



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Dr Carolynne Obonyo
INSTITUTE/CENTRE/UNIT	Institute of Education and Humanities
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer in Education and Research
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Institute Manager of Research Degrees Co-chair of the Athrofa Ethics Committee Module Leader -2 modules
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting). If your supporting statements are not included with your application, you must ensure your referees send their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees.	Yes ☒ No ☐
Date of Training	10/10/2023
Mentor	Simon Young

APPLICATION FOR FELLOW

In your application for recognition as a Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity**, **Core Knowledge** and **Professional Values**.

You should aim to include examples of your use of/commitment to relevant elements of the Professional Values and Core Knowledge throughout your account. Make clear how you **apply** appropriate Core Knowledge and how you **demonstrate** your commitment to appropriate Professional Values set out in the Framework.



General Principles to consider in preparing your application

- You will need to incorporate relevant **subject and pedagogic research and/or scholarship** in your approaches. How you evidence this will be dependent on the context in which you are working and the nature of the subject, discipline or profession in which you teach.
- Ensure you **provide reasons for the choice of activities you describe** and demonstrate that you reflect on your teaching practice and the students' learning experience.
- Ensure that you explicitly incorporate how you have successfully engaged, where appropriate, in **continuing professional development** activity related to teaching, learning and assessment responsibilities.
- The Assessment Panel recognises that there will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and contexts. **The quality of your reflection is far more important than quantity.**
- This application is a **personal account** so you should focus throughout on your own professional practice and decision-making.
- **By applying to become a Fellow you will have the opportunity to:**
 - Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in HE.
 - Gain national recognition for your role as a teacher and/or supporter of learning within the HE context



SECTION TWO:

CONTEXT STATEMENT

Context Statement

Briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education (**300 Words**)

Write your evidence here

I am an Education and Research Lecturer within the Institute of Education and Humanities at the University of Wales Trinity Saint David. I teach postgraduate full-time international students and part-time doctorate students using blended learning, weekly. In addition, I am currently supervising 4 Masters and 5 PhD students. In 2022, I became the Module Leader for the Research Design and Management in Education module. At the start of this academic year, I also took on the responsibility of being the Module Leader for the Philosophy and Practice of Social Research. With over 10 years' experience, I've taught at higher education in Kenya, USA, New Zealand, and currently Wales. I aim to foster an inclusive and engaging learning environment for students to develop critical thinking skills and desire for lifelong learning.

In my role as an Institute Manager of Research Degrees, I oversee and manage all day-to-day activities related to postgraduate research degrees. I also participate in the Doctoral College Board, Examination Board, and Research Degrees Committee by contributing to decision-making processes, and collaborate to support the Institute of Education and Humanities. Being a co-chair of the Ethics Committee, I train supervisory staff and students to promote and uphold the highest standards of research integrity and ethics.

I hold a PhD in Education from the University of Canterbury, New Zealand. My research explored teacher educators' pedagogies while using technology in teacher education. Obtaining a Master of Arts in Instructional Technology from California State University enhanced my enthusiasm for incorporating technology. With the assistance of my professor, I mentored in-service teachers to enhance their teaching by integrating digital technologies into their Spanish lessons.

I'm actively engaged in multinational professional network, e.g. facilitated a workshop during [Five Nations Network Conference](#). These opportunities enrich my professional practice, building strong relationships with students and colleagues.

Word count: 300 words



SECTION THREE: Your reflective account of your Continuing Professional Development

Your application for Fellowship consists of a **3,000 word reflective account** shared across all five Areas of Activity plus citations (overall maximum of 3,500 word)

Citations should be included in an overall list at the end of section 3 of the document.

A1: Designing and planning learning activities and/or programmes of study (600 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences

Engagement in a variety of learning activities, at a variety of levels e.g.

- Micro: individual/one-to-one or small groups
- Mesa: module sessions, course or programme level
- Macro: policy, HEI, professional body level

Evidence might include:

- Development and enhancement of session plans
- Identifying and planning different kinds of interaction with learners in various contexts
- Design or redesign curricula, modules or programmes
- Involvement in validation panels
- Use of individual's learning materials by others (e.g. within/beyond own institution)
- Contribution to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

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All students should have the opportunity to learn and engage by designing relevant learning activities that cater to their needs (Araujo Dawson et al., 2022) (V1,V2). Through my teaching practice, and engaging in ongoing professional learning, I've been able to effectively support students to learn, engage and progress by using active engagement strategies and making learning convenient (A5).

When designing and planning webinars, I carefully examine how the students will learn as they engage with the content, with one another and, myself. I captivate students' attention and enhance their enthusiasm in learning by employing multimedia presentations and interactive activities to enhance lectures and make complex topics more engaging visually (K2). For example, using Panopto to record lectures, embed videos, and create interactive elements like quizzes improved accessibility and facilitated self-directed learning (V3,K2,K4). Students feedback reported that "support materials on Moodle ... were accessible and relevant. I have been able to access at my own time module specific resources."

In terms of engagement with one another and, myself, prior to the webinars, critical reflection and discourse are encouraged and practiced. Believing in collaborative learning (Garrison et al., 2010), I plan for group activities and individual tutorials. Students collaborate in pairs or groups for one week to critically evaluate several research paradigms. During the webinars, I spend session time focusing on students presenting their work orally (K1,K2,V1). This extended students' interactions and enabled those who were unable to engage in small groups to share their knowledge in pairs. Additionally, it fostered a collaborative learning environment that allowed students to learn from multiple perspectives. Asking them questions allowed me to assess their scholarly understanding of the specific paradigms that underpin their proposed research study, as well as determine whether I needed to plan follow-up tutorials. When students collaborate, they take responsibility for their learning, negotiate meaning with their peers, and exchange knowledge by examining their shared ideas, supporting critical thinking and meaningful learning (Garrison et al., 2010).



A well-designed programme lays a foundation for effective learning experiences (A2). After being assigned to lead a module, I discovered through Moodle Feedback that one of the assessments was deemed unattainable by international students. Although I don't design the assessments, I had to consider an alternative option. By liaising with colleagues, I reviewed the module and amended the assessment because it did not align with what was taught in the module (A3,V1). Unlike previous years, the students contributed their cultural perspectives and highlighted their unique experiences by addressing a contemporary issue in education in their country other than Wales (K2). This had a positive effect because all of the students accomplished the assessment. Furthermore, using my subject expertise and ongoing reflections, I redesigned the Digital Pedagogy course by creating interactive activities, visual aids, and assessments (Presley et al., 2023). Informed by TPACK framework (Mishra & Koehler, 2006), the QAA subject benchmark statement, and the University's Digital Strategy objectives, I considered integration of technology into content and pedagogy (V3,K3,K4). Sharing it with my colleagues provided fresh perspectives prior to submitting for validation, as evidenced in our emails (V5,K5).

Before beginning their research, students must complete an ethics application form (K5,V4). However, I discovered that many forms were deemed ineligible for approval by the committee. Therefore, I created a quick guide on PowerPoint, which we used to facilitate a workshop for all the students (V5,K2). My colleagues provided positive feedback and used this quick guide during their sessions. The committee noted an improvement in the quality of forms submitted for approval, indicating improved student learning experiences and, ultimately, cultivating a sense of belonging and support among colleagues (A2).

Word count: 600 words



A2: Teaching and/or supporting learning (600 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

Engagement in appropriate teaching and learning strategies including:

- Use of a range of teaching approaches and modes of delivery
- Use of relevant assessment approaches with a variety of groups
- Selection based on educational evidence and values

Evidence might include:

- Lecturing, tutorial or seminar work
- Studio, clinical, laboratory or work-based teaching
- Distance learning
- Peer assessment of teaching and or teaching observations
- Student feedback/evaluations
- Reflective diary/blog
- Learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Material from online training
- Learning activities supported through the VLE (Moodle)

Write your evidence here

I continuously improve my pedagogical approaches by incorporating evidence-based strategies to enhance students' achievement and develop 21st century skills (Ensmann & Whiteside, 2022). My teaching approach is student-centred and promotes peer-learning through collaboration. I leverage current research, training opportunities (A5,V3), and my pedagogical skills to actively engage students in groups or individually, employing innovative approaches such as facilitating flipped classroom, integrating digital technologies, and enabling collaborative learning (K2,K4,V4). Aside from lecturing, I offer assistance and mentorship to postgraduate research students, helping them to develop a strong grasp of the subject matter at an advanced level (Level 8). This prepares them to effectively pursue their doctoral research project.

As a method of delivering an inclusive learning environment, flipping webinars has enabled me to facilitate personalised learning and student-led instruction (A4,V3). Prior to the scheduled sessions, students are expected to read resources, watch videos, and complete tasks hosted on Virtual Learning Environment (VLE) (K1,K2,K4,V1). Although this allows students to engage with the resources and become acquainted with the tasks, the learning analytics showed that students were not engaging with the resources. Therefore, I created short quizzes to assess students' understanding in real-time, promote active participation and provide feedback (A3,V2). This enhanced engagement with VLE resources, resulting in more meaningful learning outcomes. During webinars, I focus on extending understanding of the subject through discussion with peers and by answering questions posted on the Padlet wall (K2). Furthermore, scheduling follow-up personalised individual tutorials became an invaluable tool (A1). Feedback from a student indicated, "the lecturer has been good at explaining things and has made the subject interesting." Flipping webinars has demonstrated its efficacy as a strategy for supporting distant learning. The strategy helped me create a strong online presence and facilitate high-quality interactions in a learning environment where engagement is challenging (Goode et al., 2022).

Since instructional technology is my area of expertise, developing digital pedagogies to provide a variety of learning experiences while students engage in independent learning is essential to my practice (K4). Using digital technologies has enabled me to support both synchronous and asynchronous learning interactions and provide flexibility in teaching delivery of distance learning (Presley et al., 2023). For example, I supported students to create e-portfolios and include reflective essays, which helped to foster



autonomous critical thinkers (K1). During webinars, students engaged in collaborative discussions to analyse and evaluate key concepts in their writing. Furthermore, I prompted them to offer feedback on each other's e-portfolios in order to improve comprehension. They were also urged to evaluate their own work (K2,K3,V2). While reflecting on their essays, the students took on leadership and ownership for the learning process, as well as actively engaged in discussions.

Interactions with varied colleagues have enhanced my teaching approaches (A5). Creating an online forum on OneNote promoted a strong sense of peer learning and communication (A4,K4). Students collaboratively analysed and evaluated (asynchronously) drafts of self-chosen research articles that they had formerly reviewed individually (K1,K2,K3,V1,V2). As a result, students began writing on a regular basis and engaged in more rigorous critical analysis and discussion, producing better drafts. I implemented this approach in response to low student performance that was evidenced in the previous module. My colleague, who observed this session, adopted this approach for his own course, leading to an adjustment in how we facilitated other modules (A1,K5,V5). During our programme meetings, I shared how this approach had worked, encouraging colleagues to explore the effectiveness of using OneNote in their own courses (K5). According to Ensmann and Whiteside (2022), incorporating digital technologies into learning has been found to increase engagement, promote digital literacy, and improve problem-solving skills.

Word count: 599 words



A3: Assessing and giving feedback to learners (600 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

Engagement with appropriate assessment strategies including:

- Use of assessments relevant to learning outcomes
- Appropriate assessments for the student profile
- Engagement in formal quality assurance processes relating to assessment
- Selection and use of appropriate feedback mechanisms

Evidence might include:

- Appropriately targeted assessment tasks
- Student evaluations
- Peer reviews
- Observation feedback
- Learning materials
- Moderation documents
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

Assessment goes beyond assigning grades, it's a tool for students to engage in self-reflection and evaluate their own learning (Forsyth, 2023). My teaching strategy incorporates a wide variety of assessment strategies and activities, including online quizzes, interactive discussions, that align with learning objectives and student preferences and styles. I provide regular feedback by connecting my comments to the assignment objectives, emphasising opportunities for future improvement (V1,K2,K5).

I create assessments that encourage students to engage in critical reflection and employ higher-order thinking skills to enhance their learning (Henderson, et al. 2019) (A1). To gauge understanding of ethical issues, students created multimedia presentations that demonstrate an in-depth understanding of the ethical nature of their research (K1,K4,V2). This strategy encouraged creativity while also providing valuable insights about each student's learning style and how they will continually explore these issues throughout their research study. Furthermore, using interactive activities and discussion-based tasks promoted inclusivity and cultivated a sense of belonging within the group (V1). For example, creating Think-Pair-Share sessions facilitated students' critical reflection on the intricate ethical frameworks that underpin research (K1). I prompted them to explore the tasks individually, then discuss their insights in pairs before presenting to the class. Aside from enhancing comprehension, this strategy nurtured a collaborative learning environment where diverse perspectives were shared (K2,V2).

National surveys conducted in the UK and Australia revealed that students are frequently unsatisfied with feedback comments (Henderson, et al. 2019), which is a significant problem in HE (Ryan et al., 2024). There is little unanimity among researchers on the precise concerns, but unspecific comments, students' unwillingness to use feedback, and timeliness have all been mentioned frequently. Having knowledge of these concerns (A5), I use peer reviews to support students actively engage in the assessment process and develop an evaluative perspective about their own work (K3). Students engage in exploratory talks (Mercer & Wegerif, 2002) where they provide and receive feedback on each other's blogs, allowing them to assume greater responsibility for their own learning as they contemplate their own and their peers' work (K1,K2,V1,V2). I offer constructive guidance to help them utilise the feedback in subsequent work in preparation for summative assessment. In this regard, encouraging reflective thinking (Ryan et al., 2024).



Using similar marking criteria and rubric, moderation and providing feedback summaries ensures that assessments are reliable and robust (K5,V4,V5). However, when I inherited one module, I recognised that the marking criteria lacked a specific and measurable criteria for oral presentations, so I reviewed it to be more specific and valid to the assessment component (K3,V3). This helped with the fair and accurate assessment of the students (K2), and proved useful for lectures because it enhanced consistency and reduced biases in marking. The external examiner acknowledged an improvement in the feedback provided (K5,V4).

Time is a limited resource that must be sacrificed to provide quality, individualised feedback (Henderson, et al. 2019). While co-teaching, we organised a feed-forward session about writing an article focusing on a topic of their choice (K3,V5). We offered prompt individual oral and written feedback while emphasising the specific areas of attention that students may prioritize in their assignments (K2,V2). Students developed better articles for their summative assessment, and I gained knowledge from my colleague (K3,V3). Feedback from the module evaluation questionnaire indicated, “the lecturers’ knowledge is exceptional. They were quick to respond to queries and guide me through any issues I had with my work or progress,” and “the lecturers were very helpful and offered a high level of support.” An email from my Programme Director stated, “I’m very pleased to see all your hard work on the module being recognised here.”

Total words: 601



A4: Developing effective learning environments and approaches to student support and guidance

(600 words)

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

Engagement with:

- Different media and technologies, both physical and virtual
- Different kinds of learners e.g. international, culturally diverse, special educational needs, disabled learners, home-based, full-time, part-time, etc.
- Different modes of learning e.g. distance-based, blended, work/practice-based, etc.
- Personal and academic tutoring
- One-to-one advice
- Counselling

Evidence might include:

- Reflective logs/diaries
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues
- Observations of teaching/learning activities
- Evidence from electronic forms such as blogs and discussion forums

Write your evidence here

Learning environments (LEs), whether physical spaces, contextual learning places, or technologies, social and collaborative aspects, support learning (Valtonen et al., 2021). I effectively use both formal and informal LEs (online and/or face-to-face) to accommodate diverse learning styles and maximize student engagement. Informed by Universal Design for Learning guidelines (CAST, 2018) (V3), I design an engaging and supportive LEs that motivate students to take responsibility of their own learning by integrating technology and creating inclusive and interactive LEs (A5,V3,V4).

When developing LEs, students' perspectives should be considered (Valtonen et al., 2021). Informed by students' and colleagues' feedback, I revised the originally scheduled sessions to accommodate part-time students' needs by incorporating both in-person and remote delivery modes (K2,K3). Leveraging pedagogical experience, I designed a hybrid LE (Ashwin et al., 2020) (A1,V3), and used technology within the physical LE and Teams to ensure equitable learning experiences for both in-person and remote students (V1,K4). Incorporating icebreaker activities, such as encouraging students to post in the chat or say something that inspired them over the week, increased real-time interactions and engagement, and remote students integrated into the learning community (A2,V2). Furthermore, uploading recorded lectures and self-directed multimedia resources to Moodle was to accelerate accessibility (K1,V1). Students attended sessions across multiple locations, demonstrating the effectiveness of hybrid teaching.

Technology enables the development of an online environment that allows for flexible and accessible learning. Creating a discussion forum in OneNote Class Notebook, supported the learning and engagement of international students while they were unable to access Moodle due to technical issues (Ashwin et al., 2020) (A2,V1,K4). The virtual LE mirrored a Moodle discussion forum, with students utilizing their own devices to complete small group tasks and ask questions regardless of time and location (K1,K2). I facilitated timely individualised feedback through an online page I created for feedback and feedforward comments (A3). Shwartz-Asher et al. (2022) identified limited interpersonal interactions and engagement in online LEs. However, by encouraging collaboration using OneNote Class Notebook, my students engaged in sharing ideas and fostered a sense of community, actively participating in the learning process.



Informal LEs promote students' social and emotional well-being. In developing LEs, I also consider contextual LEs (Valtonen et al., 2021) to support international students engagement in an increasingly multicultural environment (V1,V3,V4). A field trip to St. Fagans exposed them to the Welsh cultural heritage. Through engagement with diverse artefacts, I guided them in discovering the connections between Welsh and African cultures, while they critically reflected on their own. Such authentic experiences lack in physical LEs and are underpinned on sociocultural learning theories. According to the evaluation questionnaire, their satisfaction rate with this event was 75%, implying a positive impact. I also connected them with a colleague who facilitates skill development sessions to assist them improve their language proficiency. Such kinds of support have been proved to enhance international students' experiences (Vidal, 2020).

My lived experiences as an international student inspire me to develop inclusive LEs (V1,V2,V4). At our Doctoral College meeting, a student reported that several postgraduate students feel isolated. Collaborating with my colleague facilitated their seamless integration into the academic and social aspects of the research environment, with equal opportunity for success (V5,K5). They attended my online sessions and interacted in real-time with students on another campus via Teams (A2). Creating a thread in the forum for posting questions and sharing ideas enabled them to gel and feel connected to the cohort and they began to be more active. Using breakout rooms supported mutual construction of knowledge while discussing their dissertation progress (V2,K2,K4). Students' feedback indicated that the sessions improved their experiences in the Doctorate programme.

Total: 600 words



A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (600 words)

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

Engagement in:

- Self-reflective practice
- Proactive planning
- Participation in a range of activities to extend professional learning
- Successful involvement in/completion of relevant teaching-related qualification(s)
- Presenting or participating in conferences on teaching and learning (often discipline specific)
- Attending workshops or training events
- Engaging in peer observation or peer review of teaching
- Regular departmental meetings where the discussion is about learning and teaching issues
- 'corridor' discussions about teaching
- Bidding for, and involvement in, projects or research on teaching and learning
- Implementing new approaches
- Subject and other network activities
- Reading
- Visits to other institutions/organisations

Evidence might include:

- Portfolios related to academic/professional development
- Reflective logs
- CPD records
- Exemplars of proactive changes in teaching/supporting learning based on own learning and research/scholarly activity
- Evidence of changes in practice following engagement with initial and/or continuing professional development, including events, conferences, training, learning, seminars, workshops, etc.
- Conference papers/presentations/etc.
- Bid and project documentation

Write your evidence here

Engaging in PD is linked to the implementation of effective teaching approaches (OECD, 2020). A dedication to lifelong learning motivates me to continually improve my skills and competences while staying abreast of advancements in my field. My research, scholarly activities and participation in CPD such as structured, reflective, and self-directed learning, all add distinctively into my professional practice and development.

Given the dynamic nature of my field, I frequently engage in conferences, workshops, and e-Learning courses to stay updated and enrich my teaching content. Attending a workshop about internet research at the [SITE conference 2024](#), enabled me to incorporate this into my teaching, keeping students knowledgeable of research integrity issues as they choose various research methodologies (V3,K1). Furthermore, presenting my own research, i.e. Obonyo and Davis (2024); about the use of social media to support collaborative group tasks that build towards summative assessment, gave me a forum to have in-depth discussions about planning for assessment (A3,K3). The positive feedback I received enabled me to further refine my practice (A4). Through these interactions, I foster continual enhancement of students' learning experiences. Blended learning coursework at Athabasca University in Canada was one of the highlights of my PD (V3). I was enthusiastic about acquiring knowledge on remote teaching and online assessment strategies to enhance the flexibility and interactivity of my learning environments (A2,A3,A4). As I learned, I consistently implemented these insights into my teaching, enhancing both my effectiveness and student engagement.



Reflective practice and self-directed learning, informed by watching training videos, attending a non-interactive lectures, and engaging in discussions with colleagues, allow me to continually upskill. Completing university's training video about lecture recording using Panopto improved the quality of my recorded sessions and offered equitable access for all students (A1,V2,V3,K5). Additionally, the AI prompt engineering training videos and taking the Google AI Essentials course introduced me to a variety of tools, highlighting areas for further improvement. These trainings helped me to refine my pedagogical approaches and improve the delivery of my lectures (V3). I endeavour to incorporate AI into my teaching next academic year, but also contribute to our learning forum to support communities of practice (V4,K4).

Regular self-reflection on my teaching practice, student module evaluations, and feedback from colleagues enable me to critically evaluate my teaching approaches and identify areas for improvement. Supporting a dyslexic student further prompted me to re-evaluate and adapt my practice (V1,V2). A colleague recommended a free online module: '[Supporting Dyslexia and Inclusive Practice](#),' which included a reflective log for critical self-evaluation (V3). This module enriched my understanding of inclusive practices. Furthermore, as co-chair of the Ethics Committee, I report to the institute board to ensure university's standards for research ethics and integrity are met (V4,V5,K5). This continuing reflection and ethical responsibility allow me to stay aligned with best practices and contribute to our institution's culture of continuous improvement. Reflective practice and collegial influence enable educators generate informed actions (Ashwin et al., 2020), and I experience their impact in many aspects of my profession.

Incorporating research and scholarly activities enables me to deliver current and relevant content (V3). My research about developing a diverse and equitable online LE (A4,V2) in response to the challenges of COVID-19, led to publication of a book chapter, i.e. Obonyo (2024). This not only informs my online practices, but it also reflects my commitment to scholarship and provides useful resources for students and colleagues (A2,V4). Moreover, to raise awareness about best practices, I was invited to lead a workshop on digital privacy and responsibility at the [Five Nations conference 2024](#), which gave opportunities for collaboration and networking within the academic community (V5).

Total: 600 words



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A2: Teaching and/or supporting learning



(600 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

Engagement in appropriate teaching and learning strategies including:

- Use of a range of teaching approaches and modes of delivery
- Use of relevant assessment approaches with a variety of groups
- Selection based on educational evidence and values

Evidence might include:

- Lecturing, tutorial or seminar work
- Studio, clinical, laboratory or work-based teaching
- Distance learning
- Peer assessment of teaching and or teaching observations
- Student feedback/evaluations
- Reflective diary/blog
- Learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Material from online training
- Learning activities supported through the VLE (Moodle)

Write your evidence here

I continuously improve my pedagogical approaches by incorporating evidence-based strategies to enhance students' achievement and develop 21st century skills (Ensmann & Whiteside, 2022). My teaching approach is student-centred and promotes peer-learning through collaboration. I leverage current research, training opportunities (A5,V3), and my pedagogical skills to actively engage students in groups or individually, employing innovative approaches such as facilitating flipped classroom, integrating digital technologies, and enabling collaborative learning (K2,K4,V4). Aside from lecturing, I offer assistance and mentorship to postgraduate research students, helping them to develop a strong grasp of the subject matter at an advanced level (Level 8). This prepares them to effectively pursue their doctoral research project.

As a method of delivering an inclusive learning environment, flipping webinars has enabled me to facilitate personalised learning and student-led instruction (A4,V3). Prior to the scheduled sessions, students are expected to read resources, watch videos, and complete tasks hosted on Virtual Learning Environment (VLE) (K1,K2,K4,V1). Although this allows students to engage with the resources and become acquainted with the tasks, the learning analytics showed that students were not engaging with the resources. Therefore, I created short quizzes to assess students' understanding in real-time, promote active participation and provide feedback (A3,V2). This enhanced engagement with VLE resources, resulting in more meaningful learning outcomes. During webinars, I focus on extending understanding of the subject through discussion with peers and by answering questions posted on the Padlet wall (K2). Furthermore, scheduling follow-up personalised individual tutorials became an invaluable tool (A1). Feedback from a student indicated, "the lecturer has been good at explaining things and has made the subject interesting." Flipping webinars has demonstrated its efficacy as a strategy for supporting distant learning. The strategy helped me create a strong online presence and facilitate high-quality interactions in a learning environment where engagement is challenging (Goode et al., 2022).

Since instructional technology is my area of expertise, developing digital pedagogies to provide a variety of learning experiences while students engage in independent learning is essential to my practice (K4). Using digital technologies has enabled me to support both synchronous and asynchronous learning interactions and provide flexibility in teaching delivery of distance learning



(Presley et al., 2023). For example, I supported students to create e-portfolios and include reflective essays, which helped to foster autonomous critical thinkers (K1). During webinars, students engaged in collaborative discussions to analyse and evaluate key concepts in their writing. Furthermore, I prompted them to offer feedback on each other's e-portfolios in order to improve comprehension. They were also urged to evaluate their own work (K2,K3,V2). While reflecting on their essays, the students took on leadership and ownership for the learning process, as well as actively engaged in discussions.

Interactions with varied colleagues have enhanced my teaching approaches (A5). Creating an online forum on OneNote promoted a strong sense of peer learning and communication (A4,K4). Students collaboratively analysed and evaluated (asynchronously) drafts of self-chosen research articles that they had formerly reviewed individually (K1,K2,K3,V1,V2). As a result, students began writing on a regular basis and engaged in more rigorous critical analysis and discussion, producing better drafts. I implemented this approach in response to low student performance that was evidenced in the previous module. My colleague, who observed this session, adopted this approach for his own course, leading to an adjustment in how we facilitated other modules (A1,K5,V5). During our programme meetings, I shared how this approach had worked, encouraging colleagues to explore the effectiveness of using OneNote in their own courses (K5). According to Ensmann and Whiteside (2022), incorporating digital technologies into learning has been found to increase engagement, promote digital literacy, and improve problem-solving skills.

Word count: 599 words

A3: Assessing and giving feedback to learners (600 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

Engagement with appropriate assessment strategies including:

- Use of assessments relevant to learning outcomes
- Appropriate assessments for the student profile
- Engagement in formal quality assurance processes relating to assessment
- Selection and use of appropriate feedback mechanisms

Evidence might include:

- Appropriately targeted assessment tasks
- Student evaluations
- Peer reviews
- Observation feedback
- Learning materials
- Moderation documents
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

Assessment goes beyond assigning grades, it's a tool for students to engage in self-reflection and evaluate their own learning (Forsyth, 2023). My teaching strategy incorporates a wide variety of assessment strategies and activities, including online quizzes, interactive discussions, that align with learning objectives and student preferences and styles. I provide regular feedback by connecting my comments to the assignment objectives, emphasising opportunities for future improvement (V1,K2,K5).



I create assessments that encourage students to engage in critical reflection and employ higher-order thinking skills to enhance their learning (Henderson, et al. 2019) (A1). To gauge understanding of ethical issues, students created multimedia presentations that demonstrate an in-depth understanding of the ethical nature of their research (K1,K4,V2). This strategy encouraged creativity while also providing valuable insights about each student's learning style and how they will continually explore these issues throughout their research study. Furthermore, using interactive activities and discussion-based tasks promoted inclusivity and cultivated a sense of belonging within the group (V1). For example, creating Think-Pair-Share sessions facilitated students' critical reflection on the intricate ethical frameworks that underpin research (K1). I prompted them to explore the tasks individually, then discuss their insights in pairs before presenting to the class. Aside from enhancing comprehension, this strategy nurtured a collaborative learning environment where diverse perspectives were shared (K2,V2).

National surveys conducted in the UK and Australia revealed that students are frequently unsatisfied with feedback comments (Henderson, et al. 2019), which is a significant problem in HE (Ryan et al., 2024). There is little unanimity among researchers on the precise concerns, but unspecific comments, students' unwillingness to use feedback, and timeliness have all been mentioned frequently. Having knowledge of these concerns (A5), I use peer reviews to support students actively engage in the assessment process and develop an evaluative perspective about their own work (K3). Students engage in exploratory talks (Mercer & Wegerif, 2002) where they provide and receive feedback on each other's blogs, allowing them to assume greater responsibility for their own learning as they contemplate their own and their peers' work (K1,K2,V1,V2). I offer constructive guidance to help them utilise the feedback in subsequent work in preparation for summative assessment. In this regard, encouraging reflective thinking (Ryan et al., 2024).

Using similar marking criteria and rubric, moderation and providing feedback summaries ensures that assessments are reliable and robust (K5,V4,V5). However, when I inherited one module, I recognised that the marking criteria lacked a specific and measurable criteria for oral presentations, so I reviewed it to be more specific and valid to the assessment component (K3,V3). This helped with the fair and accurate assessment of the students (K2), and proved useful for lectures because it enhanced consistency and reduced biases in marking. The external examiner acknowledged an improvement in the feedback provided (K5,V4).

Time is a limited resource that must be sacrificed to provide quality, individualised feedback (Henderson, et al. 2019). While co-teaching, we organised a feed-forward session about writing an article focusing on a topic of their choice (K3,V5). We offered prompt individual oral and written feedback while emphasising the specific areas of attention that students may prioritize in their assignments (K2,V2). Students developed better articles for their summative assessment, and I gained knowledge from my colleague (K3,V3). Feedback from the module evaluation questionnaire indicated, "the lecturers' knowledge is exceptional. They were quick to respond to queries and guide me through any issues I had with my work or progress," and "the lecturers were very helpful and offered a high level of support." An email from my Programme Director stated, "I'm very pleased to see all your hard work on the module being recognised here."

Word count: 601 words

A4: Developing effective learning environments and approaches to student support and guidance (600 words)



This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

Engagement with:

- Different media and technologies, both physical and virtual
- Different kinds of learners e.g. international, culturally diverse, special educational needs, disabled learners, home-based, full-time, part-time, etc.
- Different modes of learning e.g. distance-based, blended, work/practice-based, etc.
- Personal and academic tutoring
- One-to-one advice
- Counselling

Evidence might include:

- Reflective logs/diaries
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues
- Observations of teaching/learning activities
- Evidence from electronic forms such as blogs and discussion forums

Write your evidence here

Learning environments (LEs), whether physical spaces, contextual learning places, or technologies, social and collaborative aspects, support learning (Valtonen et al., 2021). I effectively use both formal and informal LEs (online and/or face-to-face) to accommodate diverse learning styles and maximize student engagement. Informed by Universal Design for Learning guidelines (CAST, 2018) (V3), I design an engaging and supportive LEs that motivate students to take responsibility of their own learning by integrating technology and creating inclusive and interactive LEs (A5,V3,V4).

When developing LEs, students' perspectives should be considered (Valtonen et al., 2021). Informed by students' and colleagues' feedback, I revised the originally scheduled sessions to accommodate part-time students' needs by incorporating both in-person and remote delivery modes (K2,K3). Leveraging pedagogical experience, I designed a hybrid LE (Ashwin et al., 2020) (A1,V3), and used technology within the physical LE and Teams to ensure equitable learning experiences for both in-person and remote students (V1,K4). Incorporating icebreaker activities, such as encouraging students to post in the chat or say something that inspired them over the week, increased real-time interactions and engagement, and remote students integrated into the learning community (A2,V2). Furthermore, uploading recorded lectures and self-directed multimedia resources to Moodle was to accelerate accessibility (K1,V1). Students attended sessions across multiple locations, demonstrating the effectiveness of hybrid teaching.

Technology enables the development of an online environment that allows for flexible and accessible learning. Creating a discussion forum in OneNote Class Notebook, supported the learning and engagement of international students while they were unable to access Moodle due to technical issues (Ashwin et al., 2020) (A2,V1,K4). The virtual LE mirrored a Moodle discussion forum, with students utilizing their own devices to complete small group tasks and ask questions regardless of time and location (K1,K2). I facilitated timely individualised feedback through an online page I created for feedback and feedforward comments (A3). Shwartz-Asher et al. (2022) identified limited interpersonal interactions and engagement in online LEs. However, by encouraging collaboration using OneNote Class Notebook, my students engaged in sharing ideas and fostered a sense of community, actively participating in the learning process.

Informal LEs promote students' social and emotional well-being. In developing LEs, I also consider contextual LEs (Valtonen et al., 2021) to support international students engagement in an increasingly multicultural



environment (V1,V3,V4). A field trip to St. Fagans exposed them to the Welsh cultural heritage. Through engagement with diverse artefacts, I guided them in discovering the connections between Welsh and African cultures, while they critically reflected on their own. Such authentic experiences lack in physical LEs and are underpinned on sociocultural learning theories. According to the evaluation questionnaire, their satisfaction rate with this event was 75%, implying a positive impact. I also connected them with a colleague who facilitates skill development sessions to assist them improve their language proficiency. Such kinds of support have been proved to enhance international students' experiences (Vidal, 2020).

My lived experiences as an international student inspire me to develop inclusive LEs (V1,V2,V4). At our Doctoral College meeting, a student reported that several postgraduate students feel isolated. Collaborating with my colleague facilitated their seamless integration into the academic and social aspects of the research environment, with equal opportunity for success (V5,K5). They attended my online sessions and interacted in real-time with students on another campus via Teams (A2). Creating a thread in the forum for posting questions and sharing ideas enabled them to gel and feel connected to the cohort and they began to be more active. Using breakout rooms supported mutual construction of knowledge while discussing their dissertation progress (V2,K2,K4). Students' feedback indicated that the sessions improved their experiences in the Doctorate programme.

Word count: 600 words

**A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development
(600 words)**

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

Engagement in:

- Self-reflective practice
- Proactive planning
- Participation in a range of activities to extend professional learning
- Successful involvement in/completion of relevant teaching-related qualification(s)
- Presenting or participating in conferences on teaching and learning (often discipline specific)
- Attending workshops or training events
- Engaging in peer observation or peer review of teaching
- Regular departmental meetings where the discussion is about learning and teaching issues
- 'corridor' discussions about teaching
- Bidding for, and involvement in, projects or research on teaching and learning
- Implementing new approaches
- Subject and other network activities
- Reading
- Visits to other institutions/organisations

Evidence might include:

- Portfolios related to academic/professional development
- Reflective logs
- CPD records
- Exemplars of proactive changes in teaching/supporting learning based on own learning and research/scholarly activity
- Evidence of changes in practice following engagement with initial and/or continuing professional development, including events, conferences, training, learning, seminars, workshops, etc.
- Conference papers/presentations/etc.
- Bid and project documentation



Write your evidence here

Engaging in PD is linked to the implementation of effective teaching approaches (OECD, 2020). A dedication to lifelong learning motivates me to continually improve my skills and competences while staying abreast of advancements in my field. My research, scholarly activities and participation in CPD such as structured, reflective, and self-directed learning, all add distinctively into my professional practice and development.

Given the dynamic nature of my field, I frequently engage in conferences, workshops, and e-Learning courses to stay updated and enrich my teaching content. Attending a workshop about internet research at the [SITE conference 2024](#), enabled me to incorporate this into my teaching, keeping students knowledgeable of research integrity issues as they choose various research methodologies (V3,K1). Furthermore, presenting my own research, i.e. Obonyo and Davis (2024); about the use of social media to support collaborative group tasks that build towards summative assessment, gave me a forum to have in-depth discussions about planning for assessment (A3,K3). The positive feedback I received enabled me to further refine my practice (A4). Through these interactions, I foster continual enhancement of students' learning experiences. Blended learning coursework at Athabasca University in Canada was one of the highlights of my PD (V3). I was enthusiastic about acquiring knowledge on remote teaching and online assessment strategies to enhance the flexibility and interactivity of my learning environments (A2,A3,A4). As I learned, I consistently implemented these insights into my teaching, enhancing both my effectiveness and student engagement.

Reflective practice and self-directed learning, informed by watching training videos, attending a non-interactive lectures, and engaging in discussions with colleagues, allow me to continually upskill. Completing university's training video about lecture recording using Panopto improved the quality of my recorded sessions and offered equitable access for all students (A1,V2,V3,K5). Additionally, the AI prompt engineering training videos and taking the Google AI Essentials course introduced me to a variety of tools, highlighting areas for further improvement. These trainings helped me to refine my pedagogical approaches and improve the delivery of my lectures (V3). I endeavour to incorporate AI into my teaching next academic year, but also contribute to our learning forum to support communities of practice (V4,K4).

Regular self-reflection on my teaching practice, student module evaluations, and feedback from colleagues enable me to critically evaluate my teaching approaches and identify areas for improvement. Supporting a dyslexic student further prompted me to re-evaluate and adapt my practice (V1,V2). A colleague recommended a free online module: '[Supporting Dyslexia and Inclusive Practice](#),' which included a reflective log for critical self-evaluation (V3). This module enriched my understanding of inclusive practices. Furthermore, as co-chair of the Ethics Committee, I report to the institute board to ensure university's standards for research ethics and integrity are met (V4,V5,K5). This continuing reflection and ethical responsibility allow me to stay aligned with best practices and contribute to our institution's culture of continuous improvement. Reflective practice and collegial influence enable educators generate informed actions (Ashwin et al., 2020), and I experience their impact in many aspects of my profession.



Incorporating research and scholarly activities enables me to deliver current and relevant content (V3). My research about developing a diverse and equitable online LE (A4,V2) in response to the challenges of COVID-19, led to publication of a book chapter, i.e. Obonyo (2024). This not only informs my online practices, but it also reflects my commitment to scholarship and provides useful resources for students and colleagues (A2,V4). Moreover, to raise awareness about best practices, I was invited to lead a workshop on digital privacy and responsibility at the [Five Nations conference 2024](#), which gave opportunities for collaboration and networking within the academic community (V5).

Word count: 600 words

Citations (500 words)

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Word count: 468 words



SECTION THREE: Referees

Your application must be accompanied by **two supporting statements** from persons who are in a position to comment on your teaching and learning practices and achievements.

The function of your Referees is to provide an informed peer review of your eligibility for Fellow, using their knowledge of your work and the context in which you teach and/or support learning. Referees are expected to **authenticate your application** by commenting directly on the content of your application and to make additional, relevant comments, as they wish.

Referees should be experienced staff and be able to comment knowledgeably, and from first-hand experience, on your current role and any other relevant activities recently undertaken. **At least one of your Referees should either be a Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy (HEA)**, or an appropriate experienced member of staff working for a UK Higher Education Institution (HEI). All Referees need to be familiar with the UKPSF.

Referees should be provided with a copy of the Guidance Notes for Referees – please speak to your mentor regarding this document.

First Referee:	
Name	Associate Professor Caroline Lohmann-Hancock
Job Title	Senior Lecturer/Institute Manager of Research Degrees
Fellowship Status	Senior Fellow
Institute/Centre/Unit	Education and Humanities
Email address	C.Lohmann-hancock@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
As my work colleague and Mentor for the Institute Manager of Research Degrees role.	

Second Referee:	
Name	Dr Iain Jones
Job Title	Senior Lecturer
Fellowship Status	N/A
Institute/Centre/Unit	Education and Humanities
Email address	i.jones@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
As my work colleague whom we've been co-teaching and also observed my teaching.	



SECTION FOUR: Declaration

Please sign and date in the box below to confirm that the application you are submitting is your own work.

Signature	<i>Carolyn Obonyo</i>
Date	29/07/2024

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that following successful recognition at UWTSD, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAdvanceHE database. <https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience> Advance HE will make use of this data in the course of providing their Accreditation Services to UWTSD, and potentially in any reviews they might carry out of our accredited provision. By submitting your coursework and appendices you are confirming you agree to this data sharing.