

UNHE7008 Module Portfolio Contents

		Page
Chapter 1	Reflective report of a teaching intervention cycle (4,000 words), with the alignment of practice with the UKPSF throughout, including all lesson plans and the critically reflective evaluation.	2
Chapter 2	Reflective teaching intervention cycle in the form of a poster (approx. 500 words + graphics), with the UKPSF being clearly identified.	14
Chapter 3	Reports of three teaching observations (500 words x 3), showing early how your practice is aligned with the UKPSF.	15
Chapter 4	Reflective evaluations of three CPD events (500 words x 3), including an explanation as to how these have contributed to your development relevant to the UKPSF.	25
Chapter 5	A brief assessment of your development as a reflective practitioner throughout the programme together with an analysis of future developmental needs (500 words in total), mapped to the UKPSF.	28
Chapter 6	Evidence of 100 hours of teaching.	30

Chapter 1

Reflective report of a teaching intervention cycle (4,000 words), with the alignment of practice with the UKPSF throughout, including all lesson plans and the critically reflective evaluation.

In my view, teaching intervention cycles in higher education presents an opportunity for educators to engage in reflective practice and enhance their support for student learning (K6, V4). This involves designing and planning effective and engaging learning activities (A1, K2), implementing them in the classroom, assessing their impact on student learning (A3, K5), and reflecting on teaching practices to identify areas of strength and areas that require improvement (Garcia & Roblin, 2008) (K6). I believe that this continuous cycle of improvement enables me to uphold high standards of teaching and respond effectively to the evolving needs of my students. Moreover, aligning my teaching intervention cycle with the UK Professional Standards Framework (UKPSF) helps me ensure that I meet the standards and criteria for good practice in higher education (Smith et al., 2013) (V4). As the teaching intervention cycle can be repeated several times, with evaluation results informing planning for the next cycle, I consider this process to facilitate continuous improvement and adaptation to changing student needs (K6, V2). Additionally, I believe that involving students in the planning, implementation, evaluation, and reflection stages is vital as it provides me with valuable insight into their perspectives and allows me to make more informed decisions regarding my teaching practice (Kaur et al., 2017) (V2).

When creating the lesson plans for the BIOL102 module, which focuses on the Biodiversity of Living Organisms and is taught to second-year undergraduate students in the B.Sc. Biological Science program at Qatar University's - Biological and Environmental Sciences Department, I utilized Gibbs' model of teaching and assessing best practices (Gibbs, 1988) (K2, V3). The Biodiversity of Living Organisms module aims to provide students with a comprehensive understanding of all living organisms, including microscopic bacteria and fungi, as well as plants and animals, and the primary principles of classification.

Throughout my teaching sessions for the Biodiversity of Living Organisms module, I integrated a variety of active learning strategies to ensure that students received a comprehensive and engaging learning experience (Devita, 2000) (A4, K2). These strategies included lectures, assigned readings, and exploring the latest scientific publications related to biodiversity loss, climate change, erosion control, and the impact of human activities on biodiversity. Furthermore, to deepen their practical knowledge, I structured the sessions to include hands-on activities and experimental learning opportunities, such as field trips, studying plant and animal anatomy, and dissection. By providing such practical learning experiences in either the laboratory or the field, students were able to gain invaluable knowledge and

experience in applying theoretical concepts to real-world scenarios (Kirschner & Meester, 1988) (A4, V4).

After critically reflecting on my teaching practice, I identified several areas of strength and areas for improvement, focusing on the following criteria: Firstly, I ensured that the teaching intervention's learning outcomes were clearly identified and aligned with the curriculum and learners' needs (Evendi & Verawati, 2021) (A1, K1). Secondly, I carefully strategized and developed a variety of instructional and educational exercises that were suitable for both the defined learning objectives and the requirements of the learners (López-Pérez et al., 2011) (A2, K2). Thirdly, I selected and utilized suitable resources and technology to support the teaching and learning activities (K4). Fourthly, I planned for assessments and provided opportunities for learners to receive feedback on their progress (Nusche, 2008) (A3, K2).

However, I also recognized an area for improvement regarding the assessment and feedback process. Upon reflection, I realized that I could have provided more opportunities for formative assessments during the teaching and learning activities to aid students in understanding the material better. Moving forward, my priority will be to provide more formative assessments and feedback to students (McCarthy, 2017) (A5, K6).

To ensure the successful achievement of module objectives, I have carefully devised and customized a range of educational activities that address the unique learning needs of each student (A1, K1). During the planning phase, I developed a lesson plan, gathered materials, and arranged the classroom and laboratory setup (Kinchin & Alias, 2005) (A1). The lesson plan was formulated through a critical and reflective approach, incorporating evidence from previous teaching interventions, and aimed to cover the Biodiversity of Living Organisms topic for a class of 30 first-year undergraduate students. Furthermore, the learning objectives were clear, measurable, and aligned with the curriculum and the students' needs (Orlovic Lovren et al., 2020) (K1). Consequently, I designed and scheduled teaching and learning activities that were relevant to the learning outcomes and met the students' requirements (Evendi & Verawati, 2021) (K2, V1). I selected appropriate resources and technology to support the teaching and learning activities and incorporated assessment plans that offered students opportunities to receive feedback on their progress (Nusche, 2008) (K2, K4).

I found an opportunity for improvement in terms of assessment and feedback, as I noticed that I could have given the students more chances for formative assessment during the teaching and learning activities, in order to assist them in grasping the material more effectively. As a result, in the future, I intend to provide more formative assessments and integrate additional formative feedback (Jonsson, 2013) (K6).

Moreover, I involved my students in the planning, implementation, evaluation, and reflection phases (V2). By doing so, I was able to better understand their perspectives and make more informed decisions regarding my teaching practice. For instance, during the planning stage, I asked the students to offer input on the learning objectives and teaching and learning activities that I had proposed, which enabled me to personalize the curriculum to their interests and needs. Additionally, I fostered a positive and inclusive learning environment (Devita, 2000) (V1), and the students reacted positively to the presentation of the material and remained actively involved throughout the class.

Pedagogical Approaches & Curriculum Design:

I constantly take a critical look at how the teaching and learning activities are carried out, how the students are involved and engaged, and how I can create a welcoming and supportive learning environment during the implementation stage (Martin et al., 2019) (A1, V1). Hence, I involve the use of formative assessment techniques, such as observations, peer evaluations, and self-reflection, to gather evidence on the effectiveness of the teaching and learning activities (K5). I also critically reflect on any issues or challenges that arose during the implementation stage, and the strategies used to address them (V4).

As an educator, I strive to enhance the learning experience of my university students through the integration of the latest technology (K4). To achieve this, I regularly conduct research to identify innovative digital tools, software, and online platforms suitable for students with varying skill levels and backgrounds (Damoense, 2003) (A5). Following Gibbs' reflective model (1988), I continuously reflect on my experiences and feedback from students to assess the effectiveness of these technologies. Through this process, I continually refine my approach to integrating technology into the classroom to ensure it enhances student learning and engagement. Ultimately, my commitment to research and reflection enables me to provide my students with the most effective and innovative learning tools available (Georgina & Olson, 2008) (A5, K6).

I usually begin the lesson by asking students what they know about the session topic and why it is important in conducting scientific research. Record student responses on the board (A1, K2). After that, I start with a brief introduction to the topic, which helps to set the context for the students and to engage their prior knowledge (A4). I use a **PowerPoint presentation** to provide direct instructions and explain the steps of the scientific method and its importance in conducting scientific research. Use examples to illustrate each step (K4).

In my role as a lecturer, I have been using PowerPoint presentations as a primary teaching method to deliver course content to my students. I have evaluated the effectiveness of this teaching approach

and identified areas for improvement (A5). During the planning stage, I carefully consider the structure of the presentation and how it aligns with the learning outcomes of the module (A3, V2). During the teaching stage, I strive to engage students by using multimedia resources, such as images and videos, to support the content and provide additional context (McFarland, 1996) (A4, K4). However, during the evaluation stage, I identified a need to improve my delivery skills by varying my pace and tone of voice to ensure that students remain engaged throughout the lecture (V3). Additionally, I have incorporated interactive elements into my presentations, such as quizzes and polls, to encourage student participation and promote active learning (A4, V2). Based on my students' feedback, they appreciate this approach as it empowers them to enhance their comprehension of the subject matter and boosts their incentive to engage in the session (A4, K3, V2). Overall, using PowerPoint presentations as a primary teaching method has been effective in facilitating student learning and engagement, but continuous reflection and improvement are necessary to ensure that the approach remains effective and relevant. Prior to each session, I consistently guarantee that my PowerPoint presentations are accessible online via Blackboard, enabling students to preview the material and come prepared with inquiries about the content, which they can then utilize to deepen their comprehension during the session (K4, V2).

Throughout the lecture, I also utilized an assortment of instructional and educational exercises to reinforce the learning objectives. The activities were designed to facilitate learning and teaching, by promoting student engagement and participation and creating a positive and inclusive learning environment (A2, K2 & V2). For example, I used **classroom-based discussion** as an interactive teaching method to engage my students in critical thinking, sharing ideas, and exploring diverse perspectives (Merisotis & Phipps, 1999) (A2, V2). I hold the belief that in-classroom discussions provide students with a chance to voice their ideas, receive input, and acquire knowledge from their peers (A3, K2, V4). To implement this teaching method, I often pose open-ended questions, ask for clarification, and provide feedback on the student's responses. For example, during a discussion about the impact of climate change on biodiversity, I asked students to share their understanding of the causes and effects of climate change, and how they relate to biodiversity. By doing so, I hoped to encourage students to apply their knowledge to real-world problems, while also improving their communication and critical thinking skills (A4, K3, V3). I often use this approach in combination with other teaching methods, such as guided practice activities, to provide a more comprehensive learning experience (A5, K6, V5).

As a science lecturer, I strongly believe in the effectiveness of **guided practice activities** as an interactive teaching method to enhance the learning experience of university students. I always reflect on how I incorporate this approach into my teaching of the biodiversity of living organisms module. In this module, I have designed small experiments and activities that students can perform in small

groups, such as observing and classifying specimens of living organisms. By providing clear instructions and guidelines, I aimed to facilitate students' understanding of complex concepts and encourage them to apply their knowledge in practical situations. These sorts of activities have the potential to enhance students' communication capabilities, critical thinking skills, and problem-solving aptitudes. I also encouraged discussions and reflections on the results and observations, which helped to reinforce the learning outcomes and deepen their understanding of the subject matter. Overall, I believe that guided practice activities are a valuable teaching method that can significantly enhance students' engagement and learning outcomes (Conole, 2013) (A1, K2 & V2).

The final activity was an **assessment**, where the students completed a **quiz** related to the topic of Biodiversity. This assessment helped to evaluate the student's understanding of the key concepts covered in the lesson and give feedback to learners (A3, K2). During the lecture, I also incorporated **interactive question episodes** as a teaching method strategy during my teaching of the biodiversity of living organisms module. Interactive questioning enables students to engage in the learning process and encourages active participation in class discussions. It also encourages critical thinking and reflection (Yakovleva & Yakovlev, 2014). During the module, I incorporated interactive questions such as "What is biodiversity?" and "What are some examples of how human activities impact biodiversity?" The questions were designed to stimulate student curiosity, inspire discussion, and foster critical thinking. These interactive sessions afforded students the chance to cultivate a more profound comprehension of the subject matter and interact with the material in a meaningful manner. I was able to reflect on my teaching approach, assess its effectiveness, and identify areas for improvement to enhance the learning experience for my students (A3, K5).

I concluded the lesson with a brief summary of the key concepts covered in the lesson, provided the students with feedback on their performance, and have students share their reflections on their group experiment (A3).

In my teaching of the biodiversity of living organisms module, I incorporated **Take-home questions** and Independent Practice as a teaching method strategy to enhance student learning. Take-home questions were given to students at the end of each class session to help reinforce the concepts covered and to encourage them to review the material on their own time. These questions were designed to be challenging and thought-provoking to encourage students to think deeply about the material (K3). Additionally, **Independent Practice activities** were provided to students as a way to apply the concepts learned in class to real-world scenarios. As an illustration, students were tasked with researching and composing a brief essay on the influence of climate change on a specific species or ecosystem. Through these strategies, my goal was to foster active learning and inspire students to

take responsibility for their learning beyond the confines of the classroom. Reflecting on my teaching experience, I believe these strategies were effective in promoting student engagement and facilitating a deeper understanding of the course material (Kuh, 1993) (K3).

In my teaching of the biodiversity of living organisms module, I also incorporated **small group research presentations** as a teaching method strategy. At the beginning of the term, I provided a list of research topics related to the module for students to choose from. Students worked in groups of two or three and were given ample time to conduct research and prepare their presentations. These presentations were required to be delivered during the last week of the term, where students were expected to provide detailed information about their chosen topic, including their research methodology and findings. This approach offered students the chance to collaborate, refine their research abilities, and enhance their presentation skills. Additionally, it helped to deepen their understanding of the module content, as well as stimulate their curiosity about the subject matter (A1, K3). Overall, the incorporation of small group research presentations as a teaching method strategy proved to be an effective way to engage students in the learning process while also promoting independent learning and critical thinking (Kinchin & Alias, 2005) (V2)

During the implementation stage, I asked my students to participate in **formative assessments**, such as group discussions, peer evaluations, and self-reflection exercises, which assisted me in collecting feedback regarding the effectiveness of the instructional and educational exercises (McCarthy, 2017) (K5).

In order to evaluate the teaching intervention, student learning outcomes, feedback from students, as well as data on the implementation and evaluation of the teaching and learning activities were collected (K5). The outcomes indicated that the students possessed a solid comprehension of the concepts of Biodiversity and the involvement of humans in it. The students also provided positive feedback on the lesson, particularly with regard to the hands-on experiment, which they found to be very engaging and helpful in understanding the topic.

Additional Learning Materials & Resources:

During my teaching of the biodiversity of living organisms module, I utilized supplementary learning resources and materials on Blackboard to enhance students' learning experiences. These resources were made available to students to support their understanding of the concepts discussed in class and provide additional opportunities for practice and exploration. Some examples of the supplementary materials I provided include online quizzes, interactive learning modules, relevant articles, and videos that illustrate the concepts being taught (K4). Additionally, I encouraged students to share their own

resources and ideas, which were then added to the collection of materials available on Blackboard. I found that the use of these supplementary resources was particularly helpful for students who required additional support or wanted to extend their learning beyond the classroom. By incorporating these resources into my teaching, I successfully generated a more interactive and captivating learning atmosphere for my students, resulting in enhanced learning outcomes (A4, V2).

Student Assessment Approaches:

As a lecturer, I believe that assessment should be focused on learning outcomes, and I have designed my assessment strategy accordingly. I start by clearly defining the learning outcomes for each module and ensuring that all the assessments align with these outcomes. I believe that assessments should be diverse and include a combination of formative and summative assessments. This allows students to receive feedback throughout the term and monitor their progress towards achieving the learning outcomes. I also believe that assessments should be authentic and contextualized, meaning they should relate to real-world scenarios and situations. This helps students understand how the knowledge and skills they are acquiring can be applied in practical settings. Overall, my evaluation strategy concentrates on ensuring that students meet the learning outcomes of the module and acquire the skills and knowledge required for success in their academic and professional pursuits (López-Pastor & Sicilia-Camacho, 2017) (A3, K2).

To evaluate the module, a combination of formative assessments was used, including exams and quizzes that covered comprehensive short questions, true/false questions, and problem-solving tasks (A3, K2). The theory component of the module was assessed through exams, including the first exam worth 10%, the midterm worth 15%, and the final exam worth 35%. There were also two quizzes, the first worth 2.5% and the second worth 2.5%. Homework assignments were worth 5% and were aimed at enhancing learning and helping students achieve their learning goals. Student presentations, where each group of two or three students created an animated film illustrating an ecological idea in a straightforward manner, were worth 5%.

The practical component of the module was assessed through practical exams and assignments worth 25% in total. This included a practical midterm exam worth 10%, a practical final exam worth 10%, and lab reports and performance worth 5%. When formulating evaluation assignments, it is vital to ensure that the methodology employed is suitable for assessing the learning objective in question (Sambell et al., 2012) (A3, K2, V2).

I adopted several assessment methods to ensure that learning outcomes were being tested appropriately. For instance, I used observed performance evaluation to assess students' laboratory abilities and practical skills. This approach was especially significant since I aimed to guarantee that students possessed the aptitudes required to implement the knowledge they had acquired in the classroom to real-life scenarios. Additionally, I made sure that my assessment strategy was centered on learning outcomes and that it incorporated both formative and summative feedback. This allowed me to monitor student progress throughout the course and to provide timely feedback to help students improve. I was able to reflect on my teaching practices and make adjustments as necessary to ensure that my students received the best possible learning experience (A5, K6).

Module & Teaching Evaluation:

The final assessment of the teaching intervention relied on various sources of information, including student learning outcomes, feedback, and data on the implementation and evaluation of teaching and learning activities (K5). The findings demonstrated that most students comprehended the Biodiversity of Living Organisms concept and the role of humans in it, and they gave favourable reviews of the module, particularly the hands-on experiment, which helped them grasp the subject matter better. However, some students faced difficulties and requested more time and examples to improve their understanding, which I addressed by adjusting the teaching methods and materials, incorporating additional practice exercises and providing extra support such as office hours and extra help sessions (A5, K6).

Moreover, I contemplated the evaluation and feedback given to the students and implemented the necessary enhancements in subsequent semesters to ensure that the assessment corresponded with the learning objectives and that the feedback was prompt and constructive. Overall, I believe that the comprehensive lesson plan was successful in promoting student learning, and I will continue to collect evidence and make improvements to meet the standards and criteria of good practice in higher education, using the UKPSF as a framework (K6).

Furthermore, I plan to involve my students in the process of planning, implementation, evaluation, and reflection, allowing me to gather evidence from multiple perspectives and make well-informed decisions about my teaching practice. This approach will help me to improve my teaching and promote student learning more effectively (A4, V2).

In conclusion, the detailed lesson plan proved effective in promoting student learning, and I will use the UKPSF as a guide to enhance my teaching in the future (K6).

Professional Development & Growth Plan:

As a science lecturer, I possess several strengths in my teaching practice. One of these strengths is my ability to seamlessly integrate direct instruction, guided practice, and independent practice in my lessons, which not only helps students gain knowledge but also applies it through hands-on activities (K3). Additionally, I utilize both formative and summative assessment strategies to evaluate student learning and provide feedback on their understanding of scientific concepts (K2).

Using technology in the classroom efficiently is another asset I have in my work as a scientific lecturer. In order to improve student learning and engagement, I employ a number of materials, including presentations, films, and interactive simulations. This helps students grasp and retain the knowledge better while also making the learning more participatory and aesthetically appealing. Additionally, my use of technology enables me to differentiate my education and meet my students' various learning needs (Georgina & Olson, 2008) (K4, V1).

On the other hand, one of the areas for improvement in my teaching practice is my approach to curriculum design and planning. I believe that I could improve by dedicating more time to research and developing lesson plans that are well-aligned with the curriculum objectives and student learning outcomes. By doing so, I can offer a more organized learning encounter for my students and ensure that they possess a lucid comprehension of what is anticipated of them. In addition, incorporating authentic assessment methods, such as project-based learning, case studies, and fieldwork, present students with the chance to put into practice what they have learned in actual real-world situations, and therefore enhance their learning experience.

An additional aspect in which I could improve my practice is my professional development approach. It would be advantageous for me to actively seek out professional development opportunities that correspond with my teaching objectives and areas for growth. These opportunities may include attending conferences, and workshops, and becoming a member of professional organizations. Moreover, I could also benefit from collaborating with my colleagues and seeking their feedback on my teaching practice, as this would provide me with a more comprehensive understanding of my strengths and areas for improvement (Brancato, 2003) (V3).

A crucial suggestion for future practice involves assessing the lasting effects of my teaching intervention on student learning. To accomplish this, I could employ various evaluation techniques such as pre-tests, post-tests, and retention tests. These assessments would enable me to determine whether students retained the knowledge and skills taught during the lesson and if they are capable of applying them to new scenarios. Furthermore, I could solicit feedback from former students to evaluate whether they perceive the information presented in the lesson as valuable and relevant to their future professions. These evaluations will provide me with significant insights into the long-term

impact of my teaching intervention on student learning and allow me to make any necessary modifications to my teaching approach (K5, K6).

As a science lecturer, I possess a solid foundation in subject knowledge and the capacity to skilfully combine direct instruction and hands-on activities in my lessons. Nonetheless, I recognize the need for improvement in certain areas, including fostering student engagement, promoting inclusivity, utilizing authentic assessment, and continually developing my professional abilities. By utilizing the UKPSF as a reflective framework, I can pinpoint and prioritize these areas for improvement, ensuring that I continue to provide exceptional instruction to my students.

To conclude, my teaching intervention effectively bolstered student understanding of the scientific method, engagement, and critical thinking. However, there are several areas in need of improvement, such as refining curriculum design, incorporating interactive components in direct instruction, diversifying assessment methods, promoting inclusivity, and continually enhancing my professional skills. Reflecting on my practice and identifying areas for growth will enable me to deliver high-quality instruction and cultivate a positive learning environment for my students (K6, V4).

References

- Brancato, V. C. (2003). Professional development in higher education. *New Directions for Adult and Continuing Education*, 2003(98), 59-66.
- Conole, G. (2013). Tools and resources to guide practice. *Rethinking pedagogy for a digital age* (pp. 102-125). Routledge.
- Damoense, M. Y. (2003). Online learning: Implications for effective learning for higher education in South Africa. *Australasian Journal of Educational Technology*, 19(1)
- Devita, G. (2000). Inclusive approaches to effective communication and active participation in the multicultural classroom: An international business management context. *Active Learning in Higher Education*, 1(2), 168-180.
- Evendi, E., & Verawati, N. N. S. P. (2021). Evaluation of student learning outcomes in problem-based learning: Study of its implementation and reflection of successful factors. *Jurnal Penelitian Pendidikan IPA*, 7(SpecialIssue), 69-76.
- Garcia, L. M., & Roblin, N. P. (2008). Innovation, research and professional development in higher education: Learning from our own experience. *Teaching and Teacher Education*, 24(1), 104-116.
- Georgina, D. A., & Olson, M. R. (2008). Integration of technology in higher education: A review of faculty self-perceptions. *The Internet and Higher Education*, 11(1), 1-8.

- Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. *Further Education Unit*,
- Jonsson, A. (2013). Facilitating productive use of feedback in higher education. *Active Learning in Higher Education*, 14(1), 63-76.
- Kaur, A., Noman, M., & Nordin, H. (2017). Inclusive assessment for linguistically diverse learners in higher education. *Assessment & Evaluation in Higher Education*, 42(5), 756-771.
- Kinchin, I. M., & Alias, M. (2005). Exploiting variations in concept map morphology as a lesson-planning tool for trainee teachers in higher education. *Journal of in-Service Education*, 31(3), 569-592.
- Kirschner, P. A., & Meester, M. (1988). The laboratory in higher science education: Problems, premises and objectives. *Higher Education*, 17(1), 81-98.
- Kuh, G. D. (1993). In their own words: What students learn outside the classroom. *American Educational Research Journal*, 30(2), 277-304.
- López-Pastor, V., & Sicilia-Camacho, A. (2017). Formative and shared assessment in higher education. Lessons learned and challenges for the future. *Assessment & Evaluation in Higher Education*, 42(1), 77-97.
- López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers & Education*, 56(3), 818-826.
- Martin, N., Wray, M., James, A., Draffan, E. A., Krupa, J., & Turner, P. (2019). Implementing Inclusive Teaching and Learning in UK Higher Education—Utilising Universal Design for Learning (UDL) as a Route to Excellence.
- McCarthy, J. (2017). Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models. *Active Learning in Higher Education*, 18(2), 127-141.
- McFarland, D. (1996). Multimedia in higher education. *Katharine Sharp Review; no.003, Summer, 1996*,
- Merisotis, J. P., & Phipps, R. A. (1999). What's the difference?: Outcomes of distance vs. traditional classroom-based learning. *Change: The Magazine of Higher Learning*, 31(3), 12-17.
- Nusche, D. (2008). Assessment of learning outcomes in higher education: A comparative review of selected practices.
- Orlovic Lovren, V., Maruna, M., & Stanarevic, S. (2020). Reflections on the learning objectives for sustainable development in the higher education curricula—three cases from the University of Belgrade. *International Journal of Sustainability in Higher Education*, 21(2), 315-335.
- Smith, H., Deepwell, F., & Shrives, L. (2013). Measuring the impact of the UK professional standards framework for teaching and supporting learning (UKPSF).

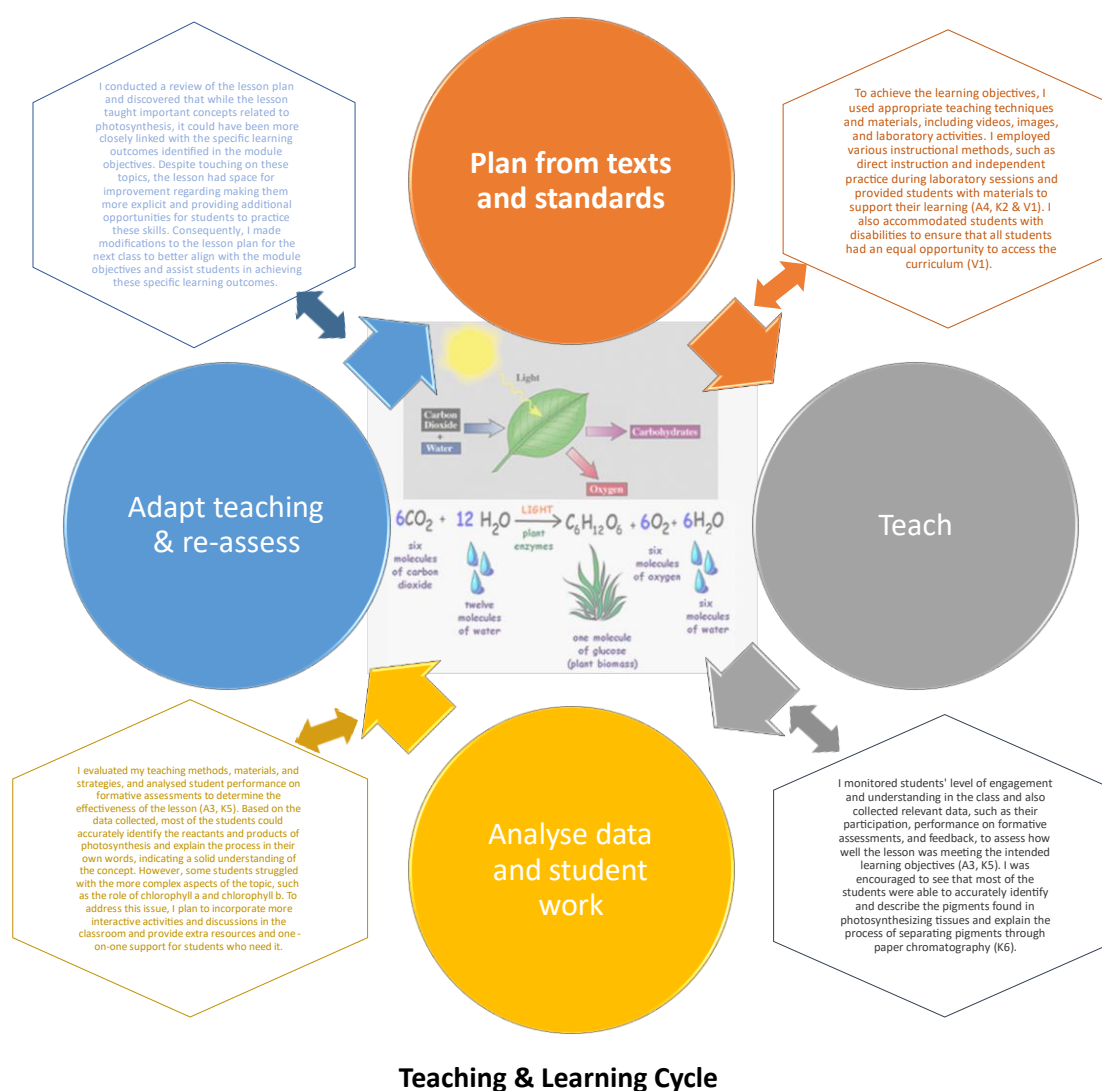
Yakovleva, N. O., & Yakovlev, E. V. (2014). Interactive teaching methods in contemporary higher education. *Pacific Science Review*, 16(2), 75-80.

Chapter 2

Reflective teaching intervention cycle in the form of a poster (approx. 500 words + graphics), with the UKPSF being clearly identified.

Reflective Teaching intervention Cycle in the photosynthesis session

As part of the Biological Science program at the Department of Biological and Environmental Sciences at Qatar University, I taught a lesson on photosynthesis to first-year (Level 4) undergraduate students enrolled in the BIOL101 Biology module.



This process allowed me to continually improve my teaching practice and provide high-quality instruction to my students. Overall, the photosynthesis lesson was successful, as students achieved the lesson objectives and were able to demonstrate their understanding of the topic. This experience highlighted the importance of ongoing improvement in teaching practices and aligning lesson plans with curriculum objectives to better serve students' needs in achieving these specific learning outcomes (A1).

Chapter 3

Reports of three teaching observations (500 words x 3), showing early how your practice is aligned with the UKPSF.

PGCERT THE OBSERVATION FORM

Professional Observed	Lama Qasem	Date	05.04.2023
Observer	Anita Nan	Attendees No.	25
Programme Title	Cert HE Health & Social Care	Programme level	4 /5/6/7
Venue	London Campus	Time	13:45 – 15:45
MODULE AIMS / LEARNING OUTCOMES			
The objective of this module is to enhance the learners' comprehension and critical assessment of the factors that affect public health, as well as the various methods employed to decrease the occurrence of diseases and illnesses within communities. Upon completion of the lesson, students should be able to: ➤ Comprehend the definition of "health". ➤ Understand the definition of "public health". ➤ Differentiate public health from clinical medicine. ➤ Grasp the functionality of public health. ➤ Identify the processes involved in the implementation of public health.			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
The lesson plan was effective with clearly stated objectives (A1. K2). A diverse range of teaching methods such as lectures, interactive questioning, and video presentations were implemented. The learning materials, including PowerPoint slides and videos, were appropriate for the students' level of comprehension (A4, K4). Lama was well-prepared and the lesson was well-structured. Ultimately, the learning objectives were successfully accomplished by the end of the lesson (A2, K1).			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.</i>]			
At the start of the lesson, the lecturer presented the lesson objectives in a clear and succinct manner (A2, K1). The accompanying slides were informative and well-presented, providing significant value to the students (K4).			

To engage the students and promote their active participation, the lecturer posed several questions and encouraged them to share their thoughts (K2, K5).
TECHNIQUE AND AIDS [General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]
The lecturer demonstrated effective class management, particularly with regard to the use of the projector (A3, K5). The learning activities were appropriately contextualized, facilitating the students' comprehension and retention of the information (A2). During the lesson, the lecturer utilized a diverse set of questioning techniques to stimulate student engagement (K4).
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.]
Throughout the lesson, Lama effectively utilized a variety of techniques to pose questions to the students (A4, V1).
GENERAL [Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]
The lecturer-student interaction was highly effective, with appropriate teaching methods utilized throughout the lesson (K2). The lesson's objectives were successfully attained, as evidenced by the student's level of comprehension and engagement (A1, K3).
EXAMPLES OF GOOD PRACTICE
Lama actively engaged the students by posing several questions and requesting their input throughout the lesson. Additionally, she assigned a video for the students to watch, followed by a set of questions to test their understanding. Students received feedback on their responses, allowing for a more interactive and effective learning experience.
DEVELOPMENT AREAS/ ACTION POINTS
Lama employed appropriate digital learning techniques and demonstrated a clear proficiency in utilizing professional teaching practices (A2, V1). However, there is room for improvement in terms of responsiveness to students' needs and making the lecture more student-centred.

Observer (Name) Anita Nan	Date 05.04.2023
Oberservee (Name) Lama Qasem	Date: 05.04.2023

REFLECTIVE REPORT

ON COMPLETION OF THE PEER OBSERVATION REPORTS FOR EACH MODULE, COMPOSE A SHORT REFLECTIVE PARAGRAPH ON YOUR OBSERVATION EXPERIENCES. REFER TO MODELS SUCH AS GIBBS (1999)

The module under review is a 20-credit course designed for level 4 students. Its aim is to introduce students to various approaches and strategies used to measure, monitor, and control the incidence of disease in communities. The lecturer began the lecture by clearly outlining the learning objectives, which is a good practice in teaching. This sets the expectations for the students, and they know what to expect from the lecture. However, to enhance the students' engagement, it would have been helpful to make the objectives more student-centred, highlighting how the objectives connect with the student's interests and goals.

The lecturer followed an overview to remain on track and ensure that she completed the lesson as intended. The students were actively involved in the lesson, which is a sign of good classroom management. To cater to the students' diverse learning needs, Lama used PowerPoint presentations and YouTube videos, which were appropriate digital learning methods. After the video, she asked the students to work in pairs and write down their answers, promoting collaborative learning. This approach is useful for engaging students and developing their critical thinking skills. The presentation was about Public Health, and the lecturer provided a clear explanation of Public Health and Clinical Medicine, highlighting the relationship between the two.

During the lecture, Lama used various teaching techniques to engage the students. For instance, she asked them several questions, trying to elicit information from them. She also allocated time for the students to answer the questions, promoting active learning. The discussion that followed was interesting, as the students shared their knowledge about public health, and Lama clarified any misconceptions. This interaction helped Lama to understand the student's level of understanding of the topic and adjust her teaching accordingly.

The lecturer concluded the session by summarising the material presented in class and discussing how the lesson builds on previous lessons and connects to the upcoming lessons. This practice is a good way to reinforce learning and help

students make connections between different topics. Overall, Lama's teaching was well-prepared, organised, and knowledgeable.

However, it would have been beneficial if the class discussions were more student-centred. This would have helped to foster a more collaborative and interactive learning environment, where students feel empowered to share their thoughts and ideas. Despite this, Lama's use of a range of activities allowed the majority of the students to engage at a level they felt comfortable with. This practice is crucial for ensuring that all students can participate in the learning process, regardless of their learning style.

In conclusion, the lecture was effective in achieving the learning objectives of the module. Her use of a variety of teaching methods, digital learning materials, and classroom management techniques allowed students to engage actively and critically with the topic of Public Health. However, to enhance the students' engagement further, it would be helpful to incorporate more student-centred discussions and activities in future lectures.

PGCERT THE OBSERVATION FORM

Professional Observed	Dr Lama Qasem	Date	26.02.2023
Observer	Dr Piyumika K. Gamage	Attendees No.	25

Programme Title	BSc Health & Social Care	Programme level	4/ 5 /6/7
Venue	London Campus	Time	16:00- 18:00
MODULE AIMS / LEARNING OUTCOMES			
This module aims to provide students with a thorough comprehension of the structure and functions of the human body. Upon completion of the lesson, students will have the ability to: 1) Define the terms "anatomy" and "physiology". 2) Outline the levels of organization within the human body. 3) Identify the major systems of physiology. 4) Understand the anatomy of the major body cavities.			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
The lesson was well-organized (A2). Various teaching aids such as computers and videos were effectively utilized (A4, K4). The learning objectives were successfully met by the end of the lesson (A2, K1). The lecturer demonstrated a fully developed lesson plan and employed a range of teaching techniques (A1, K2).			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.</i>]			
The lecturer delivered concise, straightforward, and comprehensible explanations (A2, K1). The class duration was appropriate for the student's skill levels and requirements (A2, V1). PowerPoint presentations were employed by the lecturer, impartial, and helpful slides for the students (K4). The session started with the presentation of lesson objectives to the students (A1).			
TECHNIQUE AND AIDS [General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]			
Clear and pertinent feedback was provided to the students (K5). The instructions given to the students were straightforward (A2).			
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.]	
Adequate time was given to the students for formulating and articulating their requests (V2). The level of cooperation from the students was highly commendable (V2). Dr Lama employed a diverse set of techniques while posing questions, showcasing versatility and skill (A4, V1).	
GENERAL [Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]	
The desired outcomes of the teaching session were accomplished (A1, K3).	
The lecturer employed a range of effective teaching methods and suitable learning materials (K2).	
The lecturer actively supported student participation and made sure that everyone benefitted from her assistance (A4, V1).	
EXAMPLES OF GOOD PRACTICE	
The lecturer maintained a consistently positive attitude throughout the session, and incorporating feedback during the teaching session proved to be beneficial (K5).	
DEVELOPMENT AREAS/ ACTION POINTS	
The lecturer employed suitable digital learning methods and demonstrated proficiency in professional teaching activities. However, to enhance student learning and engagement further, it would be advantageous to incorporate additional digital learning technologies such as online practice quizzes, electronic copies of the textbook, and scientific research papers (A2, K4).	
Observer (Name) Dr Piyumika K. G.	Date 26.02.2023
Oberservee (Name) Dr Lama Qasem	Date: 26.02.2023

REFLECTIVE REPORT

ON COMPLETION OF THE PEER OBSERVATION REPORTS FOR EACH MODULE, COMPOSE A SHORT REFLECTIVE PARAGRAPH ON YOUR OBSERVATION EXPERIENCES. REFER TO MODELS SUCH AS GIBBS (1999) (APPX 500 WORDS)

The session was well organized and proved to be highly productive, with Dr Lama exhibiting exceptional teaching skills throughout (A1, K2). Throughout the lesson,

the lecturer actively engaged the students by posing numerous thought-provoking questions and eliciting their input (A1, V2). The approach taken was student-centric, with the lecturer maintaining a conducive environment for effective conversation and providing students with relevant questions and group tasks during the session (A3, V1).

Furthermore, the lecturer demonstrated exceptional teaching skills by encouraging active participation and fostering discussions among the students and promoting active learning (V2). The use of additional teaching tools, such as YouTube videos, proved to be highly effective in elaborating on the subject matter (K4). The videos were followed by a set of insightful questions designed to test the student's comprehension, and they received interactive feedback on their responses, leading to a more engaging and effective learning experience, and enabling them to gain a more comprehensive understanding of the subject matter (A3, K5). In addition to the already impressive teaching skills demonstrated by the lecturer, incorporating more interactive activities, such as case studies or real-world scenarios, could further promote student engagement and active learning (A5).

Overall, the lecture was highly effective in engaging the students and promoting active learning. The lecturer's approach was student-centric and facilitated effective communication among the students (A4, V2).

PGCERT THE OBSERVATION FORM

Professional Observed	Lama Qasem	Date	09.01.2023
Observer	Diya Ganguly	Attendees No.	25
Programme Title	BSc Health & Social Care	Programme level	4/ <u>5</u> /6/7

Venue	London Campus	Time	09:00 – 11:00
MODULE AIMS / LEARNING OUTCOMES			
This module aims to provide learners with a thorough comprehension of the human body's structure and functions. Upon completion of the lesson, learners will be able to achieve the following objectives: 1. Understand the definitions of "Nervous System" and "Endocrine System" terminologies. 2. Summarize the interaction between the Nervous System and the Endocrine System. 3. Define the meaning of "Homeostasis." 4. Recognize the importance of the Nervous System.			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
The objectives of the lesson were clearly stated, indicating an effective lesson plan (A1, K2). To engage students and promote active learning, a variety of teaching methods were employed, including lectures, interactive questioning, and video presentations. (K2). The use of appropriate learning materials, such as PowerPoint slides and videos, tailored to the students' level of understanding, contributed to the effectiveness of the lesson (A4, K4). The lecturer demonstrated strong preparation and organization skills, resulting in a well-structured lesson. By the end of the session, the learning objectives were successfully achieved (A2, K1).			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.</i>]			
The lesson proceeded at a suitable pace that accommodated the students' level of understanding and needs (A2, V1). The explanations provided by the lecturer were succinct, comprehensible, and unambiguous (A2, K1). The lecturer gave each student equal attention and facilitated class discussions by allowing each student to contribute to the conversation (V1).			

TECHNIQUE AND AIDS [General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]	
The lesson was student-centred as the lecturer acted as a discussion facilitator (A1, A4) and used contextualized learning activities to enhance comprehension (A2). A range of questioning techniques was employed to encourage student engagement (K4).	
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 lecturer employed diverse questioning techniques to engage students and maintained a balanced approach between teacher and student talking time. This allowed ample opportunities for students to express their thoughts both orally and in writing (V1, V2).	
GENERAL [Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]	
The lecturer employed effective teaching methods and achieved the lesson objectives, as demonstrated by student comprehension and engagement (K2, A1, K3).	
EXAMPLES OF GOOD PRACTICE	
Throughout the lesson, the lecturer effectively engaged students through various questioning techniques and assigned a video to assess their understanding. The provision of feedback on their responses fostered an interactive and effective learning environment.	
DEVELOPMENT AREAS/ ACTION POINTS	
As a potential development, the lecturer could consider incorporating more interactive elements into their teaching to further engage and involve learners, such as collaborative group projects. This would enhance the learning experience and promote deeper understanding and retention of course material.	
Observer (Name) Diya Ganguly	Date 09.01.2023
Oberservee (Name) Lama Qasem	Date: 09.01.2023
REFLECTIVE REPORT	

ON COMPLETION OF THE PEER OBSERVATION REPORTS FOR EACH MODULE, COMPOSE A SHORT REFLECTIVE PARAGRAPH ON YOUR OBSERVATION EXPERIENCES. REFER TO MODELS SUCH AS GIBBS (1999)

The lecturer started the session by clearly outlining the learning objectives, a good teaching practice that sets expectations for students. However, to enhance student engagement, it would have been helpful to make the objectives more student-centred, showing how they relate to the student's interests and goals.

To ensure the class stayed on track and completed the lesson as intended, the lecturer followed an overview. The students were actively involved in the lesson, demonstrating good classroom management (V2). The lecturer used appropriate digital learning methods, such as PowerPoint presentations and YouTube videos, to cater to the students' diverse learning needs (K4). After a video, the students worked collaboratively in pairs to write down their answers, promoting active and critical thinking.

Throughout the lecture, the lecturer engaged the students by asking questions and giving them time to respond. The discussion that followed was interesting and allowed the students to share their knowledge. The interaction helped the lecturer understand the student's level of understanding and adjust her teaching accordingly. The session concluded with a summary of the material presented and how it connects to previous and upcoming lessons, reinforcing learning and promoting connections between topics.

Overall, the lecturer was well-prepared, organized, and knowledgeable, serving mostly as a discussion facilitator in a student-centred class (A4, V2). With a range of activities and teaching techniques, students were engaged at a level they felt comfortable with, regardless of their learning style. This practice is crucial for ensuring all students can participate in the learning process.

In conclusion, the lecture was effective in achieving the learning objectives of the module, thanks to the lecturer's use of a variety of teaching methods, digital learning materials, and classroom management techniques.

Reflective evaluations of three CPD events (500 words x 3), including an explanation as to how these have contributed to your development relevant to the UKPSF.

Event 1: Remote Work Revolution for Everyone

I recently attended the "Remote Work Revolution for Everyone" online course at Harvard Online from 08th – 10th February 2023. The course gave me a useful understanding and techniques for efficiently managing and guiding remote teams. Remote work has been a part of many insinuations' operations for years, but until the outbreak of the global pandemic in 2020, only a limited number of people worked in this manner. The pandemic brought about a significant change for millions of workers worldwide including academic and professional staff within universities, who had to transition to remote work.

The course explored topics like the essential aspects of remote work, creating plans for boosting productivity, communication, and collaboration, the importance of trust for successful remote work, choosing the right technology to improve productivity and team connection, and formulating a plan for a successful transition to remote work.

The course is comprised of several sections that collectively require approximately 9 hours to complete. Within each section, participants are presented with brief trigger videos, followed by a structured discussion and a set of reflection questions. Some of the questions are designed to reinforce the key concepts of the course, while others encourage participants to apply those concepts to a relevant case study or to their situation. Finally, the course includes action plans that provide an opportunity for participants to develop a tangible strategy to enhance their remote work experience.

In terms of my professional growth, this course has helped me enhance various aspects outlined in the UK Professional Standards Framework (UKPSF). Specifically, it offered me extensive knowledge of the methods and tools needed to establish an effective remote working environment (A1, K2). This has empowered me to devise and organize lessons, evaluations, and tasks that are suitable for remote teaching and learning (K4, K5 & V2). In addition, I have acquired a hands-on understanding of utilizing diverse digital tools to conduct remote instruction, including video conferencing, screen sharing, and collaboration tools (A2, K4). This will assist me in delivering my lessons in an engaging and interactive manner, fostering student involvement and teamwork (K2, V1).

Furthermore, I have gained knowledge on how to establish an inclusive and fair remote learning environment (A4, K4 & V1). The course equipped me with tactics to aid students of varying backgrounds and needs and to cultivate an inclusive atmosphere in a remote setting (V1).

Lastly, I have acquired knowledge on how to utilize various evaluation methods and tools to gauge student learning and offer feedback in a remote setting (A3). This has enabled me to develop assessments that are suitable for online teaching and learning and to give feedback that is prompt, relevant, and positive (K5).

In conclusion, the "Remote Work Revolution for Everyone" course has equipped me with important and latest ideas and techniques that have significantly impacted my growth as a teacher in areas such as design and planning, delivery, student support, and evaluation and feedback. I plan to put these strategies and tools into practice in the future and actively seek additional professional development opportunities to continuously enhance my teaching practice as a lecturer (K6, V4).

Event 2: Motivating Students to Learn

I recently took the " Motivating Students to Learn " online training course at Alison (Advance Learning Interactive Systems Online) on 02nd March 2023. This course places a strong emphasis on the importance of creating a positive classroom atmosphere for the improvement of student satisfaction and academic achievement.

In total, there are six sections in the course, which take approximately three hours to complete. By reviewing lectures, group discussions, interviews, and video recordings of successful teachers in each session, I have gained a comprehensive understanding of the importance of creating positive learning environments (A4, V1). Moreover, this course provided me with the knowledge and skills to create engaging and effective lessons that meet curriculum goals (A1, K2).

One of the main things I learned in the course is the importance of creating a positive classroom atmosphere. A positive learning environment is crucial for student satisfaction and academic achievement (K5, V2). In the course, I was taught various techniques for creating a positive classroom atmosphere, such as promoting a sense of belonging and inclusiveness, fostering positive relationships with students, and creating a safe and supportive learning environment (A4, K5 & V1).

I also learned about the importance of designing lessons that meet curriculum goals while promoting student well-being and engagement (A1, K2). This includes designing lessons that address character education, promoting critical thinking, and encouraging positive social behaviours (V1). The course provided me with practical knowledge on how to apply various teaching techniques to achieve these goals, such as the use of real-world examples, active learning strategies, and hands-on activities (A5, K2).

In addition to teaching techniques, the course provided me with the skills to identify and assist students facing social and emotional challenges. I learned how to support students with diverse backgrounds and needs, and how to cultivate a positive and inclusive classroom atmosphere. This includes understanding the unique challenges faced by different groups of students, such as those from different cultures or with different learning styles and developing strategies to support them effectively (V1, V2).

Finally, the course provided me with knowledge on the use of diverse evaluation techniques and tools to assess student performance and offer feedback on character education. I now have the skills to create evaluations that are suitable for assessing character education and providing timely, relevant, and constructive feedback. This includes understanding the different types of evaluations, such as formative and summative evaluations and selecting the most appropriate tool or technique for a particular assessment situation (A3, K5).

Overall, the " Motivating Students to Learn " course has greatly impacted my growth as a teacher. I am now equipped with valuable perspectives and techniques in the areas of lesson design, delivery, student support, and assessment and feedback (A5, K6 & V4). I am confident that these skills and knowledge will help me to be a more effective teacher and to create positive learning environments that will benefit my students and help them achieve their full potential (V2).

Event 3: The Online Educator: People and Pedagogy

Lately, I had the opportunity to attend the "The Online Educator: People and Pedagogy" e-learning program at The Open University's Institute of Educational Technology from 01st – 22nd March 2023. The course was specifically designed to assist teachers in incorporating technology into their teaching practices in a way that benefits both students and the teacher. The goal of the course was to help educators find an approach to online teaching that suits their personal style, their students, and the educational environment through videos, discussions and quizzes with other participants.

The training course takes 16 hours to complete encompassing a variety of subjects associated with teaching online, including the essentials of efficient online teaching methods and more advanced topics such as constructing and implementing virtual educational settings. Throughout the course, we explored the ways in which online technologies can be used to improve course design and student engagement. We also gained insight into successful online teaching techniques and how they connect to various technologies.

One of the key skills I acquired from this course was the ability to develop efficient online learning environments that align with curriculum objectives and student learning outcomes (A4, K4). I learned how to design and plan online lessons, assessments, and activities that promote student engagement and learning outcomes (A1, K3, V2). This knowledge will be extremely valuable in my future practice as a lecturer.

In addition to learning about course design and planning, I also gained a deeper understanding of how to deliver engaging and interactive online lessons. The course taught me a variety of teaching strategies and techniques that I can use to make my online lessons more engaging and interactive. This will empower me to deliver my lessons in a way that is appropriate for online learning and encourages students to participate and engage with the content (V2).

Another important aspect of the course was the focus on creating a positive and inclusive online learning environment. I learned strategies to support students with diverse backgrounds and needs, and how to create a culture of inclusiveness in the online learning environment. This will be particularly helpful in ensuring that all students, regardless of their background or learning style, feel supported and valued in the online learning environment (V1, V2).

Finally, the course also provided me with a comprehensive understanding of how to use a variety of assessment methods and tools to evaluate student learning and provide feedback in an online setting (A3, K5). This will help me to design assessments that are appropriate for promoting student engagement and learning outcomes and to provide feedback that is timely, relevant, and constructive (V2).

In conclusion, the "The Online Educator: People and Pedagogy" course was a truly rewarding experience that has greatly contributed to my professional development as a lecturer. The knowledge and skills I acquired from the course will be invaluable in my future practice, and I am eager to put them into action. The course provided a comprehensive overview of online teaching, from the basics to the more advanced topics, and I feel confident that I have the tools and knowledge I need to be a successful online educator.

Chapter 5

A brief assessment of your development as a reflective practitioner throughout the programme together with an analysis of future developmental needs (500 words in total), mapped to the UKPSF.

The PG Cert THE program has had a significant impact on my teaching career. It has not only improved my current instructional practices but also deepened my comprehension of teaching and learning in higher education (K6, V4). The program allowed me to combine my personal experiences with educational theory and the strategies of others, prompting me to consistently question, evaluate, challenge, and experiment with my teaching approaches. Consequently, I have been able to implement meaningful modifications to my teaching practices, more effectively assess my student's needs, and evaluate the efficacy of my teaching interventions (K5). Additionally, the program facilitated a critical engagement with educational research and offered me the opportunity to demonstrate my competence by gathering evidence of my impact and effectiveness (A5, V3).

In addition, I have demonstrated my dedication to improving my professional skills by actively engaging in different professional development activities, such as attending workshops, conferences, and training courses. Moreover, I have proactively sought out opportunities for peer observation and mentorship to obtain constructive criticism on my teaching techniques and acquire insights from my colleagues (A5, K6 & V4).

Although I have made progress, there are still some areas in which I can improve my teaching, as identified throughout the program. For instance, I could enhance my teaching by implementing more authentic assessment methods, such as project-based learning, case studies, and fieldwork, to enable students to apply their learning in real-world situations and projects that align with their future career aspirations, which can further support their growth in these areas. By providing such opportunities, students will be better equipped to face the challenges of the 21st century (K2). Additionally, I could benefit from conducting more action research on my teaching methods to gain a more profound understanding of what works and what does not work in my classroom (V3).

One essential focus will be to establish a more encouraging and supportive learning environment that encourages a culture of inclusivity, respect, and collaboration. This can be achieved by adopting classroom management strategies that emphasize positive reinforcement and demonstrating respect for students. Additionally, I will provide necessary accommodations for students with disabilities and remain mindful of the various backgrounds and cultures represented in my classroom (V1, V2).

Moving forward, my focus will be on designing a more effective curriculum, integrating technology into my teaching methodologies, establishing a positive and supportive learning environment, and pursuing professional development opportunities to guarantee that students receive the highest level

of instruction. By continuously evaluating and reflecting on my teaching strategies and refining my curriculum design, I will be able to pinpoint areas that need improvement and make appropriate modifications to provide students with a positive and conducive learning environment (K6).

Lastly, it is crucial to prioritize providing opportunities for professional growth and ongoing improvement. This can be accomplished by engaging in various professional development opportunities, such as workshops and conferences, as well as joining professional organizations (A5). By consistently focusing on professional development and continual improvement, I can guarantee that I am providing my students with high-quality instruction and fostering a positive learning atmosphere (V2).

Evidence of 100 hours of teaching of Biodiversity of Living Organisms module (BIOL102) & the Ecology module (BIOL221) modules

Date	Time	Type of teaching
07/10/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
08/10/2018	11:00- 14:00	Face to face
09/10/2018	14:00- 17:00	Face to face
10/10/2018	11:00- 14:00	Face to face
11/10/2018	09:00 – 11:00	Face to face
14/10/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
15/10/2018	11:00- 14:00	Face to face
16/10/2018	14:00- 17:00	Face to face
17/10/2018	11:00- 14:00	Face to face
18/10/2018	09:00 – 11:00	Face to face
21/10/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
22/10/2018	11:00- 14:00	Face to face
23/10/2018	14:00- 17:00	Face to face
24/10/2018	11:00- 14:00	Face to face
25/10/2018	09:00 – 11:00	Face to face
28/10/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
29/10/2018	11:00- 14:00	Face to face
30/10/2018	14:00- 17:00	Face to face
31/10/2018	11:00- 14:00	Face to face
01/11/2018	09:00 – 11:00	Face to face
04/11/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
05/11/2018	11:00- 14:00	Face to face
06/11/2018	14:00- 17:00	Face to face
07/11/2018	11:00- 14:00	Face to face
08/11/2018	09:00 – 11:00	Face to face
11/11/2018	09:00 – 11:00, 14:00 – 17:00	Face to face
12/11/2018	11:00- 14:00	Face to face
13/11/2018	14:00- 17:00	Face to face
14/11/2018	11:00- 14:00	Face to face
15/11/2018	09:00 – 11:00	Face to face