

PCET

The Teaching Toolkit 2

ECPT6007

Part 2

For my reflective account I am using Gibbs' reflection cycle from 1988. Applying that framework I will reflect firstly on the process of writing and developing a curriculum, secondly my engagement with the peer review process. Using Gibbs' the structure for my reflection is based on describing what happened as well as my initial reactions, to then evaluate the experience in those two settings and consider action points for the future.

1. Reflections on the professional learning gained as a result of being asked to design a curriculum.

For my curriculum I designed and planned a 20 credit module for the current Contemporary Dialogues MA program that is delivered at UWTSD in Swansea. Designing this curriculum was a challenging exercise. Previously we have done assignments that required to use some of the tools that we have been learning throughout the PCET course. For example, as part of the Teaching Toolkit 1 we needed to design and deliver a micro-teaching session. Some of the resources that we used for that included lesson planning, delivery, use of a range of teaching strategies depending on learners' needs amongst others. However, in this instance to actually design a curriculum I needed to use in a holistic way almost all the tools that we have been learning throughout the PCET course. In this instance, rather than focusing on one or two aspects - like the aforementioned case of micro-teaching we needed to consider a wide range of tools and how they fit together. That implied taking into account, teaching strategies, lesson planning, developing resources, scheme of work, best practice, alignment with professional standards, assessment

strategies, inclusivity, learning needs, using technologies throughout learning amongst others. The difficulty for me was not only in deploying all of them to design the curriculum, but to integrate them within a current program in a way that facilitates learners engagement and education. It felt to me like creating the pieces of an unknown puzzle from scratch.

One of the first requirements to develop this curriculum was to provide a clear rationale and justify the need for it. In my case that meant to identify an area within my field, art and photography, and to think about a module that I thought was missing with the current programme and what this module could be adding to level 7 learners' education. To do that I had to do research into the university regulations, and MA Contemporary Dialogues handbook to understand how the course was structured and the way in which it was delivered. But also to establish the skills that learners at level 7 should be developing like critical thinking and analysis. Then I needed to identify a topic that deals with our contemporary condition and therefore is relevant for learners where they will develop a range of transferable skills.

Some of the difficulties designing a module for this MA is that there are 9 different pathways that learners can choose from. Therefore this module needs to have an interdisciplinary approach to engage learners and be wide ranging but also specific enough that it does not lose focus. That is why I concentrated on the developing a program looking into the logic behind archives, collections, and AI as systems of knowledge. In that way developing critical thinking skills that learners can use and adapt depending on their field and practices. After developing the curriculum I am still unsure how it will work in practice, but that is something that you can only learn

through actually doing it, almost like action research. Therefore delivering the module and getting feedback from learners in terms of the relevance for the different pathways.

Another aspect that I found challenging was designing an actual scheme of work. I am aware that this is an important resource and I had no problem in creating an overview of what can be learned throughout the module. My problem resided more in the actual breakdown of that scheme of work. This has to do with my personal way of working since I usually create an overview of a module that I will be teaching but then when I begin the actual teaching I adjust slightly the content of the sessions. So usually the decisions around it are taken and developed as I go along the delivery of the actual module. Also because of my indecisive nature and deciding beforehand all the aspects of the content of the module seem too restrictive.

Designing a curriculum has been a positive learning experience. One in which I learned to integrate a broad range of tools that we have been covering as part of the PCET course. One of the challenges was to create a detailed scheme of work, which is an aspect that I still need to improve. This implies making more decisions about the content before the actual delivery.

2. Reflections on the feedback obtained as part of the peer review process itself.

As part of the peer review process I received feedback for my curriculum which was mostly positive, constructive and contained useful suggestions. Below I will be cover the five points addressed in the review.

Clear justification for the proposed curriculum and appropriate target audience.

One of the reviewers stated that transferable skills such as critical thinking and analysis need to be demonstrated by learners at level 7 and therefore the content was appropriate to target audience. I agree with this comment and that was an important factor that I had in mind when developing this curriculum. Another reviewer suggested that I needed more back up to give validity to the module. The reviewer focused mostly on validity based on ethics and AI in the context of art and pointing at the current debate around training datasets that rely on previous artworks. However the focus of the module is not based on the application of AI within art, but rather to consider how different systems such as archives, collections, atlases, or AI organise knowledge. The ethical aspect is important but it also depends on context. The focus of the module is more an overview and general approach rather than a specific case. A different reviewer suggested to condense the module title. I agree that it is a long title, however I think it is necessary to offer a small summary of what the module is about.

Aims and objectives for the curriculum.

One of the reviewers stated that it was a good detailed curriculum with clear aims. This curriculum uses Blooms hierarchy cognitive levels, identification, discussion, then discussion to finally have a critical evaluation to formulate. Another reviewer made the suggestion that learning outcomes could be more specific and more clarification on how they will be achieved through the sessions was needed. I agree with this comment, since I found it difficult to align them, but that is part of the learning experience and it will become easier with more practice.

One of the reviewers stated that the session provided opportunity for discussion in groups encouraging students to think critically and therefore questioning their existing knowledge and consider different viewpoints. The same reviewer also pointed out that the mixture of learning activities was excellent and this is in line with Mumford and Honey (1986) learning styles. The same reviewer also stated that there was a good incorporation of formative assessment within the sessions. This is an important aspect of the curriculum that I developed and is based on the role of feedback as a tool for students that allows them to 'benefit from the views of other people about their work' (Ashwin, et al., 2020, p. 295). A different reviewer suggested that descriptions for each week were brief and the scheme of work needed more detail. I agree with this point and I have acknowledge that was a difficult task when designing the curriculum. The same reviewer also mentioned that assessment is not covered within the curriculum, but that is an element that appears in the sow and that will be discussed during the introduction. Not only it appears within the curriculum but it is also explained in detail in the assessment section. Since I was following on Reece and Walker when they highlight the importance of assessment to keep students engaged, motivated and reinforce learning (2007, p. 323).

Professional standards and benchmarking

The feedback received was that there were good links to professional standards but no mention of quality benchmark within the University setting. That is an aspect that I did not cover in my essay and I will take into account in the future.

Scheme of work

One reviewer suggested that more detail was needed for each of the sessions. Since only the ones with the lesson plan seemed to have that level of detail. Also to include learning objectives to detail what would be covered in those sections.

Another reviewer pointed out that learning outcomes for the lesson plan could be clearer. I agree with this point, however because of the nature of this multidisciplinary course that includes 9 pathways it is difficult to maintain the balance in the sense that is not too broad or too specific. There was also a suggestion that essential and further reading was not tied in with the content, and that it could be clearer on what resources would be beneficial and when. I disagree with this comment, I think it comes from a place of not knowing this subject area. The resources are mostly contemporary and up to date, including the latest exhibition and academic writing around it. Those are combined with key classical texts within the field. All these resources will be explained and introduced throughout the module and part of their reading material.

Overall receiving feedback for my curriculum design has been very constructive and pointed out a few issues that can be improved such as having clearer aims and learning outcomes and providing a more detailed scheme of work.

Word count: 1651 words

REFERENCE LIST

Ashwin, P. et al. (2020) *Reflective Teaching in Higher Education*. London: Bloomsbury Academic.

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Honey, P. and Mumford, A. (1986) *The Manual of Learning Styles*. Maidenhead: Peter Honey Publications.

Race, P. (2019) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching. 5th Edition*. Tyne and Wear: Business Education Publishers Ltd.

Reece, I. and Walker, S. (2007) *Teaching, Training and Learning: A Practical Guide. 6th edition*. Tyne and Wear: Business Education Publishers.

Peer Review Feedback

Curriculum number: 3

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

There is a clear rationale and justification for this hotel and hospitality leadership essential program. The student has identified a potential gap and as a result proposed a micro credential short course. In certain cases, it gives the impression that the justification is too descriptive. For example, it claims to be adding value to the current program within HE and this specific sector, but without saying how that value is being added. This applies throughout the assignment there are instances where there is too much description about how the course is aligned within the current programs and the Future Generation Act in Wales but without explaining how it is going to be achieved.

The aims and objectives for the curriculum are appropriate for the topic and learning group

The aims and outcomes for this module feel a little bit too broad. They still need to be reworked further, it would help if the aims and outcomes were more specific. It tries to cover too many topics in a short course.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The curriculum has a suitable structure. The curriculum is very broad in terms of the topics covered within this course. Maybe this is standard within this sector and at level 4 which is more an introduction. However, it would be beneficial to focus on not so many aspects and be more specific allowing to go into a bit depth on those topics. In that sense, creating to a certain degree a level of specialism.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

There is a clear justification in terms of benchmarking statements and professional standards have been acknowledged throughout and applied to this course.

Comments on the scheme of work that was designed.

A SOW has been provided, but sometimes there is duplication of information. For example, there seems to be a crossover with section 5 'topics for the curriculum' and with section 6 'week by week timetable'. Maybe in the future consider collapsing the information in one to avoid this issue. The lesson plan is clear but there is no way of comparing it against the PowerPoint presentations, since those have not been provided. It would have been useful to have those to see how the learning objectives and aims were met through the presentation of the material.

Anything else that you would like to comment on?

Overall, this curriculum has been contextualised very well within higher education and identified a potential gap that needs to be covered. It could have been useful to think as well about the potential skills that will be needed in that sector in the near future. Another aspect that came to mind is that this course tackles mostly organisational and management skills. However, the hospitality sector relies on human resources and sometimes managers lack emotional intelligence skills that become very important when you are dealing with a large group of workers that have mostly a customer facing role. Since these type of jobs in which you are 'serving' people can be emotionally draining from some workers. Also, in the curriculum there are spelling mistakes and repetition of words that could have been avoided with proofreading.

Peer Review Feedback

Curriculum number: 6

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

A clear justification has been provided for the proposed curriculum. The student has identified the target audience for this course, who are current social workers that are involved in education and supporting student social workers on practice placements. The rationale for the curriculum is well thought and contextualised within the field. It is explained very clearly why this course is needed and it is not actually provided by any HE institutions. Furthermore, the student has done primary research to address the gap in the current education sector for this course but also to find out if actual social workers would be interested in doing this refresher course. Well done!

The aims and objectives for the curriculum are appropriate for the topic and learning group

The aim and outcomes are appropriate for the topic and learning group. Maybe something to think about this course is that probably it would attract social workers from different contexts. Therefore, one the challenges would be to keep them engaged with the content of the sessions. Therefore, some of the learning strategies and materials will need to be adjusted depending on the group.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The curriculum has a suitable structure. A SOW has been provided. My concern is that it gave me the impression that the course aimed to cover a broad range of material in a short period of time. The course is proposed as 10 sessions during a 5 week period. It feels to me like an intense course, maybe think about extending it for a longer period of time. So, students have time to assimilate and apply some of the knowledge acquired in the sessions.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

There is a clear justification in terms of benchmarking statements and professional standards have been acknowledge throughout and applied to this course.

Comments on the scheme of work that was designed.

A clear scheme of work has been provided. The lesson plan is clear, and it covers all the points addressed on the PowerPoint. In terms of the PowerPoint provided for the Welsh context, it gave the impression that too much time was spent on explaining what it means to be Welsh, or Welsh nationality but not so much how that context applies to the social worker's sector. That is the impression that I had from the slides, however it might be that the person doing the course will go into more details and nuances than what is allowed to be seen in the PowerPoint.

Anything else that you would like to comment on?

Overall, this curriculum has been well thought, a clear rationale and justification has been provided. There is a gap in the market and the need for this refresher course. In that sense, it feels very current and relevant. Furthermore, the presentation of the material is very good, referencing conventions have been used throughout the text. Well done this is a very good proposal.

Peer Review Feedback

Curriculum number: 9

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

A clear justification has been provided for the proposed curriculum. It is very well contextualised, the curriculum comes from a personal experience since the student has their own children with ADHD and it relates as well to the current legislation in Wales. Further placing this course within current local authorities and the need of addressing ADHD within education. Using that background the student identified a gap and proposed a course for it. In this case this course is aimed at parents who have children with ADHD so they know what it consists of, and what they can do best to support their children and themselves.

The aims and objectives for the curriculum are appropriate for the topic and learning group

They are appropriate. However, I have the impression that the learners will come from a varied background and as a result the ways the curriculum are delivered might need to be adjusted accordingly.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The proposed curriculum has a suitable structure that addresses the topic and tries to adjust as much as possible to the individuals that this course is taught. There is a clear logic into the sequence that the material is delivered. The inclusion of different facilitators to deliver the course, as well as an NHS nurse that will explain ADHD and the resources available from a healthcare perspective. However, it could have been useful to state the age group that this course is referring to. It seems that information is missing from the curriculum.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

Professional standards were addressed in the lesson plan. However, it gives the impression that they have been provided in there but not actually articulated how those are met within the session. In the future, link those professional standards with the strategies that you are using in the classroom. In that way you provide the evidence of how you are using them.

Comments on the scheme of work that was designed.

Instead of a scheme of work a sessional overview of content for each week with outcomes was created. The information presented in there was clear with a scheme providing detailing information about what will be covered in each of the sessions. Furthermore, it detailed when it will be delivered, duration, location, and assessment. Overall, the scheme of work was well designed for this ADHD parent workshop.

Anything else that you would like to comment on?

Overall, this is a very well thought curriculum that is needed within the Welsh education system. However, there are times where the curriculum proposal seems a bit too wordy, or it is a bit repetitive in terms of the ideas expressed. Maybe in the future consider synthetising it a bit further.