by getting students to develop their own

piece of research in the lab with guidance, enabled them to work through problem-based learning, team-working skills, and importantly to see first-hand how ethical implications must be considered when conducting research (Biggs & Tang, 2007). However, as discussed in the observation report form, one issue with conducting the session purely in the lab environment related to there being no opportunity to display visually to students on a large screen the information being discussed at the beginning of the session in relation to relevant ethical documents. Perhaps in future, a designated amount of time could be set where students are required to bring up these documents on the lab computers/laptops whilst the main elements are discussed by the lecturer.

Overall, it would seem plausible to suggest that the learning achieved from this module will hopefully lead to better-designed and more robust research when students have to conduct their own independent study as part of their third year dissertation. It could also be suggested that introducing students to the lab environment and getting them to construct experimental research at this earlier stage in their degree will also help to build their confidence in preparation for their final year dissertation. This is an important component and counts towards a high proportion of their overall degree mark and classification, yet it is an element of the degree that students quite often find the most challenging. Therefore, setting the groundwork prior to reaching this stage aims to maximally benefit students in enhancing their abilities and sense of achieving.

Component Four: Observation Two Report

PGCert tHE STAFF OBSERVATION FORM

Name of Staff member: Dr Kate Williams

Date: 07/03/2019

Name of Observer: Dr Paul Hutchings

Number in class: 21

Student level: Five

Location: SA1 IQ – Room 310

Topic/s: Brain, Behaviour, and Cognition – Cognitive Psychology: Memory

Start Time: 10:00am

Finish Time: 11:00am

Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.

The preparation information given to students is extremely well structured; information provided on Moodle prior to the session is clear in the module handbook, lecture slides are available, readings in preparation are clear to the student. It should be clear to any student who has engaged with these materials exactly what they will be studying in the session and how they should have prepared for it.

The topic area of memory is one of the most important areas of cognitive psychology for undergraduates to learn, and this was presented clearly and appropriately for the level of cohort (Level Five). The methods of teaching were also appropriate for the content that is required to be covered.

Presentation: 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.

Good pace and content coverage throughout, good clear voice and appropriate level of detail provided on slides; there is enough information provided via Moodle for a student missing the session to acquaint themselves with the topic area, but the spoken delivered content of the lecture makes it clear the additional knowledge that is to be gained from attending the session.

Throughout the course of the lecture students were asked questions in an appropriate manner, engaging them with actively thinking about the topic rather than them being passive recipients of information. Where incorrect answers were given appropriate responses and encouragement were given.

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

Use of aids before and during the session were excellent and entirely appropriate. As identified above, the information provided prior to the class ensured that they had all of the information required for learning on this topic. Presentation via lecture slides was appropriate, as was class management and student instructions. In addition, the opportunities afforded to the students to engage with the provided materials in the room allocated for this lecture were ample.

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.

Student engagement in terms of attendance was average for the cohort, at around 50 – 60% of the cohort attending. Given the availability of material on Moodle some students may feel that they do not have to attend as there is ample information available on Moodle; however, as identified previously, the lecturer brings far more to the topic area in the spoken content of the lecture than can be conveyed purely through that information.

Additionally, whilst all of this information was available to them, surprisingly few (approximately 25%) were seen to be making use of these resources in the session. Approximately 25% were not using the resources but were taking their own notes, whilst around 50% were not taking notes of any kind. This raises the issue of whether students are retaining information as well as they think they may be.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

There was a good rapport with the students in the room and this was maintained through appropriate pacing and questioning. The aims and outcomes of the session were achieved, and the methods used for delivery and achieving these outcomes were all appropriate to the topic being taught.

Examples of good practice:

This was an excellent session all round. The topic itself was well covered in the session itself, but the preparation work that had gone in to not just the session but the structure of the entire module is to be commended. A coherent and well-structured module handbook, set of lecture slides, preparatory reading and further information means that any student studying on this module should be able to clearly learn everything that they need to know on this topic from what is provided, in the taught session and through the additional information. The lecture itself was clear, well-paced, and interactive. A very confident and well delivered session.

Action points:

This was a highly professional and well-presented lecture, clear and informative. The suggestion/action point is more around a general point that applies to many modules/lectures; namely the engagement of students with the information provided to them. In the class of 20 students I could only see about four/five who were actively using the resources made available to them on Moodle; the rest were either taking notes by hand in a notebook or taking no notes at all. It raises the issue of whether students in the class are making the most of the excellent resources that are being made available to them. Therefore, an action point for this session (and wider programme sessions) should be to engage with students to discuss their note-taking and engagement styles, and ascertain whether these are working appropriately for these students.

Secondly, it may be worth thinking about whether some form of formative assessment could be brought into the sessions to provide feedback/data on the amount of knowledge taken in during the session. This is linked to the students who appear to be passively engaging with the information being provided without taking any notes; are they actually engaging with the information? Particularly as this is a content-heavy module it would be of interest to know, for us and for them, how much they have taken in and whether their strategies for absorbing information are actually working. Therefore, a second action point is to consider whether there is the possibility of including some form of formative assessment in the taught sessions or online.

Observer 

Date 07/03/19

Observee 

Date 07/03/2019

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences.

Component Four: Observation Two Reflection

The particular lecture I asked a colleague to observe is part of a module I have been teaching since first starting my lecturing post. Furthermore, the observer was also part of the peer observation team required to assess my teaching during the six-month probationary period at the beginning of my lecturing post. Therefore, I was keen to hear their thoughts and receive feedback on my teaching of this lecture. The observer had also previously taught the module in question prior to me taking it over. Therefore, I felt confident that their knowledge of the topic area would lead to a robust evaluation of my ability to teach to a high enough standard.

Given the above factors, I was expecting to receive critically constructive and perhaps even quite brutally honest feedback. In one respect, I was looking forward to this, as although it can sometimes feel quite disheartening, I know it is in my best interest and the best interest of students in terms of my development as a lecturer (Audia & Locke, 2003; Bell, 2001; Shortland, 2010). Therefore, the overall experience of this observation was exceptionally “nerve wracking”, and I was very much conscious of myself throughout the whole lecture. However, I was keen to showcase my knowledge and add in elements linking to wider aspects of the topic area. In line with a constructivist approach to teaching, the aim was to engage students in thinking more critically about such links, as opposed to them passively sitting and listening to the lecture/viewing writing on the accompanying PowerPoint slides (Biggs & Tang, 2007). I also included additional pieces of information linked to current events taking place in relation to the lecture topic area. For example, I mentioned that a prominent researcher in the area of working memory will be presenting at an upcoming British Psychological Society conference and encouraged students with a particular interest in this area to attend (V2, V4).

Although this type of additional information and going beyond the content of the lecture focus can be useful for students, attempting to cover too much information can detract from the main focus and lead to what Biggs and Tang (2007) refer to as ‘time-stress’, which can involve students to become overloaded and unable to take-in information. Furthermore, this also meant I was unable to get to the end of the lecture. However, previously I would have tried to rush through the remaining slides to get to the end of the lecture. This is very costly as a lack of thorough discussion of points would result in students engaging in surface as opposed to deep learning, leaving them feeling lost and confused (Biggs & Tang, 2007). In this particular instance, I realised it was better to stop and pick the lecture back up at the next appropriate point (A4, K2, K3).

Overall, I was exceptionally pleased with the report provided by the observer, and can see from their comments where my teaching captures a number of elements in relation to the UKPSF. The main action point moving forward will be to examine student note-taking and engagement styles. This can be addressed with the observer’s second action point on introducing a formative assessment to the session in order to enhance learning during the learning itself (Cowie & Bell, 1999; Race, 2007), as opposed to only in a summative manner at the end of the module, which according to Sadler (1989) is passive and does not have an immediate impact on learning. Student engagement with each lecture could perhaps be captured at the end of the session via a short five-minute quiz, where questions involving answers requiring only a few words could be presented on screen and then immediate real-time feedback via the presentation of correct answers would be displayed (A1, A3, A4, K2, K3, K4, K5).

Component Four: Observation Three Report

PGCert tHE STAFF OBSERVATION FORM

Name of Staff member: Dr Kate Williams

Date: 07/03/2019

Name of Observer: Karen Eaton-Thomas

Number in class: 18

Student level: Five

Location: SA1 IQ – Room 307

Topic/s: Brain, Behaviour, and Cognition – Biological
Psychology: Memory

Start Time: 1:00pm

Finish Time: 2:00pm

Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.

The seminar session was organised to follow on from the previous lecture related to memory and the role of the hippocampi brain structures. The selection of materials for student activity was appropriately challenging to level five students and involved an activity that would provide the learners with additional resources pertinent to their forthcoming examinations.

It was evident that the session was well planned and offered the students the opportunity to work collaboratively towards achieving the tasks set. The instructions given to the learners were clear and unambiguous, allowing students to work at their own pace and at their own level.

Presentation: 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.

The session began with an excellent recap of the previous lecture, a brief outline of the role of the hippocampus and a clear explanation of the tasks to be completed within the current session. Students were provided with simple yet effective worksheets outlining the four main tasks to be completed within the allocated time. Learners were also made aware that should they not complete the tasks set within the given time, they should endeavour to finish them in their own time, as these would be beneficial to their examination preparation. The seminar culminated with a brief recap of the answers to each of the four tasks, to ensure that students had sourced and interpreted the answers to the questions correctly. Students were reminded about the importance of empirical research findings to support their answers consistently throughout the session.

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

A power point presentation was used to convey the essential information to the students. The minimal use of slides and content was appropriate for the nature of the session and a simple clear handout containing the tasks was provided for the students to follow. The seminar was predominantly student led, with the tutor being at hand to facilitate students' learning and completion of the tasks. The students were provided with links to an online textbook to source the answers and they had access to the notes from the previous lecture. Students were encouraged to ask questions and engage in discussion with the course tutor. All questions were addressed with clear responses, which were adapted as necessary to the level of comprehensions demonstrated by each student.

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.

The general class atmosphere was that of clear engagement and enjoyment with the tasks. Apart from one small group of individuals, all of the learners clearly enjoyed and participated in the seminar, asking pertinent questions, clarifying their understanding and making interesting observations. Whilst there appeared to be a diverse range of student abilities, each learner engaged in the tasks received individual attention, encouragement and praise. When invited to participate in the feedback summary towards the end of the seminar, it was evident that many learners had actively engaged with the tasks and were confident in providing their responses to the summary.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

Excellent student – tutor rapport was observed throughout the session; the majority of the learners were fully engaged with the tasks, asking informed questions, discussing the empirical findings and considering the implications of the research. Clear links to comparative psychology and the importance of animal research were recognised and complex anatomical terminologies were clarified and simplified where necessary for student comprehension. All students were treated with respect and as a valuable member of the learning environment. In the session summary, it was clear that the main learning outcomes were met by the students who had engaged with the seminar tasks.

Examples of good practice:

- Clear planning and thoughtful tasks to aid students' comprehension and consolidation of learning material in preparation for their exam.
- Suitable level of stretch and challenge for levels of varying student abilities provided within the tasks.
- Excellent rapport with the majority of learners.
- Professional, knowledgeable and passionate delivery of topic.
- Ability to respond appropriately to a variety of student questions, with clarity, respect and encouragement.

Action points:

- Ensure all students are able to access the resources easily (the e-book was problematic for some learners to use).
- Allow a slightly longer feedback session at the end of the session to cover each question in more detail (or adopt a different approach if time is limited - see below).
- Consider using the 'jigsaw classroom technique' and give each group of students a different question and then allow them to feedback/present their answers to the class as a whole. This encourages all groups to participate within the session and discourages 'social loafing'.
- Raise students awareness of the expectation of participation (one group were not fully engaged – this can be off putting for other learners and is disrespectful to everyone who is present).

Observer 

Date 11/03/2019

Observee ... 

Date 11/03/2019

Component Four: Observation Three Reflection

The particular seminar I asked a colleague to observe is part of a completely new series of seminars I have developed and am conducting this year for the first time as part of an already established module. Feedback from student module evaluations in relation to the module has consistently over the past few years highlighted a need/request from students for there to be a dedicated seminar added to the module specifically linked to the biological component. Therefore, given that a seminar in relation to biological psychology is something I have never conducted before, I thought it would be an excellent opportunity to receive feedback from an established member of the psychology team who has particular experience in teaching biological psychology through an interactive seminar format.

At the beginning of this session, I was quite nervous and was particularly worried about what the observer would think of the seminar and the type of materials I had constructed. However, as the session progressed, I became less concerned with this and instead settle in more comfortably to the session itself, thus enabling me to completely focus and dedicate myself to students (A4, V1). I started the session by running through what the seminar would entail, as this helped structure myself and the students in regards to what should have been achieved by the end of the session. It was also encouraging to see this noted as a positive element in the write-up of my session by the observer (A1, A2, A4, K1, K2).

Overall, I was exceptionally pleased with the observers report on the session, and my initial concerns need not have been an issue. However, it was good to receive acknowledgment from a more experienced team member regarding the suitability and elements of focus put forward for this type of seminar (K6, V4). The comment regarding the seminar having a suitable level of stretch and challenge for levels of varying student abilities was particularly welcomed (V1, V2), as it is challenging to know how to pitch a session and

to know what type of tasks would work well when it is the first time conducting something of this nature.

Finally, a particular area that I need to consider and develop relates to the use of particular teaching techniques that encourage all students to engage in the sessions. The observer noted that one group of students were not fully engaged when students were required to work in groups to complete a worksheet. I was aware of this particular group and made an effort on a number of occasions to approach them in an attempt to focus their attention back on the task. This clearly did not have the desired effect, and so the suggestion provided by the observer about using the 'jigsaw classroom technique' to encourage all groups to participate and to discourage 'social loafing' is very much welcomed (A1, A4, K2, K3, V2). In addition, I am very grateful and appreciative of the other helpful and constructive feedback/action points highlighted by the observer (i.e., resource accessibility and length of feedback time to cover all questions on the worksheet), as these are key elements for successful learning (Biggs & Tang, 2007), and will endeavour to incorporate the suggestions in to my future teaching (A5, V3).

Component Five: Reflective Evaluation of CPD event ONE

At the beginning of the 2018-2019 academic year, I attended the British Psychological Society's (BPS) annual Cognitive section conference (A5, V4). I was very fortunate to attend the full three days of the conference, held in Liverpool Hope University. As a member of the BPS Cognitive section, and given that the majority of my teaching duties relate to Cognitive Psychology, I felt that this was an excellent event to attend as part of my Continuing Professional Development. Along with generally enjoying learning about cognitive research work, the main purpose of attending this conference was to retain up-to-date knowledge in the area of cognitive psychology for both my own teaching and research purposes (K1). The networking and opportunity for exchanging ideas was exceptional, and I was astounded by the diversity of research taking place.

Attending this conference also enabled me to develop a number of elements in relation to the UKPSF. Sitting through a range of oral presentations and reading a variety of posters at the conference in relation to topics on memory, attention, perception, cognitive ageing, language, etc. helped improve my subject knowledge and enables me to keep up-to-date with current practices and research findings (A2, A5, K1). The aim is to pass this knowledge on to students, and although the basic components/background information to these topic areas are covered in many textbooks, it often takes some time for newer editions to be published, thus I am now in a position to be able to incorporate these contemporary lines of research in to my teaching (K1, K2, K4).

Having experienced this conference first hand, I was also pleased to see many undergraduate and postgraduate students in attendance, and was delighted to read such complimentary reviews of the conference by them, published in the sections bulletin. I now feel in a position to encourage my own students to attend, and even submit abstracts to

present at such events in the future, as it seems other students had experienced a welcoming and supportive environment (A2, A4, V4). The aim is not only for students to experience the wider context in which higher education operates, but to also perhaps receive inspiration for their own academic or even research related work.

Finally, I am also in the process of commencing with my own research to examine the impact of in-vehicle warning signals on driver anxiety, and at the conference, there was a symposium on Cognition and Driving. However, at the time of the conference, data collection had not yet commenced. Therefore, I was not in a position to present anything. However, I did write and submit an abstract on the aims of the research, which was published in the conference proceedings, and I have also been invited to submit an abstract in order to present the research findings at a future conference (A5, V3, V4). This is something I am very much looking forward to, and if successful would hope to receive some constructive comments from the other conference attendees.

Component Five: Reflective Evaluation of CPD event TWO

The beginning of the 2018-2019 academic year saw a new suite of programmes commence in my department, aimed to promote better student engagement and learning. To achieve this, the department purchased a license and specialist equipment to measure physiological responses, in particular heart rate and galvanic skin response. This meant that students could now gain real-life practical experience of using equipment to gather these forms of measurements for themselves.

As part of my continued professional development, I underwent training on how to use the Bio-kit purchased by the department. A representative from the company who supplies the software and equipment came to the department to provide a half day training session, which ran through the components, set-up, and the range of analysis options available. The training event was exceptionally informative and I feel that my own understanding of the biological and physiological aspects linked to psychology has greatly developed (K1, V3). This is especially beneficial for me, as one of the modules I teach is biological psychology, and in particular, it has helped enhance my knowledge in relation to the section on “The Research methods of Biopsychology”.

The training also meant that I was now in a position to run three 3-hour demonstration sessions for students. This involved discussing background on why/how these measures are incorporated into psychological research, how the equipment itself works, and how the data is analysed. During the sessions, I was also able to provide students with the opportunity of using the equipment themselves, whilst providing supportive guidance and feedback (A3, K4).

The training has helped align my teaching to all five of the Areas of Activity from the UKPSF. I am now able to better design and plan learning activities linked to content of the

topic, can effectively teach and support learning in this area by having the confidence to pass on my knowledge, and can provide real-time feedback to students if they set-up the equipment incorrectly. I am now also in a position to develop a more effective learning environment by conducting practical skills sessions, and am engaging in CPD for my subject area and pedagogy. The training has also helped align my teaching to the first four components of the Core Knowledge dimension. In particular, I now have better knowledge of the subject material, can now implement a more innovative and experiential method for teaching the subject, can enable a new way for students to learn about the topic, and can make use of a valuable learning technology.

Finally, the training has also helped align my teaching to all four of the Professional Values of the framework. The respect for individual learners during the sessions was upheld by informing students that if they did not wish to practice with the equipment then that was perfectly acceptable and they were welcomed to just watch the demonstration. For example, some students had a touch phobia and did not want to place the electrodes or have the electrodes placed on them. All students were invited to practice with the equipment. Therefore, equality of opportunity for learning was ensured and a designated amount of time was kept at the end of the sessions to ensure this could be achieved. Evidence-informed approaches were also used in the session by linking to empirical research studies that have used this type of equipment to help understand complex psychological issues and to help give students an idea of the types of areas these measures can be used. An acknowledgment of the wider context in which higher education operates was also addressed by ensuring students understood the professional standards they would need to uphold and ethical implications of conducting research with such forms of measurement.

Component Five: Reflective Evaluation of CPD event THREE

Throughout each academic year, the faculty to which I belong arrange a number of staff development events. These can entail various activities and will have a specific focus on a particular topic/theme of relevance to teaching in higher education. They usually involve lecturing staff from across different departments coming together to present and listen to others present, or to provide workshop-style events in order to communicate current developments within the sector in general and for our specialist areas. As part of our continued professional development, we are encouraged to attend these faculty development events and to take note and implement key information emerging from the sessions. Therefore, this links with dimension A5 and V3 of the UKPSF.

The particular staff development event of focus for this reflection took place in semester two of the 2018-2019 academic year, and focused upon “Collaboration and Sharing Good Practice”. During this event, there were many presentations given to discuss the range of projects being undertaken by staff members within the faculty in relation to how collaborative teaching/working/assessment, etc. is being implemented within programmes across the faculty. Many of these helped focus my thoughts in relation to a number of the dimensions of practice on the UKPSF, but in particular A1, A2, A4, and the first two Professional Values. For example, the presentations included discussions on “The effectiveness and benefits of collaboration and team work through group working assessment”, “How multi-level partnership working and collaboration in a deprived area has led to the inclusion in Higher Education of a marginalised group and individuals from non-traditional backgrounds, all of whom face physical, social, cultural and financial barriers to HE”, and “Collaboration between staff and students in coordinating an employability/CPD week.”

Understanding how to plan learning activities, support learning, and develop effective learning environments and approaches, particularly when many students are now entering HE from non-traditional backgrounds is paramount, and being able to recognise the additional challenges they may face is an important aspect of our roles as lecturing staff (Jarvis, 2007). Making students feel valued and a part of their learning environment is also key to developing good working practices. Furthermore, based on my area of teaching, the presentation discussing “Reflections on engaging students with collaborative research in Psychology” was of particular interest, as it reflected on a change in practice to encourage a collaborative teaching and learning environment for level five psychology students, with a particular emphasis on the students’ experience of engaging in research rather than the previous traditional approach of ‘learning about research’.

Although many of the presentations reported positive outcomes, it was also beneficial to hear about the challenges they faced throughout the designing, conducting, and evaluations of their projects and to hear their reflections of aspects that they felt perhaps did not work well in relation to the provisions they had put in place to encourage and develop collaboration. Overall, I felt that attending the event was very useful, as it not only provided me with further information and knowledge about the ways in which collaborative work is being conducted in HE (and in particular within the faculty in which I work), but it also highlighted the potential pitfalls that should be avoided if work of this nature is to be conducted. Furthermore, it has also helped to guide me with my own ideas for developing and incorporating collaborative elements with the students on my modules.

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Postgraduate
Certificate in
Teaching for
Higher Education
(PGCert tHE)

University of Wales
Trinity Saint David



Micro-teaching session

MEMORY

Dr Kate Williams

Today's Lecture

- ▶ What is Memory?
- ▶ Organisation of Memory.
- ▶ Adaptive mechanism of forgetting.

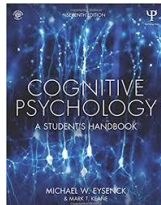
Essential Reading

- ▶ Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Hove: Psychology Press.

▶ Library Catalogue Number:

- ▶ 153 EYS
- ▶ Also available as e-book

- ▶ Chapters six, seven, and eight.



Would having
perfect memory be a
gift or a curse?

What is Memory?

- ▶ Integral part of Cognitive processing
 - ▶ Concerned with organisation of time
 - ▶ Keeps record of past and future

We must search
through our mind to
find a memory we
wish to remember



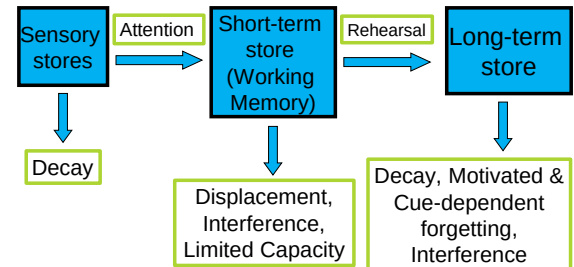
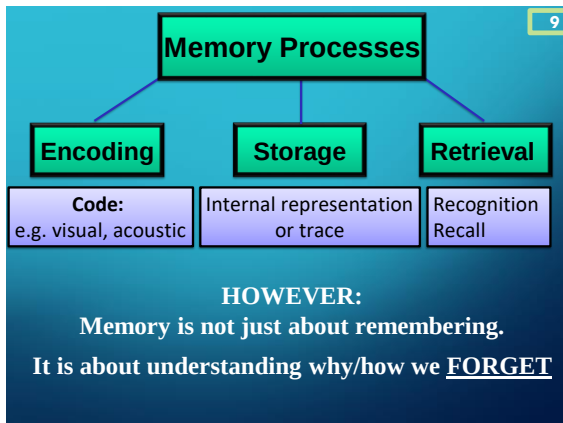
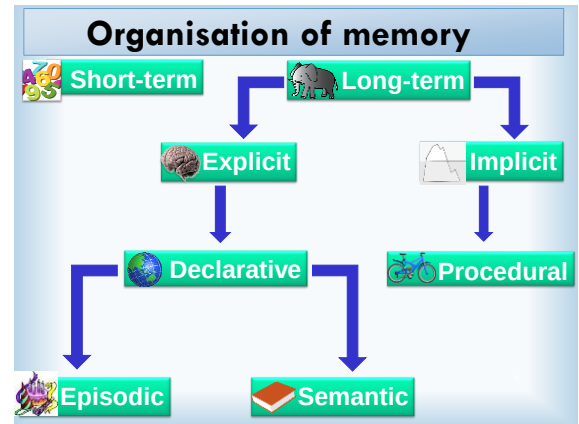
Why are memories important?

- ▶ Essential for learning
- ▶ Affects the future
- ▶ Contributes to our identity
- ▶ Critical for language

How can we examine memory?

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- ▶ Study the functions of memory.
- ▶ Examine type of processing needed.
 - ▶ E.g., distinction between memory for abstract information and memory for action.
 - ▶ Remembering facts is different to remembering how to do something.



• **Interference can be:**

Proactive: previous memories impact new ones

Retroactive: later learning impacts old memories

Forgetting from Short-Term Memory

11

LET'S DO A QUICK
MEMORY TEST.

TRY TO
REMEMBER AS
MANY OF THE
FOLLOWING
WORDS...

Guillotine

Whale

Clock

13

14

Guitar

Bottle

15

16

Pillow

Orange

17

18

Hat

Cushion

19

20

Shower

Calculator

21

22

Mouse

Bike

23

24

Table

25

Leaf

26

27

List all the words you can remember.

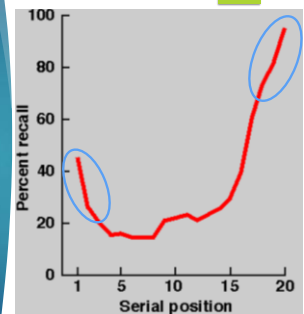
Do you notice anything about the words you have remembered?

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Serial Position Effect

Primacy Effect: Rehearsal of words has led to transfer into LTM.

Recency Effect: Last few words still remain in STM



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Forgetting from Long-Term Memory

AN ADAPTIVE MECHANISM OF FORGETTING?

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Mechanisms of forgetting

- We are continuously bombarded with constantly changing information.
- Thus, our memories need to be regularly updated.
- To do this we must forget old/irrelevant information.

Unconscious Forgetting

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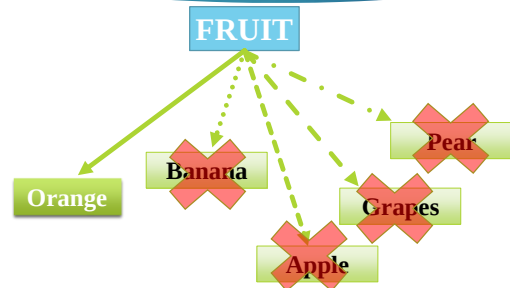
► Retrieval-induced Forgetting (RIF):

- Retrieving item from specific category in memory, can later impair retrieval of another item sharing same category, but not retrieval of item from unrelated category
- Happens due to cues for recall being insufficiently specified – general cues activate the target memory (Rp+) in addition to all other memories related to that cue (Rp-).

Anderson, Bjork, & Bjork (1994)

Competition for Retrieval

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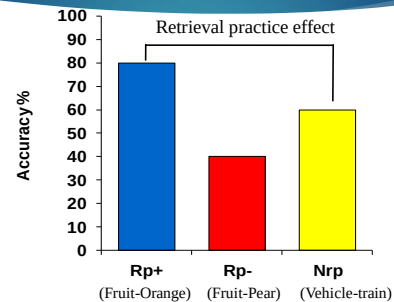
Typical Retrieval-practice paradigm

Study	Fruit_ orange	Vehicle_ car
	Fruit_ banana	Vehicle_ train
	Fruit_ pear	Vehicle_ bicycle
	Fruit_ apple	Vehicle_ airplane
Retrieval practice	Fruit_ or _____	
	Fruit_ ba _____	
Test	Rp+ Fruit_ or _____	Vehicle_ ca _____
	Rp+ Fruit_ ba _____	Vehicle_ tr _____
	Rp- Fruit_ pe _____	Vehicle_ bi _____
	Rp- Fruit_ ap _____	Vehicle_ ai _____

Nrp

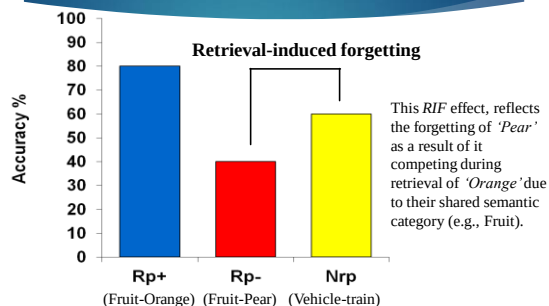
RIF: Typical results

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RIF: Typical results

35



Practical considerations

36

RIF in Social phobia disorder: Amir et al. (2001)

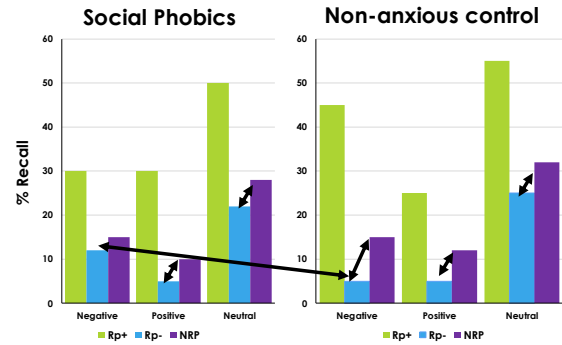
- Intrusive memories of negative social interactions.
- Prevents individuals from forgetting socially negative memories.
- Negative social information is highly integrated in memory
- All negative social situations tightly bound together.
- Difficult to forget negative information because retrieval of one cue ends up retrieving others.

Amir et al. (2001): Study Design

- Two groups: Social phobics & Non-anxious control group
- Given 4 neutral and 4 social categories of words – in the social category, words divided into positive and negative.



Amir et al. (2001): Results



Summary

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- Memory sub-divided depending on type of information it processes and aims to store.
- Need to study remembering AND forgetting.
- Understanding mechanisms and conditions that information is forgotten is of value to theoretical concepts and real-life events.
- It has practical applications: e.g., could potentially be used to help those suffering from various disorders that rely on memory.

Thank you
for listening

ANY QUESTIONS?

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