

POSTGRADUATE CERTIFICATE IN
TEACHING AND HIGHER EDUCATION

Effective Teaching and Assessment in Higher Education

Module Code: UNHE7010

PROFESSIONAL PORTFOLIO 2

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1. TEACHING INTERVENTION REPORT

1.1. Introduction

This reflective report examines a teaching intervention implemented within the Entrepreneurship module for the Hospitality and Hotel Management course, at the Institute of Management and Hospitality, in the University of Wales Trinity Saint David. The intervention was focussed on the transition from online to in-person learning for the module during the academic term of September to December 2024.

This reflection is essential for both personal and professional growth while also aligning with the UK Professional Standards Framework (UKPSF) 2023 (Advance HE, 2023)

The decision to return to face-to-face teaching stemmed from institutional objectives to enhance student engagement and align with post-pandemic educational strategies (A1, A2, V4); as well as from environmental pressures regarding funding. Research suggests that while online learning offers flexibility and accessibility, in-person teaching fosters deeper peer interactions, stronger engagement, and more immediate formative feedback, particularly in practical, application-based subjects like entrepreneurship (Biggs, 1996; Kolb, 1984) (A2, A3, K2).

This transition required a fundamental re-evaluation of teaching strategies to ensure that students benefitted from experiential, interactive, and problem-solving approaches rather than relying on passive and one-way content absorption (A2, A4, V2). By incorporating active learning methods such as business simulations, group discussions, and real-world case studies, the intervention aimed to maximise student participation, encourage knowledge application, and support the development of critical thinking skills (A1, A3, K3). This aligns with constructivist learning principles, which emphasise student-centred, interactive approaches that facilitate deep learning through engagement and reflection (Vygotsky, 1978) (A2, K2, V3).

The Gibbs Reflective Cycle (1988) is used to structure the evaluation, ensuring a comprehensive review of the intervention's effectiveness, challenges, and future improvements (A5, V3).

Through this reflective analysis, this report will:

1. Explore the challenges and opportunities of in-person teaching compared to online learning, considering student engagement, collaboration, and assessment (A2, A4, K3).
2. Evaluate the impact of active learning strategies on student performance, critical thinking, and real-world application of knowledge (A1, A3, K3).
3. Discuss broader implications for entrepreneurship education, institutional teaching policies, and future research areas (A5, K5, V4).

By grounding reflections in educational research and professional teaching standards, this report contributes to ongoing discussions about optimising teaching methods for entrepreneurship education while ensuring student-centred, experiential learning approaches remain at the core of curriculum design (A4, K3, V3).

1.2. Background to the Module

Entrepreneurship is a Level 5 module in the second year of Hospitality and Hotel Management undergraduate degree. The module had previously been conducted over an eight-week period online via Microsoft Teams, but in September 2024 was moved to in-person teaching on-campus over a 12-week period. The module is designed to foster entrepreneurial skills and thinking among students, preparing them for dynamic roles in the hospitality sector and potentially for starting their own business.

The student demographics present a unique set of challenges. The majority of students are mature learners, with English as a second language (ESL), typically living across the South Wales area. This offers multiple perspectives, rich with 'real-life' experience, while also demanding adaptable teaching methods to address diverse educational backgrounds and language abilities (V1, V2).

1.3. Background to the Intervention

Prior to this intervention, the Entrepreneurship module was primarily delivered through online teaching methods, which offered flexibility, accessibility, and asynchronous learning opportunities (A1, V2). While online learning provided

convenience and digital engagement, institutional feedback and student evaluations indicated a decline in student interaction, motivation, and participation in collaborative discussions (K2, V3). Research by Means et al. (2010) suggests that while blended and online learning can be effective, subjects that require problem-solving, interpersonal collaboration, and applied learning tend to benefit from in-person interactions (A2, A4).

Additionally, in entrepreneurship education, studies emphasise the importance of experiential learning, where students can develop business acumen, leadership, and strategic thinking skills through real-world application and industry engagement (Neck & Greene, 2011) (A2, K3, V3). Given these factors, the transition to in-person teaching was viewed as an opportunity to:

- Reinforce collaborative learning environments, fostering deeper engagement with peers and instructors (A4, V2).
- Provide immediate, real-time feedback on student performance, which research suggests is more effective than delayed online responses (Hattie & Timperley, 2007) (A3, K3, V3).
- Enhance critical thinking, decision-making, and business simulation experiences, ensuring students develop industry-relevant entrepreneurial competencies (A2, A4, K3).

1.3.1. Challenges and Expectations of the Transition

Shifting from online to in-person learning presented both anticipated challenges and opportunities. Student learning preferences had become more varied, with some individuals preferring more 'hands-on', guided learning, while others had adapted to the independence and relaxed atmosphere of virtual sessions with a greater focus on self-guided learning (A2, V1). Knowles' (1980) Andragogy Theory emphasises that adult learners require relevant, problem-based, and self-directed learning opportunities, meaning that a rigid transition to traditional lectures would not suffice (A1, K2, V2).

To address these considerations, the teaching intervention introduced active learning strategies, ensuring that:

1. Lectures incorporated interactive discussion formats rather than passive content delivery (A2, A4).
2. Case-based learning and real-world problem-solving activities were introduced, allowing students to apply theoretical concepts to industry scenarios (A3, K3).
3. Business simulation exercises and collaborative group work were prioritised, supporting peer-to-peer learning and team-based strategic decision-making (A4, V2, K3).

Additionally, digital tools were selectively integrated to retain some of the benefits of online learning. This aligns with Blended Learning Theory (Graham, 2006), which argues that combining in-person instruction with digital resources provides an optimal balance of flexibility and engagement (A5, K4, V2).

1.4. Implementation of the Intervention

The transition to in-person teaching necessitated substantial modifications to both content and delivery methods for the Entrepreneurship module. Initially designed for an online format, the course content was meticulously revised to fully utilise the opportunities that a physical classroom setting offers, ensuring deeper student engagement and enhanced practical applications. Lectures were extensively redesigned to include live demonstrations, case simulations, and real-time problem-solving exercises, fostering an interactive and participatory learning experience. This approach, underpinned by the constructivist learning theories highlighted by Petty (2009), emphasises the importance of engaging students in active learning processes to construct knowledge effectively and meaningfully (A2, K2). Additionally, the integration of Kolb's Experiential Learning Model (Kolb, 1984) significantly enriched the curriculum by providing students with opportunities to engage directly in hands-on activities, reinforcing theoretical knowledge through practical application and real-world problem-solving scenarios (A1, A2, K3).

To further enhance student motivation and participation, I implemented a hybrid model, blending structured lectures with interactive workshops, group discussions, and role-playing exercises to simulate real entrepreneurial challenges. This method

is strongly supported by Freire's (1970) communicative approach, which emphasises dialogue and student-centred learning as key components for fostering critical thinking and deep understanding (A4, V1, K2). By reducing passive learning and increasing opportunities for interaction, this model was designed to optimise learning outcomes and accommodate a variety of learning styles, fostering a more inclusive and dynamic classroom environment (V2, A1).

A particularly successful intervention in Week 3 involved an interactive business simulation titled "Understanding Market Dynamics," which required students to navigate a mock marketplace where they competed as startup businesses. Each student team was assigned a business role, such as CEO, marketing director, or financial strategist, and had to develop pricing strategies, branding campaigns, and competitive positioning plans. This approach aligns with Prince's (2004) research, which highlights that active learning strategies such as simulations significantly enhance comprehension, critical thinking, and retention (A1, A2, K3). Many students reported that this was the most engaging session as it challenged them to apply theoretical knowledge to practical situations while improving collaboration, decision-making, and strategic thinking skills.

1.4.1. Enhancing Engagement Strategies

Recognising the crucial role of engagement in face-to-face learning environments, I introduced a series of structured engagement strategies designed to increase student participation and active involvement. One of the most effective methods was "Look, Collab, Share" discussions implemented in lectures on current hospitality industry trends. In this approach, students were required to analyse a real-world business challenge, discuss their ideas in pairs, and then share insights with the wider group. This technique enhanced their critical thinking skills, encouraged active participation, and helped students refine their arguments before presenting. Laal and Ghodsi (2012) support this method, asserting that collaborative learning improves retention, problem-solving, and student satisfaction (A1, A2, V1, V2).

To further bridge theoretical learning with practical business challenges, I incorporated case-based learning activities, a strategy proven to develop higher-order thinking skills and problem-solving abilities (Herreid, 2014). One case study focused on a struggling hospitality startup facing operational inefficiencies and

declining customer engagement. Students were tasked with conducting a SWOT analysis and proposing innovative solutions to revitalise the business model (A3, K3, V3).

An additional engagement strategy included inviting guest entrepreneurs from the hospitality industry to deliver insights into business failure and success. One particularly impactful session featured a local restaurant owner who had pivoted their business model due to economic disruptions and Covid. This session allowed students to engage in Q&A discussions, linking classroom learning with real-world entrepreneurial challenges (A4, V4, K5).

Another high-impact session in Week 5 was a peer mentoring exercise where students with prior business experience mentored those less familiar with entrepreneurship concepts. This method aligns with Vygotsky's (1978) social constructivist theory, which posits that students learn more effectively through guided interactions with more knowledgeable peers (A1, A4, V2, K2).

1.4.2. Feedback Mechanisms

To ensure the effectiveness of these teaching strategies and curriculum adjustments, multiple feedback mechanisms were employed. After each session, students were asked to comment on what they enjoyed, what worked and where they struggled. These responses helped identify areas where content delivery could be refined and provided insights into the effectiveness of interactive strategies (A5, K5, V3). Additionally, peer observation by colleagues played an integral role in evaluating teaching effectiveness and engagement levels, aligning with Brookfield's (1995) reflective teaching model (A5, V3).

One specific change informed by student feedback was the revision of the competitive pitch assignment in Week 7. Initially, students expressed high levels of anxiety about public speaking, which would have negatively impact their presentations. To address this, I implemented peer-led rehearsal sessions where students practiced their pitches in smaller groups before presenting to the class. This adjustment dramatically improved student confidence, allowing for stronger presentations and greater participation. The effectiveness of formative assessment through peer feedback is strongly supported by Boud, Cohen, and Sampson (2001),

who highlight that students develop deeper learning when given the opportunity to refine their work through iterative feedback cycles (A3, A4, V1).

Additionally, an informal discussion forum was set up to allow students to voice their learning challenges anonymously. An initiative that aligns with Nicol and Macfarlane-Dick's (2006) principles of self-regulated learning, which emphasise that effective feedback should empower students to take control of their own learning journey. This platform provided a safe space for students to communicate difficulties without fear of judgment, reinforcing a culture of open dialogue and continuous improvement (A5, V2, K3).

1.5. Reflection on Teaching Practices

This section applies Gibbs' Reflective Cycle (Gibbs, 1988) (K5) to examine the intervention, sharing insights into my experiences, the effectiveness of the strategies used (K2, V3), and their overall impact on the teaching and learning environment (A4).

1.5.1. Description

During the transition from online to in-person teaching, I adapted content and methods to suit a classroom environment. This involved incorporating more direct interaction through Q&A sessions, group discussions, practical simulations, and real-time feedback that facilitated real-world application of theoretical concepts (A2, A4, V1). These strategies sought to capitalise on the strengths of face-to-face teaching by encouraging student participation and reducing reliance on pre-recorded content, which had been a staple of online delivery. The shift to physical classroom sessions enabled more immediate engagement, real-time formative assessment, and peer-to-peer learning, reinforcing key pedagogical principles such as constructivism and active learning (A2, K2, V3).

1.5.2. Feelings

Initially, I felt apprehensive about whether students would adapt to the more structured and participatory nature of in-person teaching after an extended period of online learning. Student-led discussions, which had flourished online due to the ease of 'online chat', were now taking place in real time, where some students hesitated to

participate. However, I found that face-to-face interaction allowed for better interpretation of student engagement levels, as non-verbal cues such as eye contact and body language helped me assess whether students were following the discussion or struggling with a concept (A2, A4). As the weeks progressed, I observed that students who possibly would have remained passive in online settings became more engaged, especially when given opportunities for interactive role-playing exercises, a technique supported by Kolb's (1984) experiential learning model, which emphasises learning through direct experience (A2, K3, V1).

1.5.3. Evaluation

The shift from online to in-person teaching revealed distinct advantages and challenges associated with each mode of delivery. One major advantage of in-person teaching was the ability to offer immediate, adaptive feedback and spontaneously adjust lesson pacing based on student reactions, something that is more difficult to read in an online environment (A3, A4, V2). Research by Hattie and Timperley (2007) emphasises that timely, formative feedback significantly enhances learning outcomes, reinforcing the effectiveness of in-person engagement for entrepreneurship education (K3, V3). In contrast, online teaching does offer more benefit to students in accessibility and flexibility, and particularly in enabling students to review recorded content at their own pace, a feature beneficial for students with differing learning speeds or external commitments (A1, V2).

However, student engagement and participation were significantly higher in face-to-face sessions, particularly in activities requiring collaborative decision-making and group problem-solving. Vygotsky's Social Development Theory (1978) supports this observation, asserting that peer interaction in learning environments enhances cognitive development and stimulates higher-order thinking skills (A1, A4, V2). During online sessions, discussions were often dominated by a few vocal students, while others remained silent or contributed minimally via chat. In contrast, in-person structured activities such as small-group debates and hands-on business simulations led to higher engagement from what would have previously been more passive students, indicating that the physical environment fostered more equal participation opportunities (A2, A3, K3).

One limitation of in-person teaching, however, was the challenge of catering to diverse learning styles, particularly for students who thrived in the self-paced, recorded format of online education. While I sought to address this through blended learning strategies such as recording key parts of lectures for later review, it was clear that some students preferred the flexibility of online teaching (V1, K4). Future improvements could involve more integrated digital tools, such as pre-class discussion boards or gamified learning elements, to maintain some of the benefits of online learning while enhancing face-to-face interaction (A5, K5).

1.5.4. Analysis

Reflecting on the differences in student engagement across the two formats, it became evident that face-to-face teaching reinforced essential professional skills such as real-time communication, problem-solving, and adaptability, which are critical competencies for entrepreneurship. According to Biggs' Constructive Alignment Theory (1996), effective learning occurs when teaching activities, assessments, and intended learning outcomes are closely aligned. The addition of practical, interactive elements in my in-person sessions helped strengthen this alignment, allowing students to apply knowledge in a real-world business context (A2, A4, K2).

Additionally, Knowles' (1980) Andragogy Theory suggests that adult learners thrive when education is self-directed, relevant to real-life applications, and interactive. This further supports why students responded more positively to practical entrepreneurial challenges in face-to-face settings, as opposed to passive content absorption via online lectures (A1, A2, V3).

However, the transition also highlighted areas for further development, particularly in bridging the benefits of online learning (such as asynchronous content review) with the strengths of in-person instruction. This aligns with Blended Learning Theory (Graham, 2006), which advocates for a balanced integration of digital and face-to-face learning strategies to maximise student engagement and flexibility (A5, K4).

1.5.4.1. Challenges and Successes

One particularly challenging moment occurred during Week 4, when I introduced the pitch presentation assessment aimed at simulating a real-world investor meeting. Despite my expectation that students would embrace the opportunity to practice their

presentation skills early on, many expressed high levels of anxiety, with some struggling to communicate their rough business ideas effectively under pressure. This revealed a key limitation of transitioning from online to in-person delivery—where students had previously been able to record multiple takes of their pitches before sharing with me, they now had to perform live, requiring a different skill set (A2, A3, V1). To address this, I introduced peer-led rehearsal sessions, which significantly improved student confidence and overall presentation quality in the final assessment (A4, V2, V3).

Conversely, a rewarding moment came during Week 6, when a previously disengaged student became one of the most active contributors in a collaborative business strategy workshop. This student had struggled to engage with online discussions but thrived in hands-on teamwork, reinforcing the importance of social learning in entrepreneurship education (A1, A2, K2). This experience reaffirmed my belief that active, collaborative learning environments are crucial for fostering engagement and deeper learning (V1, A4).

1.5.5. Conclusion & Future Action Plan

Reflecting on this transition, I have gained valuable insights into the comparative strengths and limitations of online and in-person teaching. While in-person sessions provided superior engagement, real-time feedback, and social learning opportunities, online teaching offered flexibility and accessibility benefits that some students preferred (A5, K4). Future improvements will focus on integrating digital tools into the in-person framework, such as hybrid participation options, discussion boards, and interactive pre-class activities, to bridge the strengths of both modalities (A5, K5, V3).

Additionally, I will continue to refine classroom engagement strategies, ensuring that all students—regardless of their learning preferences—are equipped with the skills, confidence, and entrepreneurial mindset necessary for real-world success (V1, A2, A4).

1.6. Impact on Student Learning and Engagement

The transition to in-person teaching significantly influenced student learning and engagement. Observations and assessments indicated improvements in students' critical thinking skills, practical application of knowledge, and collaborative abilities, directly linked to the active learning strategies implemented throughout the course (A1, A2, K2). While the shift to face-to-face teaching presented some initial challenges, particularly for students accustomed to online self-paced learning, the in-person format fostered greater participation, deeper discussions, and stronger engagement with course material (A4, V1).

1.6.1. Critical Thinking and Problem-Solving Skills

One of the most significant improvements observed was the development of critical thinking skills, particularly when students were required to analyse complex business challenges and justify their strategic decisions. The integration of case-based learning and market simulation activities helped students apply theoretical concepts to real-world scenarios, fostering higher-order thinking and strategic decision-making skills (A2, A3, K3). This aligns with Bloom's Taxonomy (1956), which emphasises that students develop deeper learning when moving beyond rote memorisation into analysis, evaluation, and creation (A1, K2, V3).

For example, in Week 4, students were presented with a failing hospitality startup case study and tasked with identifying weaknesses in the business model, proposing improvements, and defending their solutions in a group debate. Initially, many students struggled to articulate their ideas cohesively, but by Week 7, their ability to formulate strong arguments and consider multiple perspectives had noticeably improved. This observation is supported by Facione (2011), who argues that structured debate and argumentation exercises enhance students' ability to think critically, identify biases, and make reasoned judgments (A3, A4, V2).

1.6.2. Practical Application of Knowledge

A central aim of the intervention was to bridge the gap between theoretical learning and real-world business application, a challenge frequently encountered in entrepreneurship education (A1, K2, V2). The shift to in-person teaching allowed for the greater use of hands-on activities, such as business simulations, live case studies, and role-playing exercises, which research suggests significantly enhance

knowledge retention and student confidence in applying concepts (Biggs, 1996) (A2, K3, V3).

One notable example of this occurred during a business pitch exercise in Week 7, where students were required to present investment proposals to a panel of guest entrepreneurs. Initially, many students struggled with articulating their business concepts concisely and persuasively. However, through multiple feedback cycles and peer rehearsal sessions, they refined their pitches and improved their ability to communicate complex business strategies clearly. The real-world relevance of this activity motivated students to engage more deeply with course material, as evidenced by their increased participation in discussions and willingness to seek out additional resources beyond lecture materials (A3, V4). This aligns with Kolb's Experiential Learning Theory (1984), which highlights that students learn more effectively when they actively engage in experiences that require reflection and adaptation. Furthermore, Dewey (1938) posited that learning occurs most effectively when knowledge is contextualised within real-life scenarios, a principle reinforced by the success of these applied learning strategies in this intervention (A2, A4, V3).

1.6.3. Collaboration and Peer Learning

Collaboration emerged as another key area of student growth, largely due to increased opportunities for teamwork and interactive discussions (A4, V2). Research by Johnson, Johnson, and Smith (2007) suggests that cooperative learning environments lead to higher academic achievement, improved interpersonal skills, and greater student motivation, all of which were evident in the in-person classroom setting (A1, A2, V1).

One effective strategy was the introduction of peer-led strategy workshops, where students worked in teams to develop solutions for industry-specific challenges. These activities fostered active learning and knowledge-sharing, with stronger students mentoring those who initially struggled with business analysis techniques. By Week 8, students demonstrated greater confidence in articulating their thoughts and supporting peers in refining their ideas, reinforcing Vygotsky's (1978) social development theory, which emphasises that students learn best when engaging in meaningful interactions with more knowledgeable peers (A1, A4, V2).

A particularly memorable moment occurred during a collaborative pitch preparation session, where a previously reserved student took the lead in coordinating the team's marketing strategy. This student later shared in feedback that the experience had significantly boosted their confidence in leadership and teamwork skills, illustrating the long-term impact of collaborative learning environments in fostering essential entrepreneurial competencies (A2, A4, K3).

1.6.4. Student Engagement and Performance

While most observations focused on immediate student learning outcomes, some longer-term insights were also noted, particularly regarding student engagement and performance in subsequent coursework and extracurricular activities (A5, K5, V3).

By the end of the module, students who had been actively engaged in interactive activities displayed greater academic confidence in tackling complex problems, as reflected in their improved assessment scores and self-reported increases in entrepreneurial competency. Informal follow-ups with students revealed that several had applied course concepts in real-world settings, including submitting business proposals to competitions or launching small-scale projects.

This aligns with research from Tinto (1997), who found that student engagement and active participation in hands-on learning experiences correlate strongly with long-term academic success and real-world application of knowledge (A5, K6, V3).

Furthermore, post-module feedback and evaluation suggested that students who had previously struggled with self-directed learning in online environments showed greater self-efficacy in research and independent problem-solving following in-person teaching (A2, K4, V2).

1.7. Conclusion

This teaching intervention provided significant insights into the effectiveness of in-person teaching methods in enhancing student engagement, critical thinking, and entrepreneurial skills within the Entrepreneurship module (A1, A2, A4). The shift from online to face-to-face learning led to greater classroom participation, deeper student collaboration, and more immediate feedback, all of which contributed to stronger learning outcomes and a more dynamic educational environment (A1, A2, A4, A5,

K3, V1). The use of active learning strategies such as case-based learning, peer collaboration, and real-world business simulations proved particularly effective in bridging the gap between theory and practice, reinforcing the importance of experiential learning in entrepreneurship education (A2, A3, K3).

Going forward, future iterations of the module should integrate blended learning techniques, ensuring that the flexibility of online content is retained while maximising the engagement benefits of in-person interactions (A5, K4, V2). Additionally, more longitudinal tracking of student progress would provide further insight into how these teaching methods impact student success beyond the immediate course experience, potentially guiding curriculum refinements and further research into experiential entrepreneurship education (A5, K6, V3).

1.7.1. Future Challenges and Opportunities

The future of entrepreneurship education will be shaped by technological advancements, pedagogical innovations, and evolving student demographics, presenting both challenges and opportunities for educators (A4, K4, V3).

One of the key challenges in entrepreneurship education is the rapidly evolving business landscape, which requires curricula to remain highly adaptable and relevant (A5, K5, V3). Unlike traditional disciplines where core principles can remain largely unchanged, entrepreneurial education must continuously integrate new market trends, emerging technologies, and evolving business models (V4). This presents challenges in curriculum design, as educators must ensure that students develop future-proof skills while maintaining a theoretically sound foundation (A2, A4, K3).

Despite these challenges, exciting opportunities exist to enhance entrepreneurship education through innovative teaching methods. One promising development is the use of AI-driven learning platforms and virtual business simulations, which can provide students with real-time market data and predictive analytics tools to refine their business strategies (K4, V3). Research by Graham (2006) suggests that blended learning models combining digital and traditional methods lead to higher engagement and better learning outcomes, which aligns with the need to modernise

entrepreneurship education without losing the benefits of hands-on classroom interactions (A2, K4, V4).

Additionally, there is growing potential for industry-academic collaborations, where universities can partner with startups, accelerators, and established businesses to provide real-world entrepreneurial challenges and mentorship opportunities for students (A4, V4). For instance, more institutions are incorporating "live business projects", where students work directly with companies to develop solutions for real-time market challenges, a model that has shown significant benefits in business and innovation programs globally (A3, K6, V3).

Looking ahead, education providers must adapt to evolving student needs and incorporate technological advancements, interdisciplinary approaches, and industry collaborations to ensure that entrepreneurship education remains dynamic, relevant, and impactful (A5, K4, V4). The future of teaching will demand ongoing innovation, reflective practice, and a commitment to equipping students with the skills and adaptability to thrive in an ever-changing global economy (A5, K6, V3).

2. TEACHING INTERVENTION POSTER

PG Cert tHE Portfolio - Teaching Intervention Poster

Title : Adapting an Entrepreneurship Module for 'Home' Students

Introduction and Context

This reflective teaching intervention examines the adaptation of an **Entrepreneurship** module previously delivered to **international students** (Hotel & Hospitality Management - HHM) to a new cohort of **home students** (Travel & Tourism Management - TTM).

The transition required adjustments in **teaching strategies**, **engagement techniques**, and **assessment expectations** to align with the different **demographic**, **cultural**, and **language** backgrounds of the new students.

Factor	Home Students (TTM)	International Students (HHM)
Demographics	Younger (18-21), native English speakers, local	Mature, ESL learners, culturally diverse
Motivation	Higher engagement, goal-oriented	More focused on passing rather than deeper learning
Group Work	Confident, independent problem-solvers	Require structured guidance and scaffolding
Assessment Performance	Higher marks (average 63%, highest 80%)	Lower marks (average 51%, highest 70%)
Teaching Challenges	Keeping content relevant and stimulating	Addressing language barriers and academic writing issues

Teaching Adjustments & Theoretical Links

1. Teaching Strategy (A1, A2, K1, K2, V1, V2)

- **Maintained:** Group work, interactive multimedia, peer discussions, real-world case studies.
- **Enhanced:** Relevance of examples (local businesses, Welsh entrepreneurs), increased discussion depth.
- **New Approach:** Greater focus on practical applications and critical thinking exercises.

Supporting Theory:

- **Constructive Alignment** (Biggs & Tang, 2011): Ensuring teaching methods, learning activities, and assessments were fully aligned with intended learning outcomes.
- **Adult Learning Theory** (Knowles, 2015): Encouraging self-directed learning through pre-session tasks, increasing student autonomy.
- **Social Learning Theory** (Vygotsky, 1978): Leveraging home students' stronger collaborative learning tendencies for peer-based knowledge sharing.



2. Student Engagement & Learning Environment (A4, V1, V2, K3)

- **TTM students:** More interactive, willing to challenge ideas, and engaged in debates.
- **HHM students:** Preferred structured tasks, direct guidance, and individual support.

Adaptations:

- ✓ Increased open discussions for home students.
- ✓ Used local guest speakers and business case studies.
- ✓ Allowed for greater depth of critical analysis and discussion.

3. Assessment & Feedback Adjustments (A3, K5, V3, V5)

- **Maintained:** Business plan report & presentation (same grading criteria).
- **Differences observed:**
 - Home students' work showed higher language quality and stronger personal investment in their ideas.
 - International students needed more step-by-step guidance and additional assessment support.
- **New Challenge:** Home students were more defensive of feedback, requiring a shift in feedback delivery methods to promote reflection.

Supporting Theory:

- **Carless** (2015) Feedback Literacy: Ensuring students engaged with feedback constructively rather than defensively.
- **Bloom's Taxonomy** (1956): Encouraging home students to engage in higher-order cognitive processes (analysis, evaluation, creation).

Av. 63%

Av. 51%

Outcomes & Reflection

- ✓ **Improved learning outcomes:** TTM students performed better overall, with greater enthusiasm for entrepreneurship.
- ✓ **Greater engagement in independent learning:** Home students completed pre-session work more often.
- ✓ **Increased professional development:** Strengthened adaptability and cultural awareness as an educator.



Future Considerations

- How to ensure **equal opportunity** and **successful outcome** for international students without compromising depth for home students.
- Developing new **scaffolding techniques** for mixed cohorts.
- **Enhancing inclusivity** by integrating global case studies, with cultural variance, while maintaining local relevance.



Conclusion

This intervention highlights the importance of **adaptability** in higher education teaching. While home students benefited from more **interactive, independent learning approaches**, international students required **structured guidance and support**. The experience has strengthened pedagogical awareness, critical reflection, and professional development, directly aligning with the UKPSF 2023 framework (Advance HE, 2023).

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3. TEACHING OBSERVATIONS

3.1. Teaching Observation (1 - Traits) By Charlotte Joyner (Appendix A)

The feedback received from the peer observation of my entrepreneurship lecture, as detailed by observer Charlotte Joyner, offered constructive insights into various aspects of my teaching. This reflection aims to critically analyse the feedback in line with academic theories and the updated dimensions of the UKPSF 2023.

The observation highlighted effective organisation and delivery of content, where materials such as videos and images were utilised to enrich the understanding of entrepreneurial traits (A1). This aligns with the principles set forth by Biggs and Tang (2011), who emphasise the importance of engaging learning resources to enhance comprehension and retention. The use of multimedia in lectures supports varied learning styles, addressing the Core Knowledge aspect of how learners absorb information (K1) and the appropriate use of digital technologies in teaching (K4).

The feedback also commended the clear expectations and structure provided at the beginning of the lecture, which facilitated a smooth transition from theoretical aspects to practical applications. This practice resonates with Petty's (2009) teaching strategies, where clear initial directions and summaries enhance learner understanding and engagement (A2). The methodical recap from previous sessions helped reinforce learning and ensured continuity, effectively supporting learners in their knowledge acquisition journey (K2).

However, the observation suggested that while the pace of the lecture was generally well-managed, some segments were delivered too quickly. This rapid pace might hinder some students' ability to fully grasp complex topics. Reflecting on this, adapting the pace to meet diverse learning needs is crucial, as recommended by Davis and Arend (2013), who advocate for adjusting teaching speeds to optimise student comprehension (A2).

In terms of classroom dynamics, the atmosphere was noted as engaging, with students actively participating and retaining information from previous lectures. This effective learning environment facilitated by respectful interaction supports Knowles et al.'s (2015) adult learning principles, emphasising the importance of respect for learners (V1) and promoting engagement and equity (V2). Moreover, addressing

individual questions and encouraging broad participation demonstrated a commitment to fostering an inclusive and supportive learning space (A4).

The observation also noted potential improvements in assessment practices. While formative assessments were conducted, the feedback suggested employing techniques like 'cold calling' to ensure all students are equally engaged and understood the material, which aligns with the assessment and feedback for learning guideline (A3). This approach will help in gauging the comprehension levels across different student groups, ensuring that no student is left behind, thereby adhering to the framework's professional values (V2).

Conclusively, this observation and the subsequent reflection have been instrumental in identifying strengths and areas for improvement in my teaching approach. Engaging with the feedback through the lens of the UKPSF 2023 Framework has provided a structured way to enhance my teaching practices, supporting my continuous professional development (A5). I am committed to integrating these insights into my practice to foster an even more effective and inclusive learning environment.

3.2. Teaching Observation (2 - Ideas) By Charlotte Joyner (Appendix B)

The feedback from the observation of my lecture on Business Idea Generation provided a comprehensive overview of my teaching practices. This reflection will analyse the feedback, referencing the UKPSF 2023 Framework and incorporating relevant academic theories.

The session was commended for its organisation and structure, starting with clearly defined objectives and recaps from previous content, illustrating a strong adherence to effective teaching planning (A1). This approach is supported by Biggs and Tang (2011), who stress the importance of alignment between learning objectives and teaching activities to optimise student understanding and engagement. The use of activities linked to assessment criteria highlighted my focus on ensuring that all teaching content is relevant and geared towards meeting the course outcomes, a practice that aligns well with the core knowledge dimension concerning the appropriate approaches to teaching and supporting learning (K2).

Continuity in teaching was another strength noted in the feedback, with references made to previous discussions, which helped reinforce learning and maintain a logical progression (A2). However, the observer suggested that the 'teacher-led' sections were extensive, recommending the introduction of activities earlier to break the monotony and enhance engagement. This feedback is crucial as it reflects Petty's (2009) guidance on the importance of interspersing lectures with activities to maintain student interest and cater to various learning styles (A2).

The learning environment was described as varied in terms of engagement, with some groups more active than others. My efforts to boost participation and provide reassurance during group activities demonstrate my commitment to fostering an inclusive classroom atmosphere (A4, V1). This is vital as it helps respect diverse learner needs and promotes equity, ensuring that all students feel valued and supported in their learning journey.

Feedback during activities was highlighted as constructive and confidence-boosting, reinforcing the importance of formative assessment in supporting student learning (A3). Incorporating more frequent Q&A sessions could further enhance understanding and retention, a strategy supported by Davis and Arend (2013), who suggest that ongoing assessment techniques are critical for verifying student engagement and comprehension throughout the teaching process.

Reflecting on this feedback has been immensely valuable for identifying strengths and areas for improvement. The session demonstrated effective planning and knowledge delivery, but I recognise the need to balance lecture-driven content with interactive elements more effectively.

Overall, this reflection and the insights gained will be instrumental in continuously improving my teaching strategies, ensuring they are both effective and responsive to the needs of my students. This aligns with my commitment to ongoing professional development (A5) and my dedication to enhancing educational outcomes in my field.

3.3. Teaching Observation (3 – Team/Networks) By Charlotte Joyner (Appendix C)

The structure and organisation of the lecture were praised, reflecting my meticulous preparation and planning to provide a coherent learning journey (A1). This careful

structuring, as advised by Biggs and Tang (2011), ensures that learning objectives are clearly defined and that the content delivered aligns well with these objectives. The balance between teacher-led discussions and group activities ensured active engagement and facilitated a dynamic learning environment.

During the lecture, I maintained a positive rapport with the students, which is crucial for fostering a supportive learning atmosphere (A2). Regular interaction and the opportunity for students to ask questions at any point were essential in maintaining engagement and ensuring that the content was understood. This approach is in line with Petty's (2009) suggestions on building teacher-student rapport to enhance the learning experience by making it more inclusive and interactive.

However, feedback highlighted the need to engage quieter students more actively. Techniques such as "cold calling" could be employed to ensure that all students are equally involved, addressing the potential unevenness in classroom participation (A3). This would help in assessing the understanding of quieter students, thus ensuring a more equitable learning environment and aligning with the professional values of respecting individual learners (V1) and promoting equity (V2).

In this session, I incorporated real-life examples to link theory to practice, encouraging students to apply these concepts to their own business planning processes. This method not only enhances understanding but also develops students' critical thinking and application skills (A4). Encouraging students to find their own examples fosters independence and deeper learning, which is a fundamental aspect of adult learning as described by Knowles et al. (2015).

Reflecting on the feedback, I recognise the importance of continuously adapting my teaching strategies to the needs of all students. While the session was successful in many respects, incorporating more inclusive assessment techniques and ensuring clarity of business terminology could enhance understanding and participation for all students.

Overall, the observation has been instrumental in identifying effective practices and areas for improvement. Engaging with constructive feedback and reflecting on it through the structured lens of the UKPSF 2023 Framework provides a clear pathway for professional development (A5). I am committed to integrating these insights into

my practice, aiming to enhance my teaching effectiveness and thereby improve educational outcomes for my students.

4. C.P.D REFLECTIVE EVALUATIONS

4.1. Jisc Webinar: “How Can We Develop learners AI Literacy?”

Date held: 7th January 2025

Location: Online (www.jisc.ac.uk)

Hosted by: Paddy Shepperd - Senior AI Specialist

Reflecting on the CPD webinar on AI (Artificial Intelligence) Literacy, I found the discussions around the broad applications and ethical dimensions of AI particularly thought-provoking for my approach to teaching and learning activities (A1). The emphasis on not just understanding AI but integrating it responsibly into educational settings deepened my appreciation for how emerging technologies can and should be woven into learning environments, enriching the engagement and equality of learning opportunities (A2, V2). The discussions resonated with Siemens' (2005) Connectivism Theory, which highlights how knowledge is acquired through digital networks and emphasises the role of AI in shaping new learning pathways.

The presentation on generative AI and its impact across various types of content creation highlighted the need for students to not only be users but also critical evaluators of technology. This insight has prompted me to consider how I can better design learning activities that are not only informative but also encourage critical thinking and ethical considerations, promoting the application of knowledge in specific subjects while using digital resources effectively (A1, K2, K4). For instance, exploring AI's role in data interpretation and decision-making can be an excellent way for students to learn about bias, variability, and the ethical use of available technology, thereby supporting their learning through appropriate assessment and feedback (A3).

Additionally, the event reinforced the importance of adaptability and responsiveness in teaching, aligning with the value of continuously updating our educational practices in response to technological advancements (V3, V4). The strategies discussed for implementing AI tools effectively in coursework, such as using AI for customising learning experiences or enhancing collaborative projects, offer exciting possibilities for enriching student engagement and learning outcomes (A4, A2).

The practical exercises shared during the session, like AI-driven simulations and critical analysis tasks, have inspired me to integrate similar activities into my courses. These exercises not only facilitate hands-on learning but also ensure that students can navigate and leverage AI technologies effectively and responsibly (A3, K4).

Alongside the benefits, the webinar also raised concerns about the ethical implications of AI in learning environments (V1). Selwyn (2016) offers a critical perspective on educational technology, arguing that while AI has the potential to improve accessibility in education, it also brings challenges related to data privacy, bias, and over-reliance on automated systems (V2, K4). This aligns with my own concerns in teaching, especially in online learning, where students may engage with AI-powered tools without fully critiquing the generated outcomes. Encouraging students to critically assess the credibility and biases of AI-generated responses is now a priority in my teaching (A4).

Overall, the event emphasised the need for thoughtful integration of AI into pedagogy, aligning closely with Mishra & Koehler's (2006) TPACK (Technological Pedagogical and Content Knowledge) Model. This framework underscores that effective teaching with AI requires a balance of technological, pedagogical, and content knowledge. In my practice, I have observed that while AI can enhance personalised learning, its effectiveness depends on how well it aligns with sound pedagogical strategies (A5, A4). The webinar reinforced my commitment to ensuring that AI tools are used to augment rather than replace human instruction, as advocated by Luckin (2018) in her work on AI in education.

In conclusion, attending the CPD event has equipped me with a richer understanding and a range of practical strategies to enhance how I teach and engage with students on the topic of AI. It is clear that as educators, we must continuously develop our own understanding and pedagogical approaches to ensure our learners are not only proficient in using technology, particularly AI, but are also capable of critically assessing and shaping how technology impacts their lives and work (A5, V1).

4.2. UWTSD Online Training: “Getting Started with Vevox”

Accessed: 10th January 2025

Location: Microsoft Teams Recording

Hosted by: Emma Jones (UWTSD)

Reflecting on this CPD training session focused on the use of Vevox (Vevox, n.d.), a digital polling and Q&A platform, provided insights into enhancing interaction and feedback mechanisms in my teaching practice. The session, led by Emma Jones, showcased the practical application of Vevox in classroom settings, offering a compelling case for its integration into both live and virtual learning environments. This experience has notably influenced my approach to engaging students and fostering a dynamic learning atmosphere (A2, K4), aligning with Laurillard’s (2002) Conversational Framework, which emphasises the importance of feedback and dialogue in digital learning environments.

The event underscored the importance of active learning through real-time feedback and interactive sessions, which align well with my commitment to fostering an inclusive and participatory classroom environment (V2). Research by Bonwell and Eison (1991) highlights that active learning techniques, such as live polling, encourage deeper engagement and enhance student understanding. Vevox’s anonymity feature, which allows students to ask questions without fear of exposure, resonates with my objective to create a safe and supportive learning space where all students feel free to express their doubts and curiosities (A4, V1).

Integrating Vevox into my teaching toolkit could significantly enhance how I design learning activities, particularly in large online lecture settings where student engagement can often wane. Mayer’s (2009) Cognitive Theory of Multimedia Learning suggests that interactive digital tools can help manage cognitive load and improve student retention by providing real-time formative feedback. The platform’s ability to collect instant responses offers a unique opportunity to adapt teaching strategies on the fly, aligning with the educational focus on using responsive and evidence-informed teaching approaches (A1, V3). For instance, the real-time data could help tailor discussions to better suit the understanding levels of the class, ensuring that learning interventions are both timely and effective (A3).

The session also highlighted the versatility of Vevox in fostering collaborative learning. The feature allowing session sharing with colleagues opens up possibilities for team teaching, guest speakers and interdisciplinary collaboration, thus enhancing the teaching and learning experience through shared expertise and varied teaching styles (V5, K2). This aligns with Vygotsky's (1978) Social Constructivism, which emphasises that learning is most effective when it occurs in a collaborative environment where students and educators actively construct knowledge together

Moreover, the practical demonstration of integrating Vevox with Microsoft Teams and Moodle illustrated the blending of technology with traditional teaching methods, which is critical in today's digital educational landscape (K4). This reflects Mishra and Koehler's (2006) TPACK Model, which argues that effective teaching in digital environments requires the intersection of technological, pedagogical, and content knowledge. This aligns with my ongoing efforts to enhance digital literacy among students and encourages them to interact with digital platforms not just passively, but as active participants in their education (A2, K1).

In summary, the Vevox CPD event has equipped me with valuable insights into leveraging this digital tool to foster a more interactive and responsive learning environment. The potential to enhance student engagement through technology is great, and I am eager to test Vevox into my upcoming teaching sessions. This tool not only supports the practical aspects of teaching and learning but also significantly contributes to a pedagogical approach that is modern, student-centred, and aligned with current educational standards (A5, V4).

4.3. Advance HE Webinar: "Using the Framework for Enhancing Assessment to Innovate Practice"

Date held: 5th December 2025

Location: Online (www.advance-he.ac.uk)

Hosted by: Vic Stephenson, Senior Consultant

The event, guided by Vic Stephenson and featuring experts from multiple universities, highlighted the practical applications of a holistic assessment

framework. This framework supports a comprehensive approach to assessment, crucial for adapting teaching methods that cater to diverse student needs (A2, K4). This aligns with Boud and Falchikov's (2006) concept of sustainable assessment, which stresses the importance of designing assessments that prepare students for future learning beyond university. In my own practice, this reinforces the necessity of integrating flexible, innovative assessment strategies that resonate with both remote learners and those in traditional classroom settings (A2, K4).

Discussion points from the event emphasised the importance of embedding future-facing, innovative assessment methods into curriculum. This approach not only supports balanced learning opportunities but also maximises student engagement and potential (V2, K3). Research by Nicol and Macfarlane-Dick (2006) on formative assessment and self-regulation supports this, as effective feedback mechanisms encourage students to become active participants in their learning. This aligns with my teaching objectives, aiming to bridge the gap between academic theories and practical applications through assessment methods that are responsive to the needs of a diverse student body (A1, A4).

The case studies presented, including those by Dr. Laura Sharp, showcased real-world examples of fostering academic integrity and reducing plagiarism through structured, thoughtful assessment design (A3, V1). These examples are particularly applicable in my teaching, where ensuring academic honesty remains a critical challenge, especially in online formats where some formative monitoring methods are not feasible. Sambell et al. (2013) highlight that assessment should not only measure learning but also actively shape students' engagement with ethical academic practices, reinforcing the need for well-structured, transparent assessment criteria.

Furthermore, the emphasis on using technology and innovative practices to facilitate assessment aligns perfectly with the dual modes of my teaching. Gibbs and Simpson (2004) argue that well-designed assessment is a key driver of student learning, especially when digital tools are used to provide timely feedback and adaptive learning pathways. Incorporating digital tools not only enhances engagement but also supports the diverse learning styles and paces of students, making education accessible and inclusive (K4, V2). The event underscored the potential of

assessments designed to mirror real-world applications, thereby enhancing students' readiness for professional environments (A2, K2). This reflects Wiggins' (1998) theory of authentic assessment, which stresses that assessments should replicate professional tasks to better prepare students for their future careers.

In conclusion, the insights gained from the CPD event have been helpful in reevaluating and enhancing my approach to assessment within a diverse educational setting. The strategies discussed will aid in developing assessments that are not only inclusive and supportive but also challenging and reflective of professional standards. This reflection has highlighted the need for ongoing adaptation in educational practices to effectively meet the challenges of a rapidly evolving academic and professional landscape, ensuring that learning remains a comprehensive, continuous, and supportive process (A5, V3). The event reinvigorated my commitment to creating an educational experience that is as varied and dynamic as the students I teach, reinforcing the importance of assessment as a tool for learning, rather than just a measure of achievement (Black & Wiliam, 1998).

5. BRIEF ASSESSMENT OF OVERALL DEVELOPMENT

5.1. Assessment of Development as a Reflective Practitioner and Future Development Needs

Throughout my teaching qualification programme, my development as a reflective practitioner has been shaped by engaging in structured reflection, iterative improvement, and critical self-evaluation. The integration of Gibbs' Reflective Cycle (1988) and engagement with the UKPSF 2023 have played pivotal roles in enhancing my pedagogical approach and reinforcing my commitment to continuous professional development.

5.2. Development as a Reflective Practitioner

My reflective journey has been significantly influenced by the three intervention cycles implemented in the Entrepreneurship module. Initially, my teaching practice was characterised by a preference for flexibility and spontaneity, which fostered dynamic student engagement. However, the transition to a more structured teaching format, as outlined in my intervention reports, challenged me to critically assess my adaptability, engagement strategies, and instructional efficacy (A2, V1). This shift required a deep engagement with constructive alignment (Biggs & Tang, 2011) to ensure that my teaching methods, assessment strategies, and learning activities remained consistent with intended outcomes (K2, K5).

Through structured observations and CPD reflections, I recognised the importance of balancing institutional requirements with student-centred learning. My teaching observations provided insight into the impact of pacing, interactivity, and student engagement on learning outcomes (A4). These experiences prompted me to refine my questioning techniques, adopt more inclusive pedagogical strategies, and integrate evidence-informed teaching methods, reinforcing my alignment with Professional Values V1 and V3.

Another key area of development has been my ability to critically evaluate the effectiveness of online and face-to-face pedagogies. My engagement with available CPD events, particularly with AI literacy and digital teaching standards, has

enhanced my ability to integrate technology-enhanced learning in ways that support student engagement and inclusivity (K4, V2). The exploration of tools such as Vevox has expanded my understanding of how digital technologies can support formative assessment and real-time feedback (A3).

5.3. Analysis of Future Development Needs

While I have made significant strides in reflective practice, my future development must focus on refining my ability to respond to diverse student learning needs within structured curriculum models (V2, K3). The challenge remains in ensuring that prescribed content does not limit opportunities for interactive and student-driven learning. To address this, I aim to further explore adaptive teaching strategies, which allow for personalised learning pathways without deviating from curriculum requirements (A5).

Additionally, I intend to enhance my expertise in designing inclusive learning environments that better accommodate both 'home' and ESL (English as a Second Language) students. My reflections on the adaptation of the Entrepreneurship module revealed the need for scaffolded learning approaches tailored to different student cohorts (V1, K2). Future CPD efforts will focus on developing balanced assessment strategies that support diverse learners while maintaining academic integrity (A3, K5).

Finally, my future development will involve greater collaboration with colleagues to refine best practices in entrepreneurship education (V5). Engaging in research and interdisciplinary collaborations will support a more robust, evidence-based approach to curriculum innovation (V3, K1). I aim to formalise these reflective practices through knowledge exchange internally and externally, further aligning my professional growth with the wider context of higher education (V4).

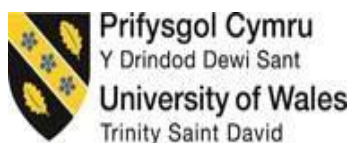
5.4. Conclusion

My journey as a reflective practitioner has strengthened my ability to critically engage with pedagogical challenges, adapt to institutional frameworks, and foster inclusive, engaging learning environments. The UKPSF 2023 has provided a structured framework for evaluating and enhancing my teaching practices. Moving forward, my focus will be on developing adaptive, evidence-based strategies that support both student engagement and institutional goals. Through continued professional

development and collaboration, I aim to refine my teaching methodologies, ensuring that my practice remains innovative, responsive, and impactful in higher education.

6. APPENDICES

6.1. Appendix A: Observation by Charlotte Joyner (1 - Traits)



Details of the Observation	
Observee	Neil Dyer
Practice Advisor / Expert peer observer	Charlotte Joyner
Date of the Observation	9 th October 2024
Campus / Location	Dylan Thomas Centre, Swansea
Date, Time, Duration	9 th October, 9am, 3 hrs
Subject Speciality	Entrepreneurship (<i>Entrepreneurial Traits</i>)
Type of activity	Lecture (including group activity)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments • Organisation of content is clear, logical and provides a clear structure for students to follow • Good use of images and videos to enrich learning and broaden their understanding of entrepreneurship and specific traits within Entrepreneurs. This proved useful as students could build upon the traits discussed in videos to examples they had.

Teaching [A2: Teach and/or support learning.] <i>i.e. 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. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments - Clear expectations set out at the beginning of class. - Good use of a recap and linked back to discussions from Week 1 to check students understanding of module content and assignment expectations - Neil responsively acknowledged questions from students and addressed them confidently which positively impacted engagement and the classroom atmosphere. - Positive use of reinforcement – some traits discussed were repetitive but this seem purposeful and Neil ensured he consistently linked back to the assignment. He was aware this is the student first time studying this module so I think it encouraged student to embed this knowledge of traits and motivations of entrepreneurs. - At times, Neil discussed successful traits quickly which might be challenging for some students to follow. As this is only week 2, Neil might need to review the ability of the students to align it with the pace of delivery. For example, he could have categories the traits and discussed them in smaller sections
Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners] <i>i.e 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.</i>
Comments - Overall a good level of engagement and students seems to have retained some information from week 1 as they asked prevalent questions regarding their assignment
Assessment [A3: Assess and give learners feedback for learning] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>

Comments This was a very knowledge based session as it was the first opportunity for student to look at entrepreneurial traits. Some formative assessment was evident within the session as Neil did ask students questions to check understanding. However, engagement was from the same few students and so Neil has potential to introduce 'cold calling' to check the understanding of those students who may not be the first to put their hands up.
Core Knowledge • K1 How learners learn generally and within specific subjects. • K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study. • K3 Critical evaluation is the basis for effective practice • K4 Appropriate use of digital technologies. • K5 Requirements for quality assurance, enhancement and implications for practice.
Comments Neil's session provided clear expectations and learning objectives for students to follow. He demonstrated a high level of knowledge to the subject of entrepreneurial traits and consistently provided links to real-life application which put some of the theory into perspective for students. Neil confidently addressed questions asked by students and will continue to understanding the learning requirements of the class as the academic term progresses.
Professional values • V1 Respect for individual learners/ Diverse groups of learners. • V2 Promote engagement and learning and equity of opportunity for all to reach their potential. • V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice. • V4 Respond to the wider context in which higher education operates, recognising implications for practice. • V5 Collaborate with others to enhance practice.
Comments Neil managed to integrate theory into his lesson well and ensure this further links to specific application from real life entrepreneurs. He promoted the importance of doing this to students when they conduct their first assignment. Neil actively encouraged students to ask question, but more time could have been purposefully built in to pause content and check understanding.

Examples of good practice:

- Clear preparations prior to session as content was well thought out and followed a clear structure
- Clear expectations set out to students at the beginning of the session
- Recap of previous session was beneficial to check students understanding

Action points:

- Concentrate on pace of delivery going forward. This will come from understanding the groups needs better e.g. traits were covered quickly so this could have been broken up with more manageable chunks for students

For Observee

Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice.

The feedback highlighted several positive aspects, such as the effective use of multimedia to enhance understanding and the clear structure and pacing of the lecture, which helped maintain student engagement. However, it also pointed out areas for improvement, such as the need to adjust the pace for complex topics and to use more inclusive assessment techniques to ensure all students are actively engaged. The feedback is constructive, providing valuable insights that will help refine my teaching methods and better support my students' learning experiences.

Observer C. Joyner.....

Date 10.10.24

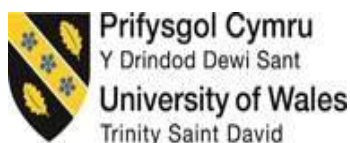
Observee N. Dyer

Date 10.10.24

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

6.2. Appendix B: Observation by Charlotte Joyner (2 - Ideas)



Details of the Observation	
Observee	Neil Dyer
Practice Advisor / Expert peer observer	Charlotte Joyner
Date of the Observation	6 th November 2024
Campus / Location	Dylan Thomas Centre, Swansea
Date, Time, Duration	6 th November, 9am, 3 hrs
Subject Speciality	Entrepreneurship (Business Idea Generation)
Type of activity	Lecture (including group activity)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments - Well organised and structured approach to the session. There was a clear level of planning as the session started with an outline of clear objectives. - I could see links shown to a previous session I observed , with recaps of content and assignment which again supports a strong level of planning. - Activities and questioning clearly linked to assessment criteria and requirements
Teaching [A2: Teach and/or support learning.] <i>i.e. 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. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments

- There was evidence of continuity from previous sessions as Neil referred back to discussion from the lecture last week and students were able to ask questions and recap knowledge - Logical format to the lecturer as Neil started with some recap, then introduced new content and frameworks, followed by activities to support understanding. Parts of the 'teacher led' section for new content was quite long but students seemed engaged. It could have been suggested to introduce an activity earlier.
Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners] <i>i.e 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.</i>
Comments - Engagement levels varied amongst groups/ students but Neil was positive throughout and tried to encourage participation as much as possible. - Clear expectations set out from Neil regarding the group work and provided reassurance to those worried about the group activity
Assessment [A3: Assess and give learners feedback for learning] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>
Comments - Constructive feedback provided during the activity that supported student to generating a viable idea and boosted confidence - More Q&A could be included during teacher led section to check understanding and continued engagement
Core Knowledge • K1 How learners learn generally and within specific subjects. • K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study. • K3 Critical evaluation is the basis for effective practice • K4 Appropriate use of digital technologies. • K5 Requirements for quality assurance, enhancement and implications for practice.
Comments Neil demonstrated a strong understanding of the topic and provided many links to real life examples which put the knowledge into context for students.

Neil encouraged students to critically evaluate their ideas and not setting on one example and could provide support on number of different business topics

Professional values

- V1 Respect for individual learners/ Diverse groups of learners.
- V2 Promote engagement and learning and equity of opportunity for all to reach their potential.
- V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice.
- V4 Respond to the wider context in which higher education operates, recognising implications for practice.
- V5 Collaborate with others to enhance practice.

Comments

Neil provided opportunities for all students to engage and participate. He addresses contemporary and relevant examples to support understanding and this aligned with assessment criteria.

Examples of good practice:

- Good use of team work and activities that promoted engagement and creative thinking
- Strong structure and planning that make the session have a nice flow

Action points:

- There could be visual aids or print outs to support verbal instruction and support the understanding of lower ability learners

For Observee

Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice.

The feedback highlighted the well-organised structure and clear objectives of the session, which helped maintain student engagement. Although the continuity in teaching was praised for reinforcing learning, the feedback suggested that activities could be introduced earlier to break up extensive lecture sections and boost interaction. Constructive feedback during activities was noted to effectively support student learning. Reflecting on these insights, I see opportunities to enhance the balance of lecture content and interactive elements, ensuring a more engaging and supportive learning experience for all students.

Observer C. Joyner.....

Date 10.11.24

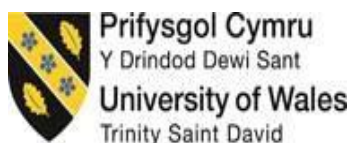
Overservee N. Dyer.....

Date 10/11/24

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

6.3. Appendix C: Observation by Charlotte Joyner (3 – Team/Networks)



Details of the Observation	
Observee	Neil Dyer
Practice Advisor / Expert peer observer	Charlotte Joyner
Date of the Observation	20 th November 2024
Campus / Location	Dylan Thomas Centre, Swansea
Date, Time, Duration	20 th November, 9am, 3 hrs
Subject Speciality	Entrepreneurship (Your Team & Support Network)
Type of activity	Lecture (including group activity)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments - Continuity with other sessions, Neil again started the class with a setting out clear expectations for students and an overview of the topics covered during the session. - Content was in a well planned order as there was a good balance between teacher led content and group activities. - Group activities well positioned throughout the session
Teaching [A2: Teach and/or support learning.] <i>i.e. 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. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments

- Positive engagement from the beginning. Neil had a good rapport with students and allowed time at the start to ask questions, check if questions has appeared throughout the week on their assignment - Content this week links to knowledge learnt last week and there was a logical order to the delivery of knowledge
Effective Learning Environments [A4:Support and guide learners/V1 Respect individual learners/diverse groups of learners] <i>i.e 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.</i>
Comments - Good level of classroom engagement. There is a small handful that engage more than other students and Neil could use some cold calling to check in on the 'quieter' students. - Plenty of opportunities for students to ask questions and students seemed confident enough to ask throughout the session and Neil could always provide a strong and constructive answer that will support completion of the task or assignment. - I like how Neil encouraged time for independent thinking e.g. Neil linked to real life examples and then asked students to find their own and ensure there were links to the business plan. This helps students overall knowledge , application and research skills.
Assessment [A3: Assess and give learners feedback for learning] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>
Comments - Regularly checks in with the class and asks questions like "What can we do to fill the skills gap in the business?" This encouraged student engagement . However, all questions were put out to the whole class , so some cold calling so engage the quieter students in the class.
Core Knowledge • K1 How learners learn generally and within specific subjects. • K2 Approaches to teaching/supporting learning appropriate for subjects/ levels of study. • K3 Critical evaluation is the basis for effective practice • K4 Appropriate use of digital technologies. • K5 Requirements for quality assurance, enhancement and implications for practice.
Comments Neil's session provided clear expectations and learning objectives for students to follow. He demonstrated a high level of knowledge and consistently provided links to real-life application which put some of the theory into perspective for students.

Neil confidently addressed questions asked by students and will continue to understanding the learning requirements of the class as the academic term progresses.
Professional values • V1 Respect for individual learners/ Diverse groups of learners. • V2 Promote engagement and learning and equity of opportunity for all to reach their potential. • V3 Use scholarship, Research or professional learning? All other evidence informed approaches as a basis of effective practice. • V4 Respond to the wider context in which higher education operates, recognising implications for practice. • V5 Collaborate with others to enhance practice.
Comments Neil managed to linked to real-life examples and he promoted the importance of doing this to students when they conduct their first assignment. Neil actively encouraged students to ask question to reflect on their own circumstances and engaged them in considering the relevance of the material to their own lives.
Examples of good practice: - Supports independent thinking with students and allows time for them to conduct their own research - Good display of knowledge throughout on all topics discussed - Good rapport with students who felt confident to ask questions Action points: - It could be perceived that Neil made an assumption of student prior knowledge as he used lots of business Jargon like 'outsourcing' and 'contracting' that some students might not understand. This could have be clarified or discussed during explanation.
For Observee Write a short statement to address area of activity [A5]. Describe how this observation will enhance your practice Strengths such as well-organised content and good student engagement due to a balance between teacher-led content and group activities is noted and a reoccurring theme from my lectures which is pleasing. However, it also noted that quieter students could be more actively involved through methods like cold calling to ensure everyone's participation. Using real-life examples helped link theory to practice effectively, enhancing students' application skills. The feedback has been very useful in identifying areas for improvement, particularly in making my teaching more inclusive and understandable for all students.

Observer C. Joyner.....

Date 20.11.24

Overservee N. Dyer.....

Date 20/11/24

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

6.4. Appendix D: Teaching Hours Record

Appendix A			
PG Cert ~~THE~~ -TEACHING LOG			
Candidate: Neil Dyer		Campus: IHM/HHM (IMH)	
Date	Session Details	No of Hours	Practice Advisor's Signature
30/9/24	LET - Intro to Entrepreneurship	2	✓
1/10/24	HHM - Intro to Entrepreneurship	4	✓
8/10/24	LET - Entrepreneurial Traits	2	✓
9/10/24	HHM - Entrepreneurial Traits	4	✓
15/10/24	LET – Traits in Practice	2	✓
16/10/24	HHM – Traits in Practice	4	✓
22/10/24	LET – Business Planning	2	✓
23/10/24	HHM – Business Planning	4	✓
29/10/24	LET – Concepts and Idea Generation	2	✓
5/11/24	LET – Importance of Research	2	✓
6/11/24	HHM – Concepts and Idea Generation	4	✓
12/11/24	LET – Marketing	2	✓
13/11/24	HHM – Research and Marketing	4	✓
19/11/24	LET – Team & Support Network	2	✓
20/11/24	HHM – Team & Support Network	4	✓
26/11/24	LET – Contents and Cash	2	✓
27/11/24	HHM – Contents and Cash	4	✓
3/12/24	LET – Assessment Workshop	2	✓
4/12/24	HHM – Assessment Workshop	4	✓
10/12/24	LET – Presentation Assessments	2	✓
11/12/24	HHM – Presentation Assessments	4	✓
17/12/24	LET – Feedback Session	2	✓
18/12/24	HHM – Feedback Session	4	✓
14/1/25	IHM – Intro to Entrepreneurship	4	✓
15/1/25	LET – Business Plan Planning	2	✓
21/1/25	IHM – Entrepreneurial Traits	4	✓
22/1/25	LET – Intro to ~~Entrecomp~~	2	✓
28/1/25	IHM – Traits in Practice	4	✓
29/1/25	LET – Support Workshop	2	✓
4/2/25	IHM – Business Planning	4	✓
11/2/25	IHM – Starting a Business in the UK	4	✓
18/2/25	IHM – Concept and Idea Generation	4	

25/2/25	IHM – Research and Marketing	4	"
4/3/25	IHM – Team and Support Network	4	"
11/3/25	IHM – Contents, Cash and Other	4	"
18/3/25	IHM – Assessment Workshop	4	
		Hours = 114	

Participant's signature.....

Practice Advisor's signature

7. REFERENCES

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