Sheffield Hallam University

TALENT
Teaching and learning enhancement

RECOGNITION
VALUES
KNOWLEDGE
ACTIVITY

The Higher Education Academy

	FHEA Practice Examples	Comments
A1	I have led modules at every level and, as course leader, have written, designed and delivered curricula on both the UG and PG courses. When I design modules and learning materials I draw upon the university (QAA) guidelines and the benchmarks set by professional bodies. When planning a module I make use of a variety of learning activities to encourage individual, peer-supported and tutor-supported learning to take into account the different levels of skills and learning styles (Schunk, 2012). I also ensure students develop professional skills to support their employability, e.g. developing their digital media literacy by using Twitter and Facebook to share news stories they have written in class and by creating blogs where they can reflect upon their practice (Schon, 1995). Words: 123	• Demonstrates a clear range and depth of experience. • Shows understanding of external quality requirements to be incorporated. • Draws upon literature to underpin practice • Use of a concrete example also backed up by literature
A2	Recognising that individually, level 4 students were struggling to develop creative ideas for a xxxx design project, I devised a one-day collaborative and active learning (McKinney 2010) workshop in which students worked in groups xxx xxx to a xxxxx to understand how xxxx would look and respond in a 3-dimensional context. During the workshop I was also able to explain key techniques and principles of xxxxx engineering through visual and verbal demonstration (Fleming & Mills 1992) with each group. Periodic peer assessment throughout the day enabled groups to discuss their progress and learning amongst themselves.	• Identifies a difficulty to be resolved and follows this with the choice of approach that is underpinned by reference to the literature. • Manages to squeeze in a second literary reference albeit quite an old one. • Evidence that the approach selected has worked well

	This approach proved incredibly successful and has since been implemented across the course. Words: 108	
A3	I incorporated a variety of feedback on the xxxx module. For example: • Students received spoken feedback 15 minute in a 1:1 tutorial on assignment outlines and ideas for different sections • Students received written feedback on a draft assignment on how well they had addressed the task, their ideas, use of sources and organisation. • As well as being graded, submitted assignments were annotated with detailed written comments and an overall summary • Students collated feedback and highlighted areas of success and weakness and made an action plan for the coming semester. • Students discussed their feedback and action plans in a 30 minute 1:1 tutorial Words: 102	• A very detailed description of a range of feedback methods given • further shows an excellent example of ensuring students incorporate the feedback into future work
A4	In a writing course, class time is often not adequate for both explanation, interaction, and writing practice. As a result, I provide my students with short digital videos which I make using the application Educreations (Educreations 2016). In these videos I explain an aspect of academic writing, for example, thesis statements. Students watch the videos before the lesson and complete the tasks. Class time is then used for clarification and interaction with the teacher and their peers. This approach is known as flipped learning (Bergman and Sams 2012). This approach is particularly effective for students who may feel anxious about the lesson content. Since the input is in the form of a digital video, they can watch as many times as they like, and this increases confidence. Words: 127	• Identifies a problem with the environment that needs resolving • Explains the teaching approach used to resolve it • Underpins the decision with learning theory and literature • States that the approach works for a range of students but this assertion would be improved if backed up by evidence - how do you know it increases confidence and resolves anxiety?

A5	To enhance my core knowledge and personal development, I regularly participate in CPD workshops including Skills Days. A recent workshop resulted in trying out new teaching tools such as Padlet that I am now using to provide students with a platform to provide anonymous responses, for example following seminar debates on ethical dilemmas. In June 2015 I co-presented a paper on the use of Facebook in teaching practice at both SHU's Learning and Teaching conference and at the xxxx annual conference. I participate in a variety of external industry events including summer schools, xxx events and training days and xxx marking workshops. These facilitate networking with my peers, update my core knowledge and allow me to develop my personal learning network. Words: 121	• Good example of a specific development activity leading to a specific change in practice • Clear articulation of a range of engagement that develops their own and others' learning and teaching practice
K1	Giving feedback to teacher trainees involves an understanding and knowledge of communication strategies, language, and scaffolding skills. My doctoral research examined the nature of scaffolding in a teacher education context. In my role as teaching practice supervisor at xxxx University, I had to observe pre-service trainee teachers and give constructive feedback. My knowledge of both English Language Teaching and my knowledge of giving supervisory feedback (Randall and Thornton 2001) enabled me to support the trainees in their understanding of teaching. My particular knowledge of scaffolding in this context provided me with an ability to prompt and guide the trainee in order that they may construct their own meanings about teaching. Words:110	• Simple introduction to what knowledge is required • Evidence of acquiring such knowledge and a helpful description of when and how this knowledge is put into practice. • A perfect section would include evidence that these methods were effective with students, perhaps with a quote or evaluation evidence
K1	As a member and external examiner of the Institute of Bankers in xxxx, I receive periodical articles to keep me abreast with current trends in banking industry. I also read recent journals from accredited websites, financial newspapers (Local and global) and listen to news. Also, I make sure I attend the Winter Banking school every year to enhance my knowledge. Recently, I read about how the collapse of Grayston	• A good range of sources shown related to the continued updating of subject specific knowledge. • The overall range of sources is then

	Bridge which was being constructed by Murray and Roberts in South Africa affected its share prices. I then used this as a case study in my class on the "impact of news on stock prices". The students understood the concept better. Word Count: 110	supported by this very specific example of how subject knowledge is then fed into teaching
K2	I have used different methods for teaching L2 reading in two contexts: Xxxx foundation year students at XXX XXX and MA XXXX international students at SHU. Xxxxx: reading is students' weakest skill due partly to poor L1 literacy and to limited English language knowledge. I therefore incorporated explicit reading strategies, speed reading activities and different ways of reading (global/local/expeditious/careful) using short texts with a lower readability level and made sure text topics were based on students (limited) world knowledge SHU: I focus on reading critically and efficiently using longer, authentic and academic texts such as journal articles. Reading skills I teach include note taking, identifying author's stance and synthesizing ideas from multiple sources. Words: 113	• a neat example of how to take account of different learning contexts and understanding the different challenges these differences present • could have included evidence of how well these approaches worked • overall this section is about Core Knowledge so could have been improved by using theory-based references to literature
K2	See 'Worked Example' containing common errors	
K3	I have found that experiential learning is most effective when combined with appropriate learning technologies, in that it actively engages students and makes them more conducive to learning (Kolb, 1984). Additionally, the ability to collaborate is particularly useful in the context of xxxx education (Steel, et al, 2007). For example, at level 6 and 7 xxx students work collaboratively in a community of practice with their lecturers and professional peers via the xxx Facebook page. I also make use of my industry contacts to take students out of the lecture/seminar room and give them a sense of working in a media environment, e.g. via a guest speaker programme and by arranging work experience opportunities. Words: 114	• Good structure that builds on a general approach supported by literature and then exemplifies this approach. • The one thing missing is the lack of any evidence that this approach works well.

K4	Traditionally core knowledge of xxx has relied upon a didactic approach with rote-learning from a textbook (Dodd & Hanna, 2014). Feedback from staff/student committees indicates a perception of the syllabus as 'dry' and 'information heavy'. My challenge: how could I make xxx interesting and engaging? I set up a Facebook group where the tutor and other teaching staff can post breaking stories and encourage students to comment and debate with their peers. This VLE has provided a useful platform for students to 'buddy-up' for visits, share information relevant to assignments and request guidance when appropriate. It also provides a 'safe place' where students can critically reflect upon their own practice, that of their peers and the output of professionals, within a supportive community of practice (Wenger, 1998). Words: 127	• Identifies a problem through feedback and uses reflection to address. • Exemplifies use of technology as a route to success and underpins it with reference to the literature • Would have been improved with some evidence from students that showed an improved perception of the syllabus as a result.
K5	I engage in several key methods for evaluating the effectiveness of my teaching, including module evaluations, student staff meetings, dialogue with the External Examiners, course team module reviews and more recently peer observed teaching. During the academic year 2014/15 a colleague sat in on one of my *xxxx* seminars and we were able to have a useful and candid discussion about such things as room layout, use of multi-media materials, student turn-taking and techniques for encouraging focussed, inclusive discussion among all students. All of which informs future teaching practice. Words: 90	• Good range of evaluation methods described • Good to use a specific example and describe such a wide range of practice elements that were looked at. • Real shame that no specific changes were shown, especially since only 90 words have been used.
K6	See 'Worked Example' containing common errors	
V1	Having supervised a distance MA student entirely online, and run another module in a mixed online-offline mode, I am experienced in teaching groups of students who may not be suited to campus-based instruction. Two previous academic posts were in xxxx, where, although I was teaching through the medium of English, I nevertheless needed to attend to a different cultural context and	• An excellent range of practice showing understanding of diversity and implications for learning

	approach to study. This has informed my teaching since, and I am now more aware of the diversity of student backgrounds. I currently teach students with a broad variety of backgrounds, including mature students and those with English as a second language. My varied professional experiences have helped me cater to these diverse student types, and to mobilise their own experiences in learning – for example helping foreign students translate their personal experiences into robust research. Words: 136	• Would have been good to include a specific example of how teaching has been informed • This time a good specific example has been included.
V1	See 'Worked Example' containing common errors	
V2	I am particularly sensitive to these concerns through helping to build the xxxx Forum at xxxx University, a staff-student committee for accessibility issues, and since then engaging in the Disability Consultation Group here at SHU. In a past lecturing position I had a blind student on an introductory xxxx module. I made use of the xxxx email list I run, *xxxx*, to get ideas for how to approach this, and I helped the student with an accessible e-book of the module textbook, as well as finding text-based alternatives to diagrams – a number of sighted students ended up preferring these too, so it translated across from a physical disability to different learning styles. This is just one example of my adaptability around different learning styles and abilities. Words: 126	• First sentence provides good evidence to the initial assertion • good use of specific example here • could have inserted a reference to inclusive practice literature for this piece of good practice • slight terminology error related to physical v sensory impairments - blindness is a sensory impairment
V3	During the reapproval process we reviewed all module content and teaching and assessment practices. We examined many relevant resources including module and course evaluations, statistical data on student performance/progression, External Examiner comments, academic regulations, meetings with colleagues and even arranged a focus group with final year students. From all this we were able to reflect upon and engage in dialogue about our individual teaching styles, to identify areas where we may need support (e.g. in using new technology and designing assessment	• None of this section is written in the first person and thus the Panel is unable to discern the writers own practice • the process of drawing upon a wide range of evidence prior to develop courses is appropriate, but no examples of what emerged from that are given nor how it was

	instruments) and take advantage of both the academic literature in these areas and opportunities that arose within SHU.

Words: 99 | implemented

- what opportunities were taken, what literature was read and used? |
| **V3** | Social Foundations of Education is the American equivalent of Education Studies in the UK. I have drawn profitably from pedagogical scholarship from this field. For example, as a result of reading this research, I have introduced the selective use of fictional texts (novels etc) into the level four module, "XXXXX". These texts provide a valuable supplement to the more traditional academic texts and give the students a wider perspective on the module themes than would be available through the use of academic sources alone. Student feedback has indicated they feel they benefit from this approach.

Word Count: 95 | - A very good example recommended for inclusion by the Review Panel

- A simple, clear and specific example of how the use of evidence-informed scholarship has been used to introduce something new into the classroom.

- Is aware that student feedback is important to the decision as to whether to continue with the approach taken. |
| **V4** | In 2012 the Higher Education Council of the XXX decided to incorporate blended learning into the design of courses. All institutions were expected to follow the new policy immediately. This impacted greatly on the mission of my former institution, xxxx University. Teachers were expected to use iPads in class, instead of printed materials. This was a sudden change in learning and teaching approaches almost overnight. Many teachers were unhappy about this change. To address this, a colleague and I set up a community of practice (Lave and Wenger 1991) which met once a fortnight. We structured these meetings around concerns, as well as techniques. Over time, teachers gained confidence as we shared our positive teaching experiences with the iPads and presented lesson plans which had been successful.

Words: 127 | - Demonstrates a very clear link between the external environment and the development and impact on learning and teaching.

- Cites a specific example of practice to address the sudden change. This also identifies some successful outcomes and uses academic literature to justify the approach taken. |

V4	Being the Chairperson for the curriculum development for XXXXXX programmes at Xxxxx University. I ensured that the curriculum is reviewed on a regular basis in line with the current needs of BQA and employer's needs. I always emphasised the importance of the skills which employers expect from students. In 2011, l reviewed the XXXXX degree together with other members. I suggested the introduction of a 1 year internship period to be part of the programme. This move enabled our students to acquire relevant work experience prior to completion. This caused the industry to head hunt for our students and even offer them jobs before completion. Word Count: 105	• A good example of how awareness of the external environment - in this case the needs of industry - can affect the development of curriculum review. • As well as using a specific example to show how external awareness can transfer into practice, there is also useful evidence of how this impacted positively to students' advantage.