

Fellowship

Supporting Statement Template

Your Name	Yolanda Rendón Guerrero
Institution/organisation/other	Assistive Technologies Innovation Centre (ATiC), University of Wales Trinity Saint David (UWTSD)
Job Title	Innovation Fellow
Email address	y.rendon-querrero@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellow (FHEA). Fellowship reference: PR275879
Relationship to Applicant	Work colleague
How long have you worked with the applicant (insert dates)	September 2020 - present
Declaration	In submitting your supporting statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above. Date: 29 July 2024 

Supporting Statement

Please provide your statement to support the applicant's submission for Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

In completing this supporting statement you are confirming that you have read the Guidance for referees. In addition to Descriptor 2 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the requirements of Fellow.

Two sides of A4 will normally be sufficient for this category of Fellowship.

My own experience of Yajie's recent HE practice:

Yajie's teaching experience in Biomechanics, Human Factors and 3D Kinematics, includes lecturing in different programmes (Level 7) and supervising students. Following an integrated approach, she designs lessons on human factors in collaboration with the course coordinator (A1, K1, K6). Her role within ATiC allows her to expand knowledge in her subject bringing examples and experience to the classroom on cutting-edge technologies and research practices. In addition, she takes on new responsibilities, equipment and technologies to be used in her field of research, which often requires further training or attending conferences, putting her in a strong position to share this knowledge with others. For example, she has taken training to be a Research Degree Student Supervisor (Level 2: Advisor, Supervisor, Director of Studies, Examiner) at UWTSD (A5, K1, V3). And she is committed to equality and inclusion in the classroom and workforce. For example, she mentors people to help them identify job opportunities based on their curriculum (V2, V3).

My own involvement in peer observation of Yajie's teaching and/or support of learning:

Yajie demonstrates respect for individual learners and diverse learning communities, adapting the content and delivery of her lessons to different cohorts (A1, V1). Her professional experiences and background, also having lived, studied and worked in multiple countries, help her sympathise with learners and define an integrated and inclusive teaching style (A2, V2). Yajie adapts her lessons to different formats to contextualise learning to different circumstances and learner cohorts (A2, K3). For example, she provides extensive examples and includes activities as part of her delivery to facilitate various learning styles and she articulates new knowledge to learners in a way that will be relevant to their level of skills and subject knowledge (A1, V4). Yajie demonstrates awareness of learner progress during lessons based on learners' understanding of the content being delivered and the significance of the learning environment (A3). For example, she would take more time with a Q&A session if learners seem engaged with it and are still questioning the material being delivered; or she would



tailor the questions right after showing the video of a demo to assess the level of knowledge retained by learners (A4, K5). Yajie highly values peer support and reflects on conversations and feedback received from colleagues about the opportunities we identify as her teaching style continues to develop (K2). She is also very conscientious about the importance of obtaining feedback from students to improve her lessons, as well as of quality assurance and enhancement procedures (K5, K6).

Yajie's innovative practice and/or contribution to developments within her discipline:

Yajie adapts the learning materials to respect the background, level of knowledge in the subject and academic ambitions that learners have (A1, K3, V1, V4). For example, she references Bloom's Taxonomy to address the importance of coordinating learning with industry for master students (A1, K3, V1). With students from master and doctoral level who are expected to commit to self-learning, Yajie shares further material, such as information taken from lectures and/or webinars through a shared document and reading lists using virtual learning environments (VLE), such as MS Teams (A2, K1, K4, V3). Yajie uses games, interactive videos, Q&A, virtual lab tours, hands-on lab testing, one-to-one sessions, and online platforms to engage with learners. For example, she combines games with Q&A to trigger the interest of learners and gauge their understanding of the lesson material, where she tailors the questions to support learning; or demonstrating how eye tracking technology works (A4, K4). Yajie is familiar with HyFlex teaching and maximises the opportunities of such delivery mode. For example, she records lessons for learners to be able to access the recording following the lessons and she makes the lesson material available prior to the lessons when needed (A2, A4, V1, V2, K4).

My own perspective on practical examples provided by Yajie to illustrate the requirements of Fellow:

Yajie's professional statement provides examples on how she reinforces critical thinking reflection and "learning by doing" as part of her teaching practice (A1, K3). She implements the SMART method and VARK teaching styles, adapting concepts on inclusive design, giving real-life examples to raise the learner's awareness on the social responsibilities that lie on designers (A1, K2, V2) and introducing a goal-driven scaffolding approach to the development of doctoral students (A3, V3). In addition to these teaching practice examples, she addresses the importance of respecting policy. For example, she mentions how the UWTSD Strategic Equality Plan (2020-2024) helps her shape her teaching style (A1, V4); the Academic Quality Handbook and Review Board help her assess and communicate learner progress (A3); and the UWTSD Doctoral College form templates and Research Degree Regulations help her with doctoral student supervision (A3, K6). To keep updated on the latest news and knowledge in her field (K1), Yajie is committed to her own learning goals using what she learns to enhance her teaching (V3), including training in creating accessible learning environments (A4), digital skills and AI tools (A2, K4, V3); attending and presenting at conferences; and taking training courses, such as various programmes by UWTSD Doctoral College or the Vitae Researcher Development Framework (RDF) (A5, V4). Finally, I have observed a remarkably successful and consistently professional trajectory in Yajie's development as a teacher during and after the PG Cert tHE at UWTSD. The evidence her professional statement provides demonstrates that she highly values using integrated approaches to learning that bring research and development (R&D) to the classroom, creating the right environments to facilitate learning for different learner cohorts and needs and maintaining her own professional development and integrity through the use of feedback, reflection and training (A4, A5, K2).