

UNHE7007 Module Portfolio Contents

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Chapter 1

A General Statement on how you view teaching and learning brief description of what you teach (approx. 750 words).

People are naturally curious. It is the purpose of education to promote the search for knowledge, as it is through this process that we gain knowledge. I strive to facilitate this process, and reasoned thinking is the focus of my educational philosophy (Liu et al., 2014) (A4).

Whether I am teaching in the classroom or meeting with groups of people, I am trying to inspire problem-solving in a rational manner. Rather than memorizing facts by rote, I emphasize the importance of thinking about trends and directions (e.g., increasing this will decrease that) (Bezanilla et al., 2019) (A1).

In my opinion, teachers impart more knowledge through example than precept, and higher education students are very astute in noticing when a teacher does not practice what they preach. I try to convey several values to my students through my words and actions (V1). In addition, organizing, preparing, and doing homework, listening to other people and their viewpoints, and having clear and effective written and oral communication are all important (Devita, 2000) (A2, K2 & V2).

Promoting rational writing and oral communication is one of the main targets of my learning strategy (K5). The most important aspect of my role is making suggestions, as undergraduate students can only improve their presentation skills by being shown how and why they can improve their natural style to make it clearer (De Grez et al., 2009) (A4, K3).

It is essential that I have direct contact with my students. Many students need encouragement to talk to their teachers, so I am always available for informal discussions and always willing to help them with any issues they have (Naidoo* & Jamieson, 2005) (A3, V2).

As a teacher, I try to achieve a number of goals for my students:

- ✓ In a positive atmosphere, students review the topic and any mistake is considered a space to learn (V2).
- ✓ Discovering the globe, practically most topics may be associated with Science, (e.g., Great Migrations- National Geographic). In such examples, students are reminded that research is the language of science and that the events described in research can sometimes be quite dramatic (V4).
- ✓ It is a big challenge. I make sure that students know they must work hard to succeed and can't get out of a situation easily (A3, K2).

- ✓ Having someone to talk to. I maintain my office hours to act as a personal tutor provide support and advise students on coursework submissions, also liaise with the staff regarding student welfare and attendance (A2, V1).
- ✓ Science can be learned by anyone. Even so, I try to find ways of ensuring that every student is interested enough in the subject to invest time in it. Once that is accomplished, I help them make that time productive (V4).
- ✓ My job is to facilitate learning for students. They work hard, earn their grades, and are entitled to their opinions (A3, K5).

I possess a sufficient depth of specialist knowledge in the discipline of cell biology where I have assisted in teaching the Cellular & Microbial Biology module (BIO104) to first-year (Level 4) undergraduate students in the program BSc Biological Sciences at the Biosciences Department at Swansea University and I have also taught the first-year (Level 4) undergraduate students the General Biology module (BIO101) in program BSc Biological Science at the Biological and Environmental Sciences Department at Qatar University. In addition to my expertise in the field of zoology and anatomy of mammals where I have taught first-year (Level 4) undergraduate students the Biodiversity of Living Organisms module (BIOL102) in program BSc Biological Science at the Biological and Environmental Sciences Department at Qatar University. Also, I have extensive experience in the ecology discipline and I have taught the Ecology module (BIOL221) to second-year (Level 5) undergraduate students in program BSc Biological Science at the Biological and Environmental Sciences Department at Qatar University.

My values as a teacher in all modules that I have taught were that all students have to attend and score their exams (Sambell et al., 2012) (A3, K5), learners need to consider their time at the university as part of their learning journey, and I as a teacher and all staff members are there to help them along their learning journey (A2). I believe that studying at university is what most young people have to experience and the learning journey itself is essential and more important than the destination (Jarvis, 2004) (V4).

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CHAPTER 2
PGCERT THE OBSERVATION FORM

Professional Observed	Lama Qasem	Date	02/04/2022
Observer	Sandip Poudel	Attendees No.	25
Programme Title	Bachelor of Arts Leadership and Management Skills for the Workplace	Programme level	4/ <u>5</u> /6/7
Venue	Online session	Duration	13:00- 13:30
MODULE AIMS / LEARNING OUTCOMES			
The main objective of the student induction is to provide students with a broad understanding of various services offered on campus. The outcomes of the teaching session were achieved (A1, K3) and the students were able to: 1. Understand different department responsibilities and support opening hours. 2. Understand the attendance policy. 3. Analyse their attendance record and produce a fully referenced one. 4. Understand how to pause their studies and financial implications. 5. Access to student letters through MyTSD.			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
It was a well structured lesson and the lecturer was well prepared (A2). Proper teaching materials (e.g. computer, videos) were used (A4, K4). Learning objectives were clear and achieved by the end of the lesson (A2, K1). The lecturer had a lesson plan that was completely developed and used a variety of teaching methods (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 provided brief, direct, and clear explanations (A2, K1). The lecturer asked students if they had any queries concerning the available services on campus (A3). The class timing was sufficient for the student's levels and needs (A2, V1). The lecturer used PowerPoint presentations (K4). All slides were informative, and fair, and seemed to be very useful to the students. The teaching session began with the lecturer displaying the students the lesson objectives (A1). As a final step of the teaching session, the lecturer had a short quiz that the students answered (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 students received clear and relevant feedback (K5). The instructions to students were clear and uncomplicated (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.]
THE STUDENT HAD PLENTY OF TIME TO SET AND EXPLAIN THEIR REQUESTS (V2). THE LEVEL OF STUDENT COOPERATION WAS VERY GOOD (V2).
GENERAL [Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]
Teaching session outcomes were achieved (A1, K3). The lecturer used a variety of teaching methods and appropriate learning materials (K2).

The students were flexible and comfortable (V2).

The lecturer supported students' participation and ensured that all benefited from her support (A4, V1).

EXAMPLES OF GOOD PRACTICE

THE LECTURER WAS CONSTANTLY DELIVERING THE SESSION WITH A POSITIVE ATTITUDE, AND UTILISING FEEDBACK DURING THE TEACHING SESSION WAS VERY HELPFUL (K5).

DEVELOPMENT AREAS/ACTION POINTS

I think it would be useful to shadow the work of other teams within the London campus (A5) to achieve a better understanding of the different teams' tasks and responsibilities and make the delegation of students' requests and diverse needs easier (A2, V1).

Observer (Name) Sandip Poudel

Date 02/04/2022

Oberservee (Name) Lama Qasem

Date: 02/04/2022

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).

I am very pleased with the lecturer's organisation, preparation and presentation, considering that all learning objectives were distinct and achieved by the end of the lesson (A1, K4). The Student Services team at London Campus usually organise and conduct several events and deliver inductions during the Welcome Week at the beginning of each term. The lecture had been about various services offered on campus (A2). The lecturer had a well-developed lesson plan, and all of the lesson's components were coherently interconnected, working toward a greater understanding of the subject and were appropriately paced for the student's level and requirements (K3, V1). The lecturer used effective teaching tools, including PowerPoint and technology, and that was a key component of the lesson (K4). First, to provide visual support regarding the topic that was covered. Second, the slides were very clear and brief and seemed very helpful to the students and the explanation was clear, concise and accurate. The activities were suitable for the student's skill levels, especially when at the end of the class the students were presented with a 'quiz' with various scenarios of students' need to get advice and help for specific queries in order to promote students' interaction and build constructive teaching atmosphere (K5, V2). I really liked how after the lecturer asked a question and no one gave the correct answer, she did not

immediately provide the answer and gave them another chance to answer (V2). The idea of a collaborative learning approach in the classroom has been implemented in the lecture. The lecturer encouraged students to give ideas and thoughts and forced students to interact and participate which seemed like an important idea to foster at the beginning of the term (K5). Finally, the lecturer showed students the link to the induction on moodle. This seems like a very good way of keeping students engaged, using appropriate methods to support students, and valuing appropriate learning technologies (A2, K4). Overall, her preparation for the lesson was the result of careful thought and work, and it was successful.

Chapter 3

A reflective report of a teaching intervention cycle (3,250 words), with the alignment of practice with the UKPSF throughout, including all lesson plans and critically reflective evaluations, where at least two areas of activity must be fully met and inclusive of reference to the Core Knowledge (at least K1 and K2) and all of the Professional Values.

For me, certainly higher education is in a period of change and the quest for fast integration of knowledge and experience into innovative products and services to promote a socially inclusive vision of sustainability vision for our societies is a pressing requirement, that challenges the design of academic programs as well as the options of choosing the right learning strategy (Martin et al., 2019). In light of Gibbs' reflective cycle model, in this reflective report, I present the lesson plan design, my teaching methods, learning activities, the evaluation and assessment methods of the course and teaching of the Ecology module (Gibbs, 1988).

Given that universities are defined by the quality of these three issues: planning, teaching-learning processes and learning outcomes. I believe, the lecturers' and students' goals must be aligned to ensure the teaching-learning process (Chakraborty et al., 2018). Moreover, I consider lesson planning is a very important component that enables teachers to give transparency to their students about the intended learning objectives and be explicit about the assessment methodologies and procedures that need to be aligned with the learning objectives (Norton & Campbell, 2007). Additionally, I think that teaching, learning, and evaluation procedures reflect the challenges that require academic discussion. It is our responsibility to guarantee that the agreed-upon learning goals are possible (Bezanilla et al., 2019).

Along with selecting the most appropriate teaching strategy is important to develop students' advanced, academic and independent learning skills (Carr & Kemmis, 2003), I presume students in higher education are expected to process information at a deeper level, become more self-regulated and have greater critical thinking capabilities compared to novice students (McGill & Beaty, 2013). At the same time, I trust that positive learning behaviours in teaching include important aspects of interacting with the student on a personal level, ensuring excellent and up-to-date topic knowledge and paying attention to feedback and dedication to keeping promises (Lizzio* & Wilson, 2004).

Therefore I am certain that effective learning strategies in Higher Education are a journey. This is because effective learning requires a particular vision: the vision of out-of-the-box learning – to achieve the learner's expectations, the teacher's, and the broader educational context (Jarvis, 2004). At the same time, I find the current generation is becoming increasingly reliant on technology in their

daily life.; they have transformed into technology endorsers, with a variety of adverse consequences.– Specifically, they are motivated to avoid using the monolithic, unchanging learning content that has been advocated in the traditional learning paradigm for decades (Desai et al., 2008). Hence, as a teacher, I continue to research and investigate different types of delivery methodologies to establish the ground for competency. Thus, I always remember when planning for a lesson the growing usage of advanced learning technology (Keengwe & Kidd, 2010).

My preference of teaching strategies includes a combination of lecture, question and answer, demonstration, discussion, field trip, laboratory and online and digital learning technologies (i.e. video) (A1, A2, K1) where the goal is to impart knowledge and understanding to ensure that I meet the different learning needs (Murray & Macdonald, 1997) (K2, V1). Furthermore, I always make sure to align my teaching and assessment strategies with the module objectives (K2).

I also believe that good lesson preparation is supported by two overarching principles. The first is diversity (Kinchin & Alias, 2005) (V2), and the second is flexibility (Ali, 2020) (V1). Where the first is engaging pupils in a variety of activities and, when applicable, providing them with a diverse range of resources and materials (Millis & Cottell Jr, 1997) (A4, K2). Flexibility on the other hand refers to a teacher's capacity to employ a range of techniques rather than being confined to a single methodology (Alterio & McDrury, 2003) (K4). I understand that teachers require an excellent lesson plan to have an effective teaching and learning process (Gibbs, 1988).

In designing the lesson plans for the Ecology module (BIOL221) which I have taught for second-year (Level 5) undergraduate students in program B.Sc. Biological Science at the Biological and Environmental Sciences Department at Qatar University, I adopted Gibbs' model of best practices for teaching and assessing (Gibbs, 1988) (K2, V3).

The goal of the Ecology module is to establish a fundamental knowledge of the science of ecology. Where the module's basic scope focuses on different aspects of ecological theories and operations. My teaching sessions were composed of lectures, in addition to home reading and reviewing of the latest published scientific papers that discuss important environmental issues like landscape expenditure, behavioural ecology, climate change, foraging theory in wild animals, and human ecology. In addition, I always make sure that sessions consist of practical work and experimental learning that includes field trips, studying chemical compositions, and examining the instruments used in the field of Ecology where students learn from their own experience either in the lab or the field.

Module Objectives:

I planned to make sure that the module objectives are providing various learning activities to assist individual pupils in learning a new subject (López-Pérez et al., 2011) (A1, K1) (see appendix). Hence, with the construction and employment of additional effective teaching strategies which I adopted and added to previously teaching methods I used before in delivering the Ecology module, I believe key learning experiences were strengthened further. For example, I was enthusiastic about applying several digital learning technologies (i.e. short animated video, online practice quizzing, and an electronic copy of the textbook and scientific research papers) to facilitate students' learning and engagement (Kinchin & Alias, 2005) (A2, K4). Furthermore, I thought using interactive question episodes in several ways during the session will enhance the quality of reflective learning abilities (K3, K5). In addition, I was very satisfied applying the group research presentation which I thought will develop the student's communication and teamwork abilities and also help me effectively evaluate the students' deep comprehension and understanding of the material (V4). Therefore, I outlined all the teaching interventions including the module lesson plans in detail using Gibbs' model (Gibbs, 1988).

Teaching Strategies and Course Design Methods:

I believe that making use of a variety of instructional tools and technology guarantees that students may study according to their desired learning method (K4). Indeed, The more suitable aids are used, the more probable it is that students' learning will be aided.; but for their performance, lecturers should not utilise too many aids in a single session because this artificializes the learning environment and interferes with the learning process (Entwistle & Peterson, 2004) (K2).

I continually strive to deliver effective teaching, the reason why I have constantly researched technology in education, exploring various materials and instructional practices for the younger generation. Thus, I adopted a mixed learning approach, ensuring that all students had access to the online resources, and required that they identified and documented the employability skills being developed continually during the module for use in applying for employment (Littlejohn, 2003), later on, a practice that has been knowledge as good practice by the HEA (Dibben & Norton, 2017) (K4, V1, V4). For example, a group research presentation was newly implemented to facilitate measuring students' engagement and practical comprehension and improve the group presentation feedback where students need timeously feedback for effective learning (A3, K2).

I believe that an understanding of experiential learning is required for many various sorts of teaching and learning activities, including teaching laboratory and reflective practice (Kolb, A. Y. & Kolb, 2017) (V4). Students learn through experience which encourages them to participate, enhance their intellectual capacity, and become more involved in the learning process. I consider experience-based learning to play a vital part in the student's learning journey. I advise my students that I want them to

learn from what they feel, observe, think and reflect in the physical environment as advocated by this quote from Confucius: " I hear, I know. I see, I remember. I do, I understand.". For example, I implemented fieldwork to enhance and deepen students' both ideological and technological understanding of the main ecology concepts (A4, K2).

There were 30 students in each group in the Ecology module. These students come from a variety of nations, ethnicities, educational perspectives and methodologies. It is crucial to assure enough exposure and learning for the varied population; in addition to knowledge, they require a deeper comprehension of the topic involved (V1). In this context, I promote a positive class environment where all students feel supported, understood and involved, and always remain committed to listening to students' voices, as well as ensuring that all students' needs are being met. Thus, the most significant teaching practice I have developed as a teacher is collaborating with students in designing learning experiences in a way that allows students to take risks, learn new things and establish a diverse and student-centered teaching environment (A4, V2). For example, some students found it difficult to take samples and use quadrates to measure the abundance of selected plant species communities in the field and felt uncomfortable when the samples did not work and they had to repeat all the procedures. Engaging and working closely with students in the field allowed me to evaluate their experiences and re-align the learning conditions to adapt and implement appropriate resources to ensure that they are stimulating to the student's knowledge and understanding in a way that students will succeed and that the core component of my teaching practice.

Thus, I delivered the Ecology module through a combination of active learning strategies. These included:

PowerPoint presentation: my primary technique of learning and teaching is the lecture using PowerPoint presentation, which is still the most common means of transferring knowledge in experimental sciences (K4). However, I've increased possibilities for student contact and participation, and I've started using lectures to inspire passion, interest, and involvement in the subject (A4, K3, V2). I like to employ students' feelings by integrating real stories such as interesting stories from workshops, conferences I attended and my external research projects in a way to ensure keeping my teaching stays scientifically solid and make use of these stories to motivate students to participate during the session (K3). I employ the first set of slides in PowerPoint presentations to spark students' attention, connect to their own best interests, and real-life circumstances and hint at the content ahead (A1, K2). I consider that it is easier to present animations, videos and graphics through PowerPoint than to bring them to class otherwise. As in the climate change session, I was able to present pictures imported from Google Earth for a specific region, a table of relevant data, a discussion board, along with short

quiz and questions about the climate change issues in one presentation providing students with appealing, visual and interesting information (K4). I always make sure that all my PowerPoint presentations are available online through Blackboard before each session and based on the students' feedback, students like that as they have the opportunity to review the topic before the session and come prepared with questions regarding the content and they could be able to highlight their basic knowledge of the session (V2).

Based on foundational concepts and supplementary resources that I acquired from the admissions team the entry requirements for this course are high, and upon meeting the students. I made minimal presumptions about what had been known previously and I was convinced the students will learn quickly. As a result, my speedy pace let the entire group be on the same page about the knowledge they needed (V1). As the session progresses, students will be given the opportunity to work in an informal, relaxed manner according to their respective backgrounds and abilities (A4).

Throughout the lecture, I used **interactive question episodes** in several ways (K3). I simply interrupted the presentation to recover the audience's concentration and attention as a small diversion halfway through (A4). I found it a very helpful way that helps me to keep a between balance my teaching and learning delivery. In addition, as compared to the previous term, my intention was to reduce my speaking time so students would spend more time engaged in active learning in the class instead of listening to me talk. I also utilized a lecture starter question to emphasize and reinforce the topics covered from the previous session to refresh or assess comprehension of important concepts from the previously presented material (A3). However, It is critical not to neglect appropriate time for reflection, which allows students to think and interact and provide answers. I consider the concept underpinning these interactive question episodes to be part of a student-centered style and offer an interactive learning environment (A4). My initial reaction to this was that I did not think it was a big deal, but as the term progressed, I realized a great appreciation from the students that they had the opportunity to contribute furthermore in the session in addition to having a more inclusive classroom environment. As a result of these interactive question episodes, I have found that students enjoyed the course and felt included in the learning process while also being challenged (A4, V1). In response to this activity, I developed an action plan for improving questions designed that emphasize the application of knowledge and synthesize the content rather than simple memorization where critical and creative thinking is encouraged among students for the following year. To further my professional growth, I keep asking myself fundamental questions just like I would do with my students (A5).

Brainstorming tool: I selected this tool by using a short animated movie to estimate students' understanding of the topic of the chapter and the theme that will be focused on it (A3). I thought using

this tool would be useful because students can interact with each other during the class. For example, the video introduces the main idea of how energy flows within the ecosystem by showing the food chain. Then I would divide the students into groups, and the students could start brainstorming to come up with suggestions for the elements that circulate through both biotic and abiotic parts of the biomes. Even ideas that seem strange or funny can lead to creative results, and I always emphasize that all ideas are welcome. After a few minutes of a collaborative effort, we may all reassemble as a broad class. Then I may take each group's suggestions, related terms, and potential answers and summarize and organize them on a whiteboard to examine these ideas and share feedback during an inclusive classroom discussion. Additionally, they will be shown the value of their work and encouraged to participate, by being thanked for their work (V1). With this flipped classroom method I use in my teaching, I discovered that student engagement and understanding increased as a result. Hence, I will continue to employ these interactive and collaborative strategies in order to address given topics in a way that promotes proactive learning and enthusiasm (K3, V2).

Active classroom-based discussion of the different ecological issues. The most inspiring aspects of my undergraduate and graduate studies were the effective discussions I had with lecturers. As such, as part of our discussion and activities, I integrate research, such as pre-class reading where students are requested to do and come ready to summarize the research paper and assess its strengths, shortcomings and analysis methods. Afterwards, we connected the study information to prior sessions to acquire a better understanding as a group (A1, K3). Moreover, a previous lesson's question is more often the starting point for a new session, engaging the class quickly, tying back to previous material, and improving active learning are some of the benefits that it provides. To ensure successful classroom discussions, I assure they are student-driven, and it is my role to facilitate those discussions. My goal is to engage the students in an informal manner with content by creating an interactive and open dialogue. In order to achieve that, in addition, I take turns stepping back and in, listening attentively, in each session for pair conversations, small group conversations, and whole group discussions (V1). I used an active discussion where students indicated that the class discussion and other skills foster situations in which they may observe their learning methods and engage more fully with the material of their topic and I believe it is a necessary method for a deep approach to learning (A4, K2, V2). As an educator, I have discovered that the outcomes can be astounding when students are given the opportunity to think about knowledge and then given a safe and polite platform for discussing it. According to these results, it has already been my intention to incorporate additional discussion activities into my lesson plans for the next offering of this module in order to satisfy the students changing needs.

Take-home questions to inspire the student to look at different resources to answer these questions. I think that the art of questioning is a method that instructors should understand so that they can get the most effective response from their students (K3, K6). Every session, I provide this homework, and students are expected to turn in their answers at the start of the next lesson, I had always proposed that they conduct this exercise with their peers, and they are always encouraged to share any difficulties they might face with me. However, each student should write his or her own answer in their own manner (A1, K3). I found this strategy incredibly beneficial in terms of giving students the chance to practice the skills they learned in class. Throughout the term, I was impressed by the number of students who contacted me to openly discuss their take-home questions and further resources. I normally give students a range of questions to elicit their feedback, such as one word that reflects their experience today (K5). They assumed that this learning approach assists them in identifying connections and integrating knowledge. Thus, I encourage active experiential learning by raising critical questions about the given material. I believe that this will help students develop a better comprehension of the subject they have learned and will foster an open learning environment in which students will look for diverse sources and work cooperatively to answer these questions (A4, V2).

Research presentations: During the first week of the semester, groups of two or three students selected a research topic from a set I supplied. I ensured a diverse range of personalities, which influences group formation (Kinchin & Alias, 2005) (K5, V1, V2). There was a tangible feeling of excitement among students who were curious about choosing their group presentation members, and the process of group formation went well. Students were able to display this research as an animated movie and this movie has to explain the environmental concept in a very concise and clear way (K4). They had enough time to work and discuss with me what they are doing on their forthcoming research presentation which should be presented during the last week of the term. In our final week of the term, students presented their research presentations and all group members had to participate in the presentation and explain what they did work on during the preparation of this group research. I felt that the research group presentation's merit was that it emphasized students' opinions and views about several ecological issues while connecting them to the module content and that allowed the students to broaden their knowledge and comprehension. This research group presentation provided efficient learning environments that resulted in the student assessments and the course feedback, therefore, I've decided to include this learning activity in my all my lesson plans (A4, V2).

Laboratory Experiments: The Ecology module provides an overview of fieldwork and introduces simple techniques used by ecologists. Hence, students learned how to collect samples from the field

site, report their observations and use them in the testing required. Students worked in groups and submit an individual report which reviews their results (A1, K2, V2).

I believe that laboratory/ practical sessions are extremely important in the education of experimental scientists (Smith & McCann, 2001). In this environment, students gain professional skills and attitudes while learning to be scientists. Scholars recognize the necessity of experimental experience as an integral part of the sciences. Furthermore, fieldwork has been an important component of many disciplines. Many graduates cherish their fieldwork experience. I consider it critical to establish clarity on the anticipated learning goals and to ensure that the learning experience can provide those results while preparing for the practical sessions.

Class Learning Activities & Tasks:

I postulate that students had to actively and effectively participate during lectures (A1, K5, V2). Even though, the ability to ask and answer questions is not as straightforward as it may look. Good questioning strategies need ongoing preparation, practice, and reflection on the part of both students and teachers (A3, K3). For example, although students were expected to take notes during lectures and use their notes to prepare for exams (A3, K2), before the midterm exam, the students expressed deep thoughts about the exam so I scheduled separate classes to have an interactive and transparent discussion of the issues they are worried about and provided them with samples of appropriate responses and solutions too and that was a great teaching activity experience. They have expressed their appreciation for the extra session that provided a great amount of help and support. The students' results after the midterm exam were very good and I was happy. I believe providing additional support classes before the exams and being aware of the difficulties that students might find would be helpful and have a great impact on the students' results. Furthermore, when delivering the module topics, I make a real effort to link the module objectives to what students experience in the real world so I ask students to read, critically, all assigned reading and scientific papers and integrate what they read into classroom participation (A4, K2, V2). In addition, students were also expected to use spreadsheets (Excel) to solve some environmental equations such as measuring the population density, population abundance, and survival patterns to gain a better understanding of ecology's key concepts and principles (A3, K4).

Supplementary Learning Resources & Material:

I uploaded the electronic copy of the textbook on Blackboard for study and writing tips, practice quizzing, timely articles, and additional scientific research on the topics in the textbook (A2, K1). All reading materials, instructional content, and case studies were available online. I thought it would be

a fantastic strategy to encourage students' learning and participation (A4). Before the lecture, as part of the learning process, students studied the content of every chapter and participated in the web-supported test to examine students' understanding (A1, K2, K4). I also provided students with useful website links for animated movie assignments students can use (A2, A5, K4). I found that the sequences of applying several digital learning technologies were very useful and the outcome was a total success that developed the dynamic of the class as students expressed their increased intention to participate and engage in the lesson (V2). As I pursue integrating more digital learning strategies that meet the student's interests and needs into the lesson, I endeavour to officially undertake digital training courses to further develop and attend powerful digital learning strategies into my professional practice (V3).

Student Assessment Strategies:

The assessment of university students is one of today's most contentious topics. Providing feedback and designing assessments are essential components of measuring student learning (Sambell et al., 2012). Assessment and feedback are more focused on practice to promote student learning (Evans, 2013a). As an educator, I believe that evaluation is more about motivating pupils to learn than about scoring or marking their performance (Sambell et al., 2012). My assessment strategy is centred on learning outcomes (A3, K2, V2). Deep learning in education is often referred to it, as the teaching goal is comprehended by actively interacting through information (Nusche, 2008).

I believe when constructing a module, instead of focusing on the teaching materials, we need to consider what students need to learn (A3, V2).

Overall, grades for the module were assigned as follows:

Letter Grade	Description	Percentage	Grade points
A	Excellent	90-100	4.00
B+	Very Good	85-<89	3.50
B	Very Good	80-<85	3.00
C+	Good	75-<79	2.50
C	Good	70-<75	2.00
D+	Pass	65-<69	1.50
D	Pass	60-<65	1.00
F	Fail	Less than 60	0.00
I	Incomplete	-	-

In terms of the formative assessments, each exam and quiz (first, midterm and final) consisted of comprehensive short questions, true/false questions, and solving-based problems.

1. Theory

❖ Exams

- ✓ First Exam 10%
- ✓ Midterm 15%
- ✓ Final 35%

❖ Quiz

- ✓ First Quiz 2.5%
- ✓ Second Quiz 2.5%

❖ Homework (assignment) 5%

I consider setting assessment assignments that enhance learning as one way to assist students in achieving learning goals (Sambell et al., 2012) (A3, K2, V2). It is difficult to select the proper task. The best suggestion is to ensure that the approach used is appropriate to the learning result being tested.

❖ Student presentation 5%

Each group of two or three students was invited to select a research subject from a list supplied by me during the first week of the semester. This study may be visualized as an animated film. This film should illustrate the ecological idea in a very easy and straightforward manner (A4, A5, K4).

2. Practical exams and assignments 25%

- ❖ Practical midterm exam 10%
- ❖ Practical final exam 10%
- ❖ Lab reports & performance 5%

This approach is used as appropriate to the learning result being tested. For example, I adopted the observed performance evaluation approach since I was more concerned with the laboratory abilities of scientific students in assessing the practical part (A3, A4, K6, V1). They value not just students' knowledge and deep comprehension of the material, but also their transferrable abilities, such as communication and teamwork (V4).

I believe students' assignments and performance need summative feedback, and that is considered a crucial component of education and promoting student learning (McCarthy, 2017). A common flaw, in the term system, students receive marks and comments on their graded tests, presentations and

assignments when the semester ends to determine how well they did. Hence, I used incorporating feedback since it is another critical component of assessment design (Evans, 2013b) (A3, K2, V2). It is possible to combine a formative assessment with a summative evaluation that counts toward the mark and final degree to control students' progress and provide feedback; in fact, this is a preferable assessment method to traditional evaluation discipline, which often includes student work or tests and students receive marks when the module ends (Jonsson, 2013).

Evaluating the Course and Teaching:

I trust that in developing an effective practice, the evaluation process requires gathering and understanding detailed facts regarding the teaching approaches we adopt, as well as deciding what activities to take (Ramsden & Moses, 1992). In order to maximise capabilities, recognize accomplishments, and establish growth opportunities, it is necessary to monitor learning effectiveness continuously (Reddy & Andrade, 2010).

Feedback from students after the course was completed so that students have experienced the entire course before commenting on it. I consider it important to gain insight into the learner's perspective through feedback from students, and they are particularly prepared in making comments regarding presentation understanding, content pace, and access to online resources. In addition, It is common practice to receive accidental feedback in higher education learning_management, so using a specific review or asses methodology isn't necessary. A number of easily accessible statistics will be included, like the attendant rate, the passing and failing percentage, the advancement, changing programs or withdrawing numbers, as well as a mark or grade figures, and comments from external examiners or module reviewers.

In terms of approaches for receiving input from students, I applied questionnaires, which focus on the student's academic experiences, and are incredibly popular techniques for gathering input from students (Coffey & Gibbs, 2001) (A5, K5, K6). We received positive student feedback evaluations over the module in addition to some students' statements that also helped to determine what worked well and what could be improved in future classes.

Reflection on Future Practice

Where student interactions were identified in the process that "active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and supported by university learning communities" (Coates, 2007). I do not doubt that developing a learning environment that engages students requires scaling instructive, and scientific with organisational concerns as well

(Damoense, 2003) (A4, K6, V4). According to Coates (Coates, 2007), participation takes many forms, and understanding them is critical. Coates considered assessing learner involvement quantifies academic results, assesses students' engagement, and investigates students' engagement within the university.

Krause (Krause, 2005) commented on learner engagement "engagement refers to the time, energy and resources learners devote to activities designed to enhance learning at university. These activities typically range from a simple measure of time spent on campus or studying, to in- and out-of-class learning experiences that connect learners to their peers in educationally purposeful and meaningful ways" (p. 3). Hence, I postulate that increasing students' engagement requires encouraging and empowering them (Naidoo* & Jamieson, 2005) (V2). Understanding that the teaching environment promotes students' involvement (Damoense, 2003). Learning-oriented assessment has the potential to help us achieve this aim (Reddy & Andrade, 2010) (K6, V4).

Lastly, in my class, I strive to give equal attention to all students and getting to know and listen to them is the first step. I believe that developing my teaching methods requires a series of little actions aimed at clearly showing what I meant (A4, V1, V2). I feel I have evolved my theory of education based on my work. I realised that empowering learners, understanding, and talking, in addition, to listening to one another as reducing stress in the classroom (V1, V2).

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CHAPTER 4

PGCERT THE OBSERVATION FORM

Professional Observed	Lama Qasem	Date	3/11/21
Observer	Jason Harcourt	Attendees No.	6
Programme Title	Student Services Face-to-Face Support Hour	Programme level	4/ <u>5</u> /6/7
Venue	Student Services Help Desk	Duration	1 Hour

MODULE AIMS /LEARNING OUTCOMES

This is a student support session – the aim is to provide students with services designed to answer any queries they may have regarding their studies. Student Services staff run help desk sessions lasting an hour at a time to assist with this.

The outcomes of the support hour were achieved (A1, K3) and the students were able to:

1. Understand the attendance policy.
2. Apply for the National rail card.
3. Analyse their attendance record and produce a fully referenced one.
4. Understand how to pause their studies and financial implications.

TEACHING CHARACTERISTICS [*Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods*]

Each query while unique will usually relate to common themes, and the Student Services officer was well prepared for these queries (A2, K1).

The student services officer employed a range of teaching methods and resources (A1, K2).

PRESENTATION [*Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.*]

Throughout interactions with individuals, she maintained a professional and proactive approach which meant that the students felt that they had been given a high level of service (A2, V1).

TECHNIQUE AND AIDS [General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]

Face-to-face support operated at the help desk. She was careful to listen to the queries raised before making suggestions about how to resolve the issue (A2).

Students were encouraged to use their own devices/initiative where possible in order for them not just to have their query resolved but also give them the ability to solve further similar issues (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.]

Learners will often approach the officer at the Help Desk in a state of anxiety or agitation, and it is the job of the Student Services officer to firstly calm the student down by answering their query and resolving the issues they may have (A4, V1).

The six students who approached the desk during the observation period were satisfied that the Student Services officer had done all in their power to resolve the issues raised (A1, K3).

GENERAL [Was effective communication achieved? Was there good student - teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]

Overall, outcomes from interactions between the students and the Student Services officer were positive in that each student left the desk having had their issues either resolved or were pointed in the right direction to have their issue resolved (A1, K3).

EXAMPLES OF GOOD PRACTICE

One prime example of good practice was that the Student Services officer listened to the queries raised before suggesting solutions rather than interrupting and not letting the student finish what they had to say (V1). A further example was with the student raising an issue not related to the Student Services department – rather than saying this was not their area or making an incorrect suggestion the Student Services Officer suggested the student contact the Admissions department (K5, V2).

DEVELOPMENT AREAS/ACTION POINTS

IT WAS CLEAR THAT THE STUDENT SERVICE OFFICER IS STRONGLY INFORMED AND ALIGNED WITH ALL UWTSO POLICIES AND PRACTICES WHICH HAD A SIGNIFICANT IMPACT ON SUPPORTING STUDENTS (A2).

Observer (Name) Jason Harcourt

Date 3/11/21

Observed (Name) Lama Qasem

Date 03/11/2021

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).

During the course of the hour, six students approached the desk. The first student was concerned as she realised that she had made an error during the online enrolment. The Student Services officer was able to calm the student down and advised her that the Registry department will be able to amend this error and to contact the Registry team

during their designated hours to check that the error had been rectified. The student left satisfied that their query had been answered satisfactorily (A3, K2, V1).

Following this, two students approached the desk asking about the National rail card. The Student Services officer advised that they need to fill in the rail card form which was available for all students at the help desk and then the forms were signed by the student services officer who advised the students to take these forms to any train station to get their national rail cards. I think the Student Services officer maintained a professional and proactive attitude, which gave the students the impression that they had received excellent treatment (K1, A4).

The next query came from a student who wished to check his attendance for the term. The Student Services officer showed the student how to check his attendance on their phone using the MyDay app. I can see that the student left having gained the knowledge about checking his attendance and was happy (K4, V2).

Following this, a student approached the desk asking about the possibility to interrupt her studies due to personal reasons which have been impacting her study. The student services officer showed empathy and assured her that if she is temporarily unable to study, she can request an interruption of study and explained that interruption of study involves taking a complete break from study for an agreed period and what type of form she needs to fill in and advised the student before making any decision, it's important that she is aware of the support available to help students in their studies. I believe that spending time explaining to students how they can get various sorts of help on campus rather than supplying the requisite form to interrupt their studies provides a constructive learning and support atmosphere (K1).

One final student approached the desk and was concerned about applying for another program. The Student Services officer advised the student to speak to an Admissions team member during their support hours. I believe that offering effective methods for assisting students and guidance by describing what the student has to do and which department will be able to help, rather than declaring that the student services department is not responsible for submitting assignments, promotes efficient support to learners. (A3, K2).

As a whole, the student services officer demonstrated attention to individual learners as well as varied learning groups (V1). She also employed proper approaches to assist students (K2) and made use of valuable relevant learning technologies(K4).

PGCERT THE OBSERVATION FORM

Professional Observed	Lama Qasem	Date	13/09/2022
Observer	Junior Richard	Attendees No.	5
Programme Title	Student Services support	Programme level	4/5/6/7
Venue	Winchester House- London Campus	Duration	15:00- 16:00

MODULE AIMS /LEARNING OUTCOMES

The help desk support session is designed to provide guidance and direction, expert support, and well-being advice and support to help all students on campus.

Upon completing the support session, students were able to:

- Understand how to apply for a student loan.
- Analyse their attendance record and produce a fully referenced, appropriately structured academic report through MyDay.
- Understand the attendance policy.
- Access to student letters through MyTSD.
- Reflect on their learning using university guidance.

TEACHING CHARACTERISTICS *[Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods]*

Good structured and centred around students in which learners' engagement is stimulated (A2, K1).

The content was relevant and presented in sufficient learning time (A2).

The student services officer used a variety of learning methods and materials (e.g. technology, visuals) (A1, K2).

PRESENTATION *[Beginning class, introduction, continuity with other sessions, students prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.]*

The timing was adequate for all student's levels and needs (A2, V1).

The student services officer gave each student equal attention (V1).

The explanations and guides were concise, straightforward, and correct (A2, K1).

TECHNIQUE AND AIDS *[General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, and instructions to students.]*

She utilised a variety of learning methods and materials (e.g. technology, visuals) (K4).

The instructions to students were clear and simple (A2).

The type and quantity of student services officer feedback were both effective (K5).

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.]

There was a proper balance between student services officers' and students' discussions. (A1, K3).

The student had plenty of time to express and explain their requests (V2).

The general support desk atmosphere was comprehensive and confiding where students feel their views are valued and heard (A4, V1).

GENERAL [Was effective communication achieved? Was there good student-teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]

The student services officer encouraged students to express their thoughts and allocated her attention evenly.

The students were tranquil and comfortable (V2).

The student services officer was responsive to the student's abilities and difficulties (A2, V1).

The outcomes of the support hour were achieved (A1, K3).

EXAMPLES OF GOOD PRACTICE

The student service officer's ability to utilise feedback during the student support sessions was one of her primary strengths (K5). She always kept a positive attitude, and her corrections did not impede the students' engagement (V2).

DEVELOPMENT AREAS/ACTION POINTS

The fact that the student services officer was trained as a mental health first aider had a great impact on her skills to help students feel better, tackle various issues, and guide them to seek further assistance (A5, V2).

Observer (Name) Junior Richard

Date 13/09/2022

Observed (Name) Lama Qasem

Date 13/09/2022

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).

There were 5 students who came to the help desk on the day I observed. The Student Services helpdesk is located in Winchester House at London Campus. There are 3 Hours of face-to-face student support held on campus daily. The support is to help all students on campus and focuses on guiding students to appropriate departments for specific queries.

The student services officer began the support session by advising a student who was quite anxious because he has made a mistake on his student finance application and put the wrong intake he was seeking help and advice on how to change this mistake and how long will it take, the student services officer tried to calm the student down and assure to him that the university would be able to contact the student finance company and amend this mistake and he needs to check that with the finance team during their support hours (A3, K2, V1). I can see how explaining the solution appropriately to the student can be very supportive (A2). A few minutes later, two students came and were wondering how they can check their attendance, the student services officer asked them if they have the MyDay portal on their mobile phones and advised them to log into MyDay, then go to the green tile called Attendance and select the date range and they saw a breakdown of their attendance for each class. Another student came on later and request a council tax exemption letter, the student services officer advised that students can get this letter and other letters like bank and enrolment letters by themselves without any delay and all that he needs to access these letters by login with his university details into MyTSD and under Enrolment details these letters can be found on the right-hand side and showed all these required steps to the student on the computer at the helpdesk (K4). I think spending time and showing students how they can view their attendance or access letters instead of providing instructions promote students' interaction and build a constructive teaching atmosphere (K1).

The final student who came before the end of the support session was not sure where to go and whom to ask about submitting his assignments as he did not know how to do it, the student services officer explained to him that needs to contact the assessments team who should be able to help further and provided all their contact details and also guided him to the assessments help desk. I think providing effective approaches to support students and guidance by explaining what the student needs to do and which department will be able to help instead of stating that the student services department is not responsible for submitting assignments is promoting efficient support to learners (A3, K2).

Overall, the student services officer used appropriate methods for supporting students (K2) and valued appropriate learning technologies (K4). In addition, she showed equal attention to all individuals and various groups (V2). I believe using different approaches allowed students to seek advice and get support at a level they feel comfortable with (V2).

PGCERT THE OBSERVATION FORM

Professional Observed	Anita Nan	Date	19/07/2022
Observer	Lama Qasem	Attendees No.	25
Programme Title	Certificate in Higher Education	Programme level	<u>4</u> /5/6/7
Venue	Salisbury House- London Campus	Duration	13:45- 15:45 (2 Hours)

MODULE AIMS / LEARNING OUTCOMES

The module is designed for level 4 students and focuses on introducing students to effective team working and communication skills.

Learning outcomes were achieved and students were able to:

1. Explain Belbin's team theory.
2. Discuss several effective teamwork strategies.
3. Define and explain different types of communication.
4. Understand situational leadership theory.

TEACHING CHARACTERISTICS [*Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods*]

The lecturer was well prepared and the lesson is organized.

Learning objectives were distinct and achieved by the end of the lesson (A2, K1).
The specific objective that was attained (K2).

The lecturer had a lesson plan that was well-developed and used a variety of teaching methods (A1, K2). Appropriate learning materials (e.g. board, computer, videos) were used (A4, K4).

PRESENTATION [*Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.*]

Class speed and timing were adequate for the student's levels and needs (A2, V1).

The explanations were concise, straightforward, and clear (A2, K1).

The lecturer asked students if they had any questions concerning the previous session (A3).

The lesson began with the lecturer showing the students the lesson objectives (A1).

The lecturer gave each student an equal amount of her attention and mostly served as a discussion facilitator in the class (V1).

The lecturer used PowerPoint presentations and videos (K4). The slides were very clear and informative and seemed to be very useful to the students.

The lecturer wrote a few questions and asked the students to provide answers while watching a YouTube video (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.]

Learning activities were contextualised (A2).

The feedback provided to students was clear and appropriate (K5).

There was a good balance of structured activities and open-ended questions (A3, K5).

The lecturer mostly served as a discussion facilitator in the class, which made the lesson student-centred (A1, A4).

The lecturer used a wide range of techniques when asking questions. Some include: nominating students and asking the whole class (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 GENERAL CLASS ATMOSPHERE WAS INCLUSIVE AND TRUSTING AND STUDENTS FEEL THEIR VIEWS ARE VALUED AND HEARD (A4, V1).

THE LEVEL OF STUDENTS' PARTICIPATION WAS VERY GOOD (V2).

A GOOD BALANCE BETWEEN TEACHER TALKING TIME AND STUDENTS' TALKING TIME WAS ACHIEVED (A1, K3).

STUDENTS WERE GIVEN TIME TO EXPRESS THEIR THOUGHTS VERBALLY AND IN WRITING (V2).

GENERAL [Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]	
The lecturer encouraged students' interaction and ensured that all benefited of her support (A4, V1). The students were relaxed and comfortable (V2). The lecturer was responsive to the student's needs and the lecture catered for different learning styles (A2, V1). The lecturer used a variety of teaching methods and appropriate learning materials (K2). The objectives of the lesson were achieved (A1, K3).	
EXAMPLES OF GOOD PRACTICE PROVIDING FEEDBACK AND MONITORING STUDENTS THROUGHOUT THE LESSON WERE TWO OF HER PRIMARY ASSETS (K5). IN ADDITION, SHE WAS CONSTANTLY POSITIVE, AND HER CORRECTIONS DID NOT IMPEDE THE STUDENT'S ENGAGEMENT (V2).	
DEVELOPMENT AREAS/ ACTION POINTS The lecturer used appropriate digital learning methods and there was clear evidence of using professional teaching activities but I assume using more digital learning technologies (i.e. online practice quizzing, and an electronic copy of the textbook and scientific research papers) would help more to facilitate students' learning and engagement (A2, K4).	
Observer (Name) Lama Qasem	Date 19/07/2022
Oberservee (Name) Anita Nan	Date: 19/07/2022

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). On the day of my observation, 25 students attended the class which is based at Salisbury House on London Campus. The module is 20-credit and the module is designed for level 4 students and focuses on introducing students to effective team
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working and communication skills. The lecturer began the lecture by showing students the learning objectives and the lesson plan (A1, K1). I believe that keeping students informed of what to expect during class might be beneficial (K2). Everyone followed an overview to remain on track and complete the lesson as intended. Students could participate more actively in the lesson if the lesson plan is shared with them openly. After writing the tasks on the board, the lecturer asked students if they had any questions concerning their previous session, their group project, and if they have worked on their presentations. I assume allocating time to check with students about their preparations, and letting them know that academic support is available on campus to all students provide a positive atmosphere (A2, K3, V1). Throughout the discussion, the lecturer can identify which students still need help before the term is over and students can transfer their ideas (K5, V2).

To adapt to the student's needs, the lecturer used PowerPoint presentations and videos (K4). The presentation was about Belbin's team roles and strategies used for effective teamwork. After going through the lesson, the teacher asked the assigned groups whether they are a team yet while working on the group presentation (A4, K5, V2). In addition, she asked how many of them have sent information to students who have been absent. Students seemed willing to speak when asked as a whole group (A2, K2, V2). The students were transparent and genuine about their preparations and performances (K3). I think the discussion with students about their presentations is very engaging and helpful to the students (A4, K5). Later in the lesson, the lecturer then wrote a few questions and asked students to provide answers while watching a YouTube video that corresponded with the situational leadership theory they had to research (K4). The students were allocated 10 minutes to answer the questions. asked to write their answers for a couple of minutes. The discussion which followed was interesting because the lecturer elicited the meaning of the situational leadership theory and the four leadership styles. I think the way the lecturer dealt with students when no one provided the correct answer was a very effective and compelling method to facilitate the student's contribution to the lesson (K5, V2). The ability to provide opinions and ideas during class discussions is one that university students must possess. 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 assignments (A1, A3, K1, K5).

Generally, class discussions were clearly centered around the students, with the lecturer facilitating them (A4, V2). Both oral and written expression was encouraged among the students (V2). The lecturer used a wide range of techniques when asking questions. Some include: nominating students and asking the whole class (A3, K5). With all these approaches, the students looked engaged in the lesson, and it felt like the lesson was going smoothly. I believe that having a range of activities allowed the majority of the students to engage at a level they feel comfortable with (V2).

Chapter 5

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

Event 1: Mental Health First Aid coaching course (MHFA)

Recently I went to the mental health first aid coaching program (MHFA) from 3rd -6th August 2020.

Connect is a new project that has recently been initiated at the University of Wales Trinity Saint David (UWTSD). The target of the project was to raise well-being among the individuals and reduce isolation and loneliness among them (V1). In connection with the project, a training course was provided to develop a team of staff representing a variety of student-facing roles to provide better support to students at risk of social isolation and loneliness and students with low self-esteem, poor well-being and those at risk of dropping out of university (K6, V1, V4). All support staff were welcome to attend the training as it is intended to improve student's social skills, mental health and wellbeing, which is obviously an ongoing concern during the Covid-19 pandemic and beyond (A5).

Live interactive sessions (using Zoom) and individual learning were incorporated into the online course (A4, K4). Four live sessions were given in the course by an instructor member at MHFA England. Before the live sessions, they were to be completed outside of them and in advance of those sessions. Individual learning was a mix of videos, reading and workbook activities (A2, K4, V2).

The first session began with two short trigger videos followed by a structured discussion to provide an overview of mental health and factors affecting wellbeing (A2, K5, V3). The second session provided skills to identify mental health issues and their triggers. During the third session, participants gained knowledge on how to assist people to regain their well-being through self-help websites, educational sites, the NHS, or a combination of these, of these, such as parental involvement, caretakers, and other organisations when necessary (A5, K6, V4).

In our last session, we discussed the project objectives, what we hope the staff and student connectors will do throughout it and the existing university support system for students, and how to handle disclosures (crisis and non-crisis) when they occur. Lastly, the instructor provided an update on where we are with our website and when student peers will be able to help each other (A4, K4, V1).

It was a great course and I found it very useful (K1, V1). The training for Connect explained the Connect Project within the university in greater detail. Additionally, I gained skills to help students feel better, tackle various issues, and guide them to seek further assistance (A5, V2).

Further, having completed the MHFA England course, I am now part of the community of over half a million people in England - and 3 million people globally – that are working together to create a society in which everyone can thrive (V3, V4).

Event 2: Creating Accessible Content training course

Lately, I attended Creating Accessible Content training e-learning course on 25th February 2022.

Since September 2020, all content made available online should follow the law by "the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018" (Bodies, 2021), created upon the current requirements of the Equality Act 2010. The regulations lay out minimum requirements for the accessibility of online content (K4, V2). Therefore, the University has to be compliant with accessibility standards on its websites, intranets, and mobile applications, including Moodle (K4, V1).

Hence, this new online training course is mandatory for all staff members who create content that is accessible online to students, staff, or other stakeholders (A2).

It took around 30 minutes for the participant to complete this module. There was no test at the end, the module is complete when the participant has completed all the sections.

Throughout the course, we explored how to make our content more accessible and compliant with the regulations (A4, K4, V1).

The course covered the following topics:

- Text (i.e. Styles, Fonts & sizes, Alignment, Bold, Links, How to create a hyperlink, Language, Navigation, Lists, Columns, Tables, Format).
- Visuals (i.e. Colour Contrast, Background, Use of colour, Alt text, Image quality).
- Presentations (i.e. Slide layout, Fonts & Size, Bullet Lists, Animations, Format).
- Moodle (Page structure, Content, Turnitin Feedback).
- Audio-visuals (i.e. Captions, Transcripts, Describing Actions).
- Useful resources

Each section included guidelines on creating content compatible with assistive tools and improving readability for everyone along with examples to practice (K4, V1, V2). Finally, there were some useful resources. External resources were compiled for participants who wanted to learn more about digital accessibility (A4, K2).

It was excellent training, and I found it to be highly applicable to professional operations (A5). The training for Creating Accessible Content was a chance for me to learn more about how accessibility is required by law and what is the legal obligation for universities (A5, K6, V4).

Furthermore, this training gave me the information and abilities I needed to generate material that is both accessible and compliant with legal standards, resulting in a more inclusive atmosphere (A4, K4, V2).

The training directed employees to further resources and addressed a variety of content types that we would need to develop in the future (A5, V3).

This training assists employees in getting official acknowledgement for quality upgraded ways to reduce barriers when digital accessibility is concerned with developing and generating material that can be utilised by the broadest possible audience, including individuals with impairments or who are neurodivergent and may rely on assistive technology to access online information (A4, K4, V1, V4).

Event 3: Information Security Awareness training course

Recently I attended the Information Security Awareness training e-learning course on 13th April 2022.

We should all be aware that threats can come from anywhere. When it comes to Information Security (A5, K6). Even if your firewall is tight and you are careful, an information breach is always possible. Technology and the methods by which we access our data are constantly evolving so we must constantly be aware of the ways in which our methods for keeping information secure will need to evolve as well (V3).

Throughout the course, we looked in more detail at the format these threats take, why our institution may be vulnerable and explained how we can take actions to keep our information safe (K6).

The course is mandatory and available for all staff members within the university. It takes 1 hour to complete all sections one at a time. To complete the course participant must undertake a short test at the end and which helps to reinforce awareness and understanding (A3, K5).

The course covered the following subjects:

- The information access and sharing.
- The implications of information security.
- Practical safety and best practices.
- Hazards and defence.
- Phishing attacks.
- Working away from the office.
- Cloud technology.
- Using your own laptop.
- Your obligations and how you can contribute to information security.
- Essential regulation.

Each section began with a few questions to examine how much do we know about the topic followed by a structured discussion to provide an overview of it. After completing each subject a recap of what the participant covered was provided in addition to a short quiz (A3, K5).

It was a great course and I found it very relevant to professional practices (A5). In addition to learning more about how GDPR can affect my role, I also learned about Freedom of Information and Data Protection. It was an opportunity to remember that the university is bound by legislation, laws and policies, which means that a security breach or loss of data can develop in the legal process and fines (A5, K6).

Additionally, it provided an opportunity to gain assurance on my existing approach or processes and to refresh my knowledge in this area (A2, K1).

Further, the training stressed that all staff members should be vigilant at all times since universities and other institutions are physically much more accessible to thieves than many other types of grouping (K6, V4).

Chapter 6

Evidence of 40 hours of learning support: Lama Qasem's support hours:

Date	Time	Type of support
11/10/2021	15:00- 16:00	On the phone
12/10/2021	15:00- 16:00	On the phone
13/10/2021	15:00- 16:00	Face to face
14/10/2021	15:00- 16:00	Face to face
15/10/2021	15:00- 16:00	Face to face
18/10/2021	15:00- 16:00	On the phone
19/10/2021	15:00- 16:00	On the phone
20/10/2021	15:00- 16:00	Face to face
21/10/2021	15:00- 16:00	Face to face
22/10/2021	15:00- 16:00	Face to face
25/10/2021	15:00- 16:00	On the phone
26/10/2021	15:00- 16:00	On the phone
27/10/2021	15:00- 16:00	Face to face
28/10/2021	15:00- 16:00	Face to face
29/10/2021	15:00- 16:00	Face to face
01/11/2021	15:00- 16:00	On the phone
02/11/2021	15:00- 16:00	On the phone
03/11/2021	15:00- 16:00	Face to face
04/11/2021	15:00- 16:00	Face to face
05/11/2021	15:00- 16:00	Face to face
08/11/2021	15:00- 16:00	On the phone
09/11/2021	15:00- 16:00	On the phone
10/11/2021	15:00- 16:00	Face to face
11/11/2021	15:00- 16:00	Face to face
12/11/2021	15:00- 16:00	Face to face
15/11/2021	15:00- 16:00	On the phone
16/11/2021	15:00- 16:00	On the phone
17/11/2021	15:00- 16:00	Face to face
18/11/2021	15:00- 16:00	Face to face
19/11/2021	15:00- 16:00	Face to face
22/11/2021	15:00- 16:00	On the phone
23/11/2021	15:00- 16:00	On the phone
24/11/2021	15:00- 16:00	Face to face
25/11/2021	15:00- 16:00	Face to face
26/11/2021	15:00- 16:00	Face to face
29/11/2021	15:00- 16:00	On the phone
30/11/2021	15:00- 16:00	On the phone
01/12/2021	15:00- 16:00	Face to face
02/12/2021	15:00- 16:00	Face to face
02/12/2021	15:00- 16:00	Face to face

Approved by Line manager: Tanya Pashchuk

Tanya P

Chapter 7

Appendix

The Basic Ecology module objectives are:

1. Introducing students to ecology's key concepts and principles.
2. Gaining an understanding of how biomes are distributed, how populations are distributed, and how abundance patterns are determined.
3. Understanding the dynamics and densities of community growth.
4. Designing laboratory experiments and field tests and interpreting data based on ecological facts.
5. Study different ecological principles in a simplified manner.
6. Making use of the new software and the internet to teach students an interesting and updated way of explaining an environmental issue.
7. Provide an overview of fieldwork and introduces simple techniques used by ecologists

Learning outcomes:

The course provided students with the opportunity to:

1. Understand and identify the concepts discussed in each chapter of the book
2. Analyze the variation in biomes at a large scale.
3. Analyze the distribution of individuals across a habitat by sampling a population of living plants/ animals.
4. Measure survival patterns.
5. Describe survivorship curves of different types.
6. Establish a distinction between the selection of R and K.
7. Analyze the interactions between animals and plants, the niches they occupy, and the competition they face.
8. Measure the ecological equations using Excel software.
9. Provide a summary of recent scientific papers related to subjects discussed during the course.

10. The following questions were answered by students:

- How are ecological organizations classified?
- What components control the population growth rate?
- What are the patterns of climatic change?
- How can different environmental factors affect the performance and abundance of organisms?
- What is optimal foraging theory in living organisms?
- What are the differences between distributions of populations on small and large scales?
- How can you measure rates of population change?
- How can predators, parasites, and pathogens affect the abundance, distribution, and structure of prey and host populations?