TALENT
Teaching and learning enhancement

AFHEA Practice Examples	Comments
A1 **In Development**	

	AFHEA Practice Examples	Comments
A2	In delivering 1-1 teaching from a range of study skills as appropriate to individual need, the overall aim is to remove barriers to academic learning, which may result from the student's particular learning difficulty. For a student bringing random books from his reading list, using the actual material he had brought, I explained and modelled key stages in a refining process to select useful information. I then passed the books to him to handle, orientate and turn the pages whilst he at the same time spoke out loud the steps being followed. This kinaesthetic method was to engage his motor memory, with simultaneous auditory reinforcement, to support learning how to locate information relevant to a given task (Kelly and Phillips p38). Words: 117	• Good overview of the aims of the teaching activity • This then is exemplified through a particular and specific example which then references literature to support the method used to reinforce learning. • Unfortunately, there is no space to include any reflection on whether the method chosen worked for this student but this is not essential in this case.
A2	I have been fully involved with both writing and presenting demonstrations for many different techniques, on numerous pieces of equipment. For demonstrations I find small groups are optimal allowing them to gather around and see what is happening. I can talk to them individually (making eye contact etc.) and judge their receptiveness as a result. It is also easier for students to ask questions when the groups are smaller (Allison 1995) I use pauses to check understanding and provide opportunities for questions which enables me to try alternative means of delivery - especially	• Statement of range of practice and experience useful to reassure the panel that this is an experienced practitioner. • Assertion re student questions is supported by reference to literature although a more recent reference should be found for this.

	important for international students, where language or a lack of lab experience is a potential barrier (Harris 2009) I try to ensure there is an element of hands-on participation (if they are comfortable doing so) and also find that using props (e.g. component parts of instruments) helps explain more complex analyses. Words: 140	• Examples that recognise student diversity and being flexible to accommodate this appropriately, further supported by theory.
A2	I teach on two modules – XXXX and XXXX - aimed at L4 undergraduate Xxxx students. My key duties include lesson planning, policy integration, assessment delivery – marking and feedback. I have students from two different disciplines and so I have found that small group tasks are most effective (Grasha, 1996). I ensure to include a variety of learning activities and a mix of at least two teaching styles so as to support all kinds of learners in developing their creative and intellectual potential (Lowman, 1984). My aim is always to create an effective teaching strategy that is based on my students' primary discipline and background knowledge. Words: 105	• There are good examples here of different strategies used when delivering sessions • Literature (although a little old) is used to support the rationale for using these strategies • To be critical, it would be improved by including one *specific* example of teaching in a session and how well it worked rather than what is done *as a rule*

A3	My demonstrations to, and supervision of, the students during the class also provide a continual opportunity for assessment and feedback, which can then be factored into the teaching. Formative assessment of students understanding takes place during the demonstrations by the feedback I get when I ask questions and by the questions I am asked. Similarly I can ascertain how much of my explanation of a particular technique has been understood. (Allison 1995) (Harris 2009) (Race 2001). Issues and problems that arise when students are working alone, all feedback into future demonstrations to pre-empt similar issues occurring. Troubleshooting and enabling students to sort out problems for themselves, provides instant feedback, as do tips on more effective and efficient methods. Words: 118	• Demonstrated a sound understanding of the opportunities for and varieties of feedback and assessment. • Good to show that theory has been used to underpin practice. • Although the rest shows other examples of when different types of feedback can be received by students, this section doesn't include any specific examples of when actual practice has been delivered and what the outcome was.

A3	Whilst teaching L4 students, I am responsible for summative assessments through marking and feedback on exams and assignments. In terms of formative assessments, I give my students personalised and timely feedback during class, I email students questions to direct their reading, which I discuss with them at the beginning of every session, and at the end of the lesson I encourage my students reflect on what they have learned. This facilitates metacognition because they become more aware of their strengths and weaknesses (Anderson and Krathwohld 2001; Irons 2007). Having a mix of both allows me to provide written and oral corrective feedback. Words: 102	• There are good practices described here, well supported by relatively recent literature. • This could be improved by including one *specific* example of giving feedback in a session and how well it worked rather than what is done *as a rule*

A4	Where possible I adapt the learning environment around individual learning needs by listening to ongoing feedback during the learning experience. For example, in a workshop, a student commented that she found it difficult to concentrate during group work. In response I found her a place to work away from the group. During group reflection it emerged that others also prefer a solitary learning style (advanogy.com 2004). The following week I set one large table for those who enjoyed the group interaction and a separate quieter area for the handful of students who didn't. Feedback suggested that this method enhanced their learning so I continued with this practice. Words: 107	• Introduces a sound approach to practice • Follows this with a specific example of an occasion when the approach has been applied. • Shows reflection and change as a result of experience • Finally, evidence of success via student feedback.

A5	My CPD record shows a range of in-person, online and other media access to courses and other relevant information. Engaging with jiscmail as a member of my professional body gives me early notification of webinars, conferences and articles for reading, to gain updates to enhance my teaching sessions. For example the day after I attended Mindview training I introduced the software to a learner with a preference for an holistic rather than linear style, for her to consider its usefulness to aid essay planning and revision. A combination of her proficient IT skills and the introduction of this new aid enabled her to make rapid progress in its use to increase her efficiency with these	• By mentioning a CPD record we can see that this forms part of ongoing practice • Good specific example of how CPD has fed directly into teaching and learning practice • Includes reference to student success as a result of the new practice adopted

	tasks. Words: 116	
A5	I have engaged in continuous professional development through academic online CPD courses on the VLE that are focussed on learning and teaching development. I have completed courses on lecturing, marking and feedback. I am always looking to improve and develop my teaching and for this purpose I often speak to my colleagues and research new technologies or methods of teaching. I also work as a research assistant through which I have helped in developing a Learning Spaces Toolkit that presents an array of resources to help staff reflect on ways in which learning spaces effectively enhance teaching practice. I have applied the knowledge and experience gained from developing the toolkit in my own teaching (See V3 for more detail). Words:119	• Very good range of approaches to CPD shown here. • Good to show that the CPD is applied in practice
K1	I am a member of the professional association for librarians in the UK, CILIP. As part of my membership, I receive a monthly magazine, Update, with news and features relating to librarianship, and also weekly email bulletins. I am registered for CILIP Chartership, which involves reflection and the development of a professional portfolio to achieve Chartered Membership. As part of this process, I have attended a Portfolio Building Workshop at the University of Huddersfield, which included guidance for Chartership candidates and also opportunities for networking. In addition, I am a regular contributor to the Library Services seminar series for staff. Words: 100	• There is very good evidence here of professional development that maintains and updates subject knowledge and understanding. • The section lacks any indication or example of how any of this has then been fed into learning and teaching practice. • To meet this dimension there has to be some link between subject knowledge development and updating and actual teaching practice.
K2	I understand that there are differences between undergraduate and postgraduate students. This includes the knowledge and motivation of the students. So, I have to adjust my teaching style accordingly. For example, I would give a brief	• Although a quite simplistic example of adapting teaching practices to the level at which students are studying, it does nevertheless recognise, appropriately, that there are differences.

	lecture at the beginning of the first year practical classes which helped bring the students to the same level of understanding before letting the students get on with the experiment. On the other hand, for the postgraduates, I observed their decisions before asking for the reason behind their methodology at certain steps of the experiment. Words: 91	• This would be much improved by including s reference to some pedagogic literature to back up the practices described.
K3	I use a flexible and differential approach recognising and respecting people as individuals, whilst accepting that some standardization of content is necessary and that these two things need to be reconciled (Tomlinson 2000 and Corley 2005). For example, I used VAK learning style theory (Flemming 2001) to show a lecturer how to make a piece of felt. I used visual demonstration and verbal explanation as she followed, trying out techniques. As she identified that she learnt best 'hands on' (i.e. kinaesthetically) she made an additional piece whilst I took a supportive, mostly observational role. I've used this same method in group settings with different subject matter, materials, equipment and techniques. Words: 110	• Good introduction outlining a principled approach supported by literature. • Although Learning Style Theory is largely debunked nowadays, as making any difference to learning, this has been referenced and the practice exemplified is still valid for the practical activity being learned, as being supportive to the student concerned and as all three styles were employed at one time.
K4	As a technical officer working in xxxxx at a university my input varies from simple explanations of materials or equipment to in-depth workshops with demonstrations of equipment, materials and techniques. If appropriate I may provide additional resources such as leaflets / hand-outs including links to online resources such as web pages and social media sites, possibly stimulating online self-directed learning by following links to other sites and engaging in online discussions. This informal and lifelong approach to learning, prophesised by Knowles (1975) and Tough (1979), cited by Jarvis et al.,(2003) is supported by other researchers who suggest that students are increasingly not just 'passive information consumers' but are highly motivated, autonomous and active 'co-producers of content' (Dabbagh & Anastasia,	• Firstly this shows us that the person is engaged in a range of work in this area. • This is a fairly thin example of use and value of learning technologies in that it is a referral to students rather than them using the technology as a clear teaching strategy themselves. • The writer admits that the referral only 'possibly' stimulates. Is there evidence of students engaging in on line discussion? • It is helpful to show references here but once again the evidence is a little tangential.

	2002). Words: 116	• How do we know that the students are taking a lifelong learning approach?
K5	I support students to identify personal targets based on priorities from their self-evaluation of competency in a range of study skills. This helps to give a focus to support sessions, and on periodical review, the student is able to acknowledge progress made against the set targets and reflect on how this has impacted on growing independence as a learner, helping with confidence, self-esteem and motivation (Brown et al p69). A student who recently reviewed her targets increased her self-evaluation of skills from an average of 4/10 to 6/10, acknowledging the sessions, and her application of new skills, had made a positive difference to her ability to access her course. Words: 109	• An interesting example that is well supported by a reference as good practice, if a little thin on demonstrating knowledge of any range of 'methods for evaluating the effectiveness of teaching' (i.e. K5) • Nevertheless, effectiveness is measured on the students' own perception scale, which is true of any student evaluation feedback.
K5	Through anonymous student module evaluation feedback forms that I ask my students to fill at the end of term, I believe that I have been able to effectively support my students' learning and enhance their learning/teaching experience. In addition, their assignments and examinations reflect [have] improved subject knowledge and skills. While teaching grammar, one of the things that my students struggle with is phonetics. For most students this is a new topic[s] and therefore [can be] intimidating. In order to make the experience less daunting, I came up with a teaching strategy wherein I divided my sessions into 30 minute chunks, each dedicated to a particular feature. E.g., 30 minutes of only vowel sounds followed by 30 minutes of consonant sounds. Focussing on one feature at a time before combining these features to produce syllables or words helped them grasp the material easily. I have also noticed a vast difference in their attitudes towards the subject and this is reflected in their exams. Words: 163	• As a method for evaluating practice this is quite standard but is sufficient for an Associate level understanding of methods. • There is a failure to explicitly link this teaching practice example to the evaluation described above. This is overlong at 160 words. Suggested edits are in red. Additions in [green].
K6	*In development*	

V1	The first year students come from different schools and they usually have different understanding of the same subject (Bill 2010). Therefore I have to assess the understanding of their knowledge before providing further explanation which has been tailored specifically to each individual. Sometimes I have to start the explanation from the very beginning, from how to rearrange the equation before guiding the students through solving the problem step-by-step. Other times I could start the discussion on how the answer was obtained. Words: 81	• This example is relevant to the value and shows that the writer is aware of diversity and difference. • The example, however, is a little prosaic in terms of adjusting practice to the group before them and the alternatives. • The practice itself is not underpinned by any pedagogy and there is no indication that the chosen approach works successfully

V2	I was a member of the Library's Internationalisation Group, which involved carrying out pieces of work to improve the accessibility of library services for Sheffield Hallam students from overseas. I have contributed to running the Library stall at several international student marketplace events, which are intended to give the University an approachable face for newly-arrived students. Also, as part of the Self-help Group, I worked to create a glossary for staff to use when communicating with students through a range of channels. This is to ensure consistency in the use of terminology and to help us avoid using library jargon. Words: 100	• This piece clearly shows that the person values widening participation and engages in work to promote it. • Although the example is not very specific in terms of learning and teaching, all the subsequent work does relate to supporting learning and as such, for Associate Fellow, is appropriate

V3	I use recognised methods which comprise the 7 underlying principles underpinning specialist 1:1 support and which are acknowledged in the field as being particularly helpful for students with SpLD (ADSHE website). These are 'metacognition', 'relevance', 'overlearning', 'modelling', 'multisensory', 'motivation' and 'little and often'. To promote the first of these - metacognition - I feel it is important to explain to students how these methods are being incorporated into sessions and their intended purpose in promoting skill development and understanding. For example, a student who develops proficiency with a multisensory approach to learning spellings can make an informed decision to adopt this as a method	• A clear description of how the learning and teaching approaches used are underpinned by evidence and theory. • This is enhanced by including a specific example of how this is used in context and supported by further evidence from the literature.

	which works well for them as an individual (Riding and Raynor p87). Words: 112	
V3	My work on the learning spaces project has informed my teaching practice in that I have learnt that classroom configuration also plays a key role in supporting learners because it impacts my teaching and my students' learning. I ensure that I always reconfigure classrooms to suit my teaching style. When I teach on xxx which comprises mostly group work, I use the cabaret style layout or the boardroom layout. In contrast, for xxx I mostly use the horseshoe layout which gives me the open space in the front from which to teach my students whilst also allowing my students to work in pairs or individually (see Learning Spaces Toolkit, 2015; Steelcase, 2014). Words: 112	• An excellent, well supported example of how evidence and research can be used to inform and underpin teaching practice
V4	Increasingly, Sheffield Hallam and other UK universities are seeking collaborative partnerships with colleges in this country and abroad. These relationships allow the universities to spread their influence geographically far beyond their own campuses. Reciprocally, the partner colleges have their degrees accredited - many are not degree-awarding bodies - and also gain prestige by association. Last year, I was seconded to a project role to select library resources for the University's collaborative students and develop webpages to showcase them. At the end of the secondment, I passed on this work to the Learning and Teaching and International Experience Teams within LSSS. Words: 100	• Good here to see the imperatives associated with collaborative partnerships • Further to see the mutual benefits to the partnership making it a true joint venture • Nice example of activity here which will have direct impact on students although it would have been good to include reference to why this was important for students - not enough reflection ideally.