Supporting Learning Programme Portfolio

Vito Abbruzzese

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Educational Biography

I am a 3rd year PhD student working for an industry-based research project in the XXX Environment Centre, within the XXX, a joint research centre of XXX University and the University of XXX, together with the international commercialisation consultancy XXX Ltd. My research area is Biogeochemistry and the aim of my project is to enhance the bioavailability of phosphorus through manipulation of the coupled microbial and enzyme system within slurry and soils. In addition, my project aims to establish the extent to which the biomass and the structure of the soil microbial community are correlated with the enhanced phosphorus bioavailability in soil.

I also am an Associate Lecturer in Single Physical Geography of the course *Geographical Skills and application in a changing world* (first year of undergraduate studies). This is a core module taken by all Geography students regardless of the Geography course followed. I have 12 fortnightly 50-minutes lectures started in week 1 and continuing until week 23. The aims of my lectures are to discuss aspects of the relevant Geography course lecture syllabus, to help students to develop and to practise key generic and geographical skills, as well as to encourage and monitor students' academic progress.

Regarding my previous educational experiences, I have achieved my *Laurea* (a five-year Bachelor's and Master's integrated degree) in Biological Sciences at the Federico II University of Naples, Italy. Then, I have completed two Master's degrees, i.e., a professional Master's degree in Integrated Environmental Management: Ecology, Safety and Quality at the European School for Advanced Studies at the University of Pavia, Italy, and a MSc in Contaminated Land and Remediation at XXX University.

Although I have not had teaching activities yet in Higher Education, I have already worked as a teacher in different contexts delivering a great deal of subjects. Indeed, I have taught biology and chemistry in various institutes for hairdressers and beauticians in the province of Naples, as well as I have worked as a teacher of Italian and English in various language schools in Rio de Janeiro, Brazil. In addition, once completed my university studies in Naples, I have worked as an environmental guide during my civil service activity in a WWF oasis in Naples. I have provided explanations of the flora, fauna, rock morphology and history to the groups of people of different ages visiting the oasis during the tours along the dormant volcano where the natural reserve is situated.

Annotated Bibliography References

Berkeley Graduate Division (2015) Group Work: Techniques. Available at <http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/group-techniques/> [Accessed 22/01/2015].

This website is an excellent source of information provided by the Berkeley Graduate Division to help postgraduate (PG) student's transition to teaching as well as to offer programmes and services to assist PG students in developing their teaching skills for a future career in both an academic and a non-academic context. I chose this site when I was looking for new methods to diversify the discussions in my class and make my future lectures more interesting for the students, as a result of some student feedback asking more interactivity during my teaching sessions.

I found the section regarding discussion very helpful because of a wide range of resources and suggestions for maximising student learning as well as strategies for managing discussions during my lectures. In particular, techniques, such as Paired Annotations or Reciprocal Peer Questioning, are very useful to help students develop further skills, such as productive questions and team-writing, and to feel actively involved as learners during lectures. In addition, I will take advantage of these methods because of the benefit of linking these activities during lectures with assignments outside class.

Biggs, J (2007) Teaching For Quality Learning At University. Open University Press.

This is a quite complex book about "constructive alignment" and, at a broader level, "outcome-based education", two concepts related to a student-centred learning approach. The aim of the book is to enhance the quality of teaching and learning by means of a continuous practice of thinking and re-modulating the teaching activity because of new issues uprising. However, this so-called action research, or action learning, also refers to learning about oneself as a teacher and learning how to utilise this speculative approach to become a better teacher.

Despite the complexity of the topic, I found a few sections of this book very interesting and helpful for developing the activity during my lectures. Specifically, I have been particularly inspired by the section regarding the differences between surface and deep approach after the SLP introductory course. Therefore, I took advantage of this annotated bibliography to deepen these concepts in order to develop a personal approach in my lectures to stimulate my students' participation. In fact, since the first lecture, I have tried to encourage an active response in my students through questioning and debating issues about specific topics in class. In addition, following the book's ideas, I have taught in order to promote a positive working atmosphere where students can make mistakes and learn from them.

Griffiths, S. (2000) 'Teaching and learning in small groups', in H. Fry, S. Ketteridge and S. Marshall (eds.) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, Kogan Page.

This edited book is a useful source of information on teaching and lecturing both in large and in small groups, as well as on supervising projects, dissertations and research theses. In addition, there are sections focusing on emerging trends, such as e-learning, and ways of providing evidence for teaching portfolios and further accredited teaching certificates and promotion. I selected this book because I found the Chapter 6 'Teaching and learning in small groups' very helpful, especially at the beginning of my teaching practice, to understand the roles and the dynamics of teaching in small groups as well as to develop some of the techniques to be used in such contexts.

The reading of this chapter was very important because it helped me understand the importance of planning teaching sessions in order to develop both students' ideas and my skills in small group teaching. Furthermore, I will use this chapter again in the future because, after the second student feedback, I will try to encourage my students to work with some of the interactive methods presented in this chapter and not to over-expose them to only one method of teaching.

Dow, F. and Truman D.E.S. (1995) 'Roles and Responsibilities', in F. Forster, D. Hounsell and S. Thompson (eds) *Tutoring and Demonstrating*, Sheffield Centre for Teaching, Learning and Assessment, University of Edinburgh and Universities' and Colleges' Staff Development Agency (UCoSDA).

The book 'Tutoring and Demonstrating' has been written to provide a useful guide for teaching staff beginning tutorial and demonstrating activity, as well as for more experienced lectures and other academic staff guiding and supporting associate lecturers/tutors and demonstrators. This book is useful because it covers different aspects of tutoring. For instance, there is a specific chapter focusing only on problem-solving classes in science. Other chapters explore the associate lecturer/tutor's role and responsibility with regard to coursework essays, marking students' written work and give constructive feedbacks.

I found the Chapter 2 'Roles and Responsibilities' particularly useful to help me reflect on my autonomy in devising my own lecture programme. Notably, one of the ideas expressed in this chapter was that lecturers have the responsibility to identify, understand and accept purposes as well as constraints of their lectures. Doing so, it will be easy for them to develop their teaching programme and, in turn, to create a good learning environment for the students. However, lecturers have also a certain degree of autonomy, due to the flexibility of the course structure, to insert their own distinctive ideas, experience and interests in their teaching. Indeed, before devising my teaching programme, I took into account these aspects in order to develop a programme that can both fit into the course structure and can give me the chance of introducing some personal ideas and expertise.

Learn Higher (2014) Critical Thinking And Reflection Tutorial. Available at <http://www.learnhigher.ac.uk/learning-at-university/critical-thinking-and-reflection/critical-thinking-and-reflection-tutorial/> [Accessed 24/01/2015].

This is a website showing a very interesting and comprehensive tutorial produced by Plymouth University on the critical thinking (CT) process. This tutorial analyses all the necessary steps in order to understand and master this crucial skill, from the definition of CT to the questions to generate CT, to how to use the CT model in some studies, and to some tips to write a critical essay.

Although this site was mainly addressed to students in higher education, I found it very helpful during the first tutorials in order to define the CT process and to make it applicable for my student's assignments. Specifically, during the first teaching sessions I utilised the explanations provided by the tutorial in order to show the students that by answering questions, such as what, why, how and so what they could progressively move on from a simple description to a deep analysis and evaluation of problems in Physical Geography.

Mills, D. and Alexander, P. (2013) Small group teaching: a toolkit for learning. The Higher Education Academy. Available at: https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&uact=8&ved=0CE4QFjAG&url=https%3A%2F%2Fwww.heacademy.ac.uk%2Fsites%2Fdefault%2Ffiles%2Fresources%2FSmall_group_teaching_1.pdf&ei=SevHVOCrGYL0UM3LgNgH&usg=AFQjCNGqz-v9xD6N49yT3-LbLBftdZ7niQ&sig2=rhIJtTbAnxXSVdEo729sKA [Accessed 27/01/2015].

This booklet is a precious source of information provided by the Higher Education Academy on several practical and theoretical aspects of teaching and learning in small groups. The first part focuses on simple questions that a fresh lecturer can ask him/herself, such as What if I am asked a question to which I do not know the answer? Or Does it matter if I end up doing all the talking?. In the following sections the booklet aims at explaining the importance of teaching in small groups, as well as best practice, critique and challenges that can be found in small groups.

The section regarding some disputes that can form in class, which can, in turn, jeopardise effective small group teaching, was very useful to understand some interactions among students in my class, as well as among my students and I. In particular, the authors define the so-called social or relational challenges presented by some individuals in a group. Examples of such issues can be dominant or passive students, as well as student with different academic abilities. Although the suggestion proposed by the booklet, i.e. forming groups with students with different ability in order to encourage discussion in the group, is mainly based on common sense, my teaching practice was reinforced reading this session because, having students with different abilities, I have always tried to make heterogeneous groups of students.

Another common issue in tutorials raised by the authors is an over-talkative lecturer, who, despite his/her commitment to interact with students, tends to chat for up to 60-80% of the teaching session. This aspect is particularly linked with my previous teaching experience, as I come from a completely different teaching scenario with less interactivity in class. Definitely, I chose this

book when I was observed in order to reflect more on the dynamics of teaching and on the role of lecturers in small groups.

Morss, K. & Murray, R. (2005) *Teaching at University: A Guide for Postgraduates & Researchers*, Sage Publication Ltd.

This book has been mainly written for those postgraduates and researchers who are starting their teaching activity at university. Therefore, it can be an excellent reference point about how to plan and prepare teaching sessions, such as tutorials, lectures, laboratories and fieldwork practicals, as well as how to assess and provide feedbacks to students.

I went through all the chapter 3 'Your First Tutorials' before beginning my teaching activity as an Associated Lecturer in the XXX Environment Centre, XXX University. I found this chapter a very useful source of information and suggestions, especially to plan and structure my first lecture. In particular, I found very helpful for my purposes the concept of the group size for discussing ideas and developing study skills in class. In fact, dividing students in two subgroups has resulted in more productive outcomes in terms of learning and interactivity, as well as in an increased students' confidence.

Ramsden, P. (2003) *Learning to Teach in Higher Education*. London, Routledge Falmer.

This book provides a useful base for teaching in higher education focusing on the links between students' experiences of learning and good quality teaching. In order to do this, this book merges various essential theoretical principles of effective teaching in higher education with a number of practical suggestions.

I found this book very useful, and in particular, the chapter regarding the possibility of becoming a good teacher in higher education through the application of different teaching strategies based on a few key principles related to students' practice. Notably, the ideas of developing independence, imaginative spirit and cooperative learning, as well as avoiding "mass production standard" in higher education, have been a useful starting point to design my lectures in order to engage my students in fruitful debates and to develop their imaginative inquiry.

Peer Observations

Observation 1 – An observation of other people's teaching

Appendix A, Part 1:

Session planning, evaluation & peer observation proforma

XXX University

Organisation & Educational Development

Supporting Learning Programme

Session planning, evaluation and feedback proforma

– downloadable from the course Moodle site

Teaching Session Preparation

Name of teacher:
XXX
Title/topic of session
Development in times of Climate Change
Day/time/room for session
28 th October 2014, 9:00-11:00, XXX
Session in context of whole course
The session was the third lecture of the Master's level module 'Perspectives on Environment and Development' run during the Michaelmas term (October-December). The Module comprises 2 weekly sessions, i.e a lecture and a seminar. During each lecture the Lecturers introduce and discuss a different topic on development and the environment from a geographical perspective.
Type of session (formal lecture, seminar, practical, workshop, etc)
The session was a formal lecture of two hours, even though I observed the lecturer's teaching during the first half of the lecture (approximately 50 min). The students attended and actively participated in the lecture answering and asking questions. The lecture was delivered using slides and video.

Student group and profile (number, experience, background, diversity etc)

26 people, of whom 4 international students. The students had different background having chosen as a module for different XXX Master's degrees.

Appendix A, Part 3: Teaching Session feedback proforma for observer

Name of Teacher...XXX....

Name of Observer...Vito Abbruzzese...

Date...28th October 2014...

Length of Observation...60 mins...

For SLP participants when you are observing your mentor – please include here a brief outline of the session aims and plan to contextualize the comments that follow:

This was the third lecture of the Master's level module 'Perspectives on Environment and Development'. As the title of the session suggests 'Development in times of Climate Change', the session focused on the multiple and complex links between climate change and development. Specifically, the covered topic was the international inequality between the so-called "developed countries", which produce carbon emissions and have the responsibility for climate change, and the so-called "developing countries", which, due to their socio-economic vulnerability, are expected to bear all the brunt of the impacts of this change. Before this session the students were asked to read the essential reading in order to have the basis to tackle all the points covered during the lecture as well as to build up their knowledge for the final essay related to the module's contents.

Comment on the session in the context of the planning - to what extent did the session match the plan in terms of any/all of the following, and where it diverged, what were the reasons?

- the aims and objectives and intended learning outcomes of the session,
- teaching and learning activities, including student involvement,
- pace, organisation and timing,
- subject content,
- use of resources and equipment,
- assessment of learning,
- any specific concerns raised in the briefing discussion

The teaching session was delivered in conformity with the plan scheduled in the module handbook. In fact, the lecture was structured considering the intricate connections between climate change and development, whereas previous sessions have already analysed some topics related to these connections. The aims and the objectives were outlined at the beginning of the session, whilst the learning outcomes of the whole module were clearly described in the module handbook. The lecturer gave a clear explanation of all the points scheduled and involved students through various questions. He had a good pace and the session during all the time I observed was well organised and planned out. In addition, I noticed a good use of resources and equipment, such as the use of the computer to project slides and zooming on specific images, as well as the projection of a video to provide better explanations of difficult concepts.

Teaching Session Feedback contd.

Summary of qualities of session

- Giovanni began the session with a “warm up approach” and had an informal way of teaching.
- His explanations were clear and the structure of the session followed a logical sequence with the subjects well organised.
- He pointed out differences between personal opinions and objective assessments regarding particular aspects of the subject.
- He provided a thorough explanation of the subject in addition to a self-explanatory material for all possible points not covered during the session.
- He showed a good use of resources and equipment, by the use of slides and video.
- He encouraged students to think. His asking for feedbacks from students was to figure out whether the explanations were clear enough or to assess if the students have already known some definitions and topics.

Specific suggestions for improvement/agreed discussion points

The suggestion I would make is to try to involve further the students into the topic of the lecture. This could be done by dedicating more time to listen their answers and replying to them accordingly. Moreover, questioning to different students in order to avoid answers from the usual individuals could be a further help to enhance general student learning as well as a way of further involvement of shy students that normally tend not to voice their opinion in a formal lecture.

Signed...Vito Abbruzzese.....Date...31/10/2014...

Peer-observation report

1/12/2014

Peer-observation Report

After the session, Vito and I had a very fruitful conversation on several aspects of the section.

- How to involve students more? We discussed the difficulties I encountered when trying to involve students more actively in the lecture. I asked questions to the audience a few times, but overall the lecture was primarily a one way communication with me 'lecturing'. Creating a lively dialogue within a lecture is one of my goals when teaching, but it is far from easy. The take home message for me was that I should try to plan even more carefully, designing some interactive moments within the lecture.
- Another aspect that we discussed is the level/accessibility of the lecture - which Vito found accessible. This is a challenging aspect in this particular case, as students taking the module have very mixed backgrounds. Even in this case Vito and I agreed that there is no silver bullet. Rather it is something to keep in mind when planning, trying to design the lecture with as much flexibility as possible - thereby making sure there is time to react to students' inputs (either time for explaining something in a simpler way, or for delving deeper in aspects to which some students are already familiar)

Appendix A, Part 4: REFLECTIVE COMMENTARY

(around 300 words +/- 10%)

Please provide a reflective commentary for both when you are observed and when you observe others.

Where possible this should be written after the post-observation discussion with your peer observer, or the person whom you have observed.

- What have I taken from this activity in relation to my teaching and/or student learning;
- What ideas has it given me for improving student learning in my classes;
- What ideas has it given me for my own teaching development;
- What might I explore further with colleagues/through the literature (where you have then followed this up in the annotated bibliography, please cross reference here)

I elected to observe one of the lectures of the module 'Perspectives on Environment and Development' delivered by XXX, because I was interested in how a non-UK lecturer could handle a lecture about such a complex, but interesting topic. I found that session was interesting and a genuine source of inspiration both for my own teaching development and for improving student learning in my lectures. In fact, although the aim and the objectives of lectures and tutorials are different as well as their structures diverge significantly, I think that some transferable skills emerged during this session can be utilised for my future lectures.

One of the aspects I appreciated particularly and found useful for my own teaching development is the "warm-up". The lecturer used this 5-minutes smooth approach at the beginning of the session in order to minimise the impact with a new complex topic, especially in the early morning, as well as to have student feedbacks on the previous lecture and the essential readings assigned the week before the lecture. Equally, a good use of time management and planning displayed during the session was another characteristic I need to focus more on in order to enhance my teaching skill. The lecturer also questioned students every now and then with specific enquiries to ensure understanding, especially during the most difficult parts of the session, as well as he gave further explanations and examples accordingly. I found this degree of interactivity also useful for my sessions to improve my teaching practice and to develop the student's critical thinking as well as to build up their knowledge. This aspect of dynamics in class between lecturer/tutor and student is a critical point I will definitely need to analyse further through the literature and/or with more experienced colleagues.

Observation 2 – An observation of my own teaching

Appendix A, Part 1:

Session planning, evaluation & peer observation proforma

XXX University

Organisation & Educational Development

Supporting Learning Programme

Session planning, evaluation and feedback proforma

– downloadable from the course Moodle site

Teaching Session Preparation

Name of teacher:
Vito Abbruzzese
Title/topic of session
Lecture in “intro to group project”
Day/time/room for session
16/01/2015 10:00-10:50
Session in context of whole course
<p>This session is the sixth lecture in Single Physical Geography of the course</p> <p>“Geographical skills and applications in a changing world” (first year of undergraduate studies). The students have 12 fortnightly lecture sessions of 50 minutes started in teaching week 1 of Term 1 and continuing until week 23 in term 3. The students have already been trained on some transferable skills, such as critical reading and note taking, essay and report writing as well as oral presentation. From this session onwards the lectures will focus on specific aspects of physical geography, such as group project work on the physical geography of North West England, as well as debates on physical geography topics and preparation for the final exam.</p>
Type of session (formal lecture, seminar, practical, workshop, etc)
<p>The session is a 50 minute lecture. The class is divided in 2 groups in order to fulfill the requirements of the group research project. In addition, during the second half of the session</p>

the teaching activity is held outside for a short field activity.

Student group and profile (number, experience, background, diversity etc)

7 people with no international students. The students has different backgrounds, i.e. one studying for a BSc Hons Physical Geography, two studying for a BSc Hons Ecology and Conservation, two studying for a BSc Hons Earth and Environmental Science and two studying for a BA Hons History.

How does this session fit into the context of the whole course?

As this session is part of a bigger whole, how does it link with the rest of the students' course/module, both in terms of subject matter and teaching approach?

This session will follow the topics of the previous five lectures delivered in Term 1. In fact although the focus of this and future sessions is on specific aspects of Physical Geography, the learning outcomes always are on developing basic transferable skills, such as the use of Internet sources, the ability to devise and execute a research project as well as working in group projects. In terms of teaching approach, this lecture will consist in an interactive session, with a range of activities, as well as evaluations and discussions of key topics. In addition, there will be time for collecting students' feedback on a positive and a negative aspect in my lectures as well as how my future sessions could be improved.

What are my objectives for this session - what am I trying to do?

What exactly do I want to achieve from this session – both long and short-term goals, specific and more generalised?

I really want that my students can enjoy and find this session useful. In fact, I do want that my students can understand the importance of the group work, i.e. the task they will be committed in during the first part of the session. This will be especially important at long term to develop critical skills for their future careers. Due to the complexity of the task, I may encounter some reluctance at the beginning, however, I do expect positive feedback at the end. Another objective of the session is to observe the environment, as well as some biodiversity and soil characteristics. This is not only a short-term goal, because this first contact with the nature will be extremely useful for their future fieldtrips during their academic career. Further, I want to enhance some teaching activities, such as my conversational techniques, in order to encourage student discussions as well as scatter their curiosity on some key topics.

What are my intended learning outcomes for the students from this session

What do I specifically want the students to achieve – to do, know or understand differently as a result of this session – again, both small short term outcomes and its contributions to bigger longer term outcomes?

What I want to achieve from this session is that my students can interpret and/or develop a topic of physical geography in an imaginative way focusing on North West England. Specifically, the learning outcomes I have stated for this session are:

- To develop critical skills in using Internet sources
- To develop the ability to devise and execute a research project
- To have practice in working on group projects.
- To be able to observe and distinguish different soil and plant types.
- Have fun!

What teaching and learning activities am I going to use to address these outcomes?

How will the students go about achieving these outcomes – how will it happen? What proportion of time will the students be engaged in thinking, talking, listening, reading, writing, watching, 'hands-on' doing activities?

During the first 20 minutes of the session, after the explanation of the task, the students will be actively involved in a discussion on the choice of the members of the two sub-groups (one group of 3 and one group of 4 students) and in some first ideas for their research project. Afterwards, the students will be asked through post it notes to evaluate the lectures, writing a positive and a negative aspect, as well as a comment about how future session could be improved. This task will take no longer than a few minutes. Then, the remaining time (approximately 25 minutes) will be dedicated to the fieldtrip in order to observe and distinguish soil and plant types. Once reached a close wood on campus, after a very brief explanation of the topic, the students will start their activity. This task will last approximately 15 minutes and will consist in observing, understanding and taking notes of their observations individually, although interactions between students will occur as well as questions may arise.

How will I encourage all the students to be actively engaged in their learning in this session

What oral, written, practical activities can I use to try to ensure active participation by all the students?

During the first part of the session, once explained the group research project, I will let them discuss the choice of the members of the two sub-groups as well as some first ideas for their projects. The chance to leave them alone for a few minutes will make this task much easier and will ensure an active participation of all the students. The second task, i.e. the feedbacks required on the lectures, being very quick and straightforward, will definitely involve all the students. I also expect an active participation of the entire class for the practical activity in the observation in the

wood. Indeed, this task in the wood to observe and take notes will allow even the less motivated students to be engaged in the activity.

Which aspects of subject content are we going to look at?

What issues of order or complexity or levels of detail need to be thought about? How am I deciding which bits to cover, how much to use, (might there be too much, or not enough)? Will it be conceptually challenging and interesting for the students?

I have designed this session to cover different topics at different level of complexity. In fact, during the first part of the lecture there will be the introduction of the group work, a quite complex task. However, I will try to make the explanation as simple as possible providing various example and offering the students the choice of the partners in their groups. Further, I will ask them a short feedback of my teaching activity. This feedback will be more detailed than the previous one, however, this task will not be conceptually challenging and will offer the students the chance to show their point of view on the teaching sessions. Finally, we will go for a fieldtrip in a close wood for some observations. This will be something easy, due to the basic level of observations requested.

What teaching and learning resources can I use and how will I use them to support the students' learning?

This might include texts of various media, materials, equipment, teaching materials, the students themselves.

No powerpoints or video will be used during the next session. I will use a Lent term lecture schedule I have prepared to be distributed and discussed at the beginning of the session. This material is a guidance for a quick overview of all the lectures after Christmas as well as for useful information for the students and for the group work deadline over the Lent term. Afterwards, I will distribute all the handouts on the group work with information on this topic, the dynamics in the groups, the sources of material to be used and the coversheet to be used for the report submission. The students will use some post it notes to give a quick feedback on the lectures. Finally, before the field work I will distribute a field observation form I have prepared to take notes of all possible animals, plants, fungi and soil the student can find in the wood.

How will I know how successful the session has been in terms of achieving the intended learning outcomes? When will I know?

What sources of information can I use – students' notes, comments, responses, feedback, formative assessment tasks etc.?

The successfulness of the session will be mainly noticed through the students' responses to the tasks presented. In fact, due to the complexity of the group work, I will expect a number of questions and comments to clarify some aspects of the work as well as to express their opinions about the task. I will also expect comments and responses to the field observation, because of the

unusual task I will present tomorrow compared to the traditional indoor activities. In addition, the feedbacks I will ask my students will definitely give other useful indications on both tomorrow and past teaching sessions.

How will students know what they have learned from this session? When will they know?

During the last lecture of the course, the students should already have been informed on the group work. Furthermore, the first minutes of my lecture will be dedicated to the presentation of the aim of the tomorrow and the following sessions.

How will this session link with the next and future sessions, both in terms of subject matter and teaching approach?

This lecture will link with two of the next sessions due to the main topic of the session. Indeed, next time I will assess the group project plan as well as the use and misuse of the data, graphs and maps the students may use in their group projects. Part of a further session will be dedicated to the final preparation for the submission of the group project work. In addition, another lecture will partially focus on further aspects of field observations.

What particular concerns have I got about this session at this point?

I am concerned that my student may find difficult this group project work with little discussion about possible ideas during this stage. However, I have deliberately left this aspect to their own initiative to be discussed during their future meetings. Further, I am a little worried that my plan will not fit the fifty minutes of the lecture, being a mix of indoor and outdoor activities. I have also a concern about possible bad weather conditions during the lecture. In fact, a good or an acceptable weather is an important prerequisite for any field trips. Consequently, the uncertainty of a weather good enough to allow us to go on field will lead me to prepare an alternative plan for the second part of the session.

Checklist of some things to think about: (this is not a definitive list)

- The first 10 minutes – how am I going to start the session (bearing in mind the ‘stragglers’) and how am I going to ‘warm’ it up/get everyone focused
- How am I going to share the aims and the intended outcomes of the session
- How am I going to link this session with previous and future sessions and any work done outside of sessions e.g. pre-reading
- How am I structuring the time and varying the activities and pace
- How much material can I realistically cover
- What if I run out of time/materials – what contingency plans have I got
- What actual activities are the students going to be doing
- How am I going to get all of them to be actively involved and taking some responsibility for the session
- How am I going to use questioning
- When and how am I/we going to use resources and equipment
- How am I going to use body, voice, space to communicate
- How am I going to address any diversity or disability needs
- How am I going to identify understanding and address any misunderstanding and difficulty
- How are we going to identify what they are taking away from the session
- What do I want them to go away and do next
- What will the last five minutes involve and how will the session finish

Running Plan of the Session

Design the layout of this however you wish – it is a description of intended ‘plot’ of the actual event – a loose script to help you rehearse the detail in your head

Approx. times	Teaching and Student activity	Any Notes to remind yourself
first 5 mins	<p>Introduction of the observer</p> <p>Getting feedback of last term/oral presentation</p>	
10 mins	<p>Giving the new lectur schedule</p> <p>Quick overview of the next sessions</p> <p>Introduction of the group research project</p> <p>Questions and answers (Q&A)</p>	
5 mins	Forming groups	Make groups with students not interacting often.
3 mins	Student feedback	Divide the post-it block in two parts!
3 mins	Moving outside for the field observation	
20 mins	Field observation	Give them the opportunity to make their own observations and taking notes not interrupting them too much during this time.
last 4mins	Q&A	

Appendix A, Part 2: EVALUATING THE SESSION WHERE YOU ARE OBSERVED

In the light of what you planned, evaluate how it went before talking to your observer. Highlight anything in particular you would like to discuss with them when you meet.

I think that the lecture went quite well and respected the objectives I set for that session. The peer observation was done during the sixth lecture at the beginning of the Lent term. Because of the long Christmas break, once introduced the observer/DoS, I spent a few minutes for the “warm-up”, in order to start smoothly the teaching session. I asked my students questions on how difficult they found the Michaelmas term and the oral presentation they gave during the last two sessions before the break. The students’ comments displayed they found the lectures very interesting and, in general, no concern was raised either for the course essays or for the oral presentation.

Then, I gave them the new lecture scheme, briefly describing the new sessions until the end of the academic year, highlighting the aims and the main tasks to be carried out for each session. The following planned task was the introduction of the group research project. Although I was told during the lecture that the students had already received instructions on this group project during the last lecture, I briefly reminded them the key points of the project and provided various handouts thoroughly describing the task. I was a little bit nervous because of the difficulty of summarising in a limited time the main important aspects of the group project. Fortunately, I was able to be effective, respecting the time I set for this task and providing a concise description of the group work. They showed an interest in the task and a few questions were raised about the topics to choose. Then, I decided to make the choice of the two sub-groups for the group work easier leaving the students on their own and giving them a few minutes for choosing the groups.

After this part, I asked my student a quick feedback describing one positive and one negative aspect of my lectures, as well as a suggestion on how to improve the future sessions. I received an enthusiastic and quick respond. Therefore, I could start the last task of the lecture perfectly in time, as previously planned in the layout of the session. The last task I prepared was a field observation in a little wood just a few minutes far away from the teaching room. Due to the initial adverse weather conditions, I was concerned about the possibility to cancel out this activity and to opt for a different plan. However, the sleeting and particularly windy early morning turned into a better mid-morning and so I could respect my original plan! I designed this field activity especially for the students who has never had the chance to make their own observations on field. Once in the wood I presented the task and asked them to focus mainly on three aspects: different characteristics of soil, number of different plants, fungi, animals and stones, as well as the food web in the wood. Further, I gave them a handout where to make their notes. The students started counting and observing all around them showing a genuine interest in this task and asking a few questions about several aspects of soil and stones.

One aspect of this session I find very interesting to discuss and develop with my observer is the interactivity with my students. This is an essential part of the lectures and, in order to make my

teaching sessions more interesting, I need to keep developing on this aspect. I have already supported my teaching practice by reading a booklet provided by the SLP course, suggesting different useful techniques involving students during lectures. In addition, the literature is full of book chapters on these aspects. However, I think that the discussion of this part of my teaching with the observer/DoS may be much more beneficial, due to her knowledge of further interactive ways of learning in this discipline.

Appendix A, Part 3: Teaching Session feedback proforma for observer

Name of Teacher.....Vito Abbruzzese.....

Name of Observer.....Suzi Ilic.....

Date.....16/01/2015.....

Length of Observation.....50min.....

For SLP participants when you are observing your mentor – please include here a brief outline of the session aims and plan to contextualize the comments that follow:

Comment on the session in the context of the planning - to what extent did the session match the plan in terms of any/all of the following, and where it diverged, what were the reasons?

- the aims and objectives and intended learning outcomes of the session,
- teaching and learning activities, including student involvement,
- pace, organisation and timing,
- subject content,
- use of resources and equipment,
- assessment of learning,
- any specific concerns raised in the briefing discussion

As this was the first tutorial session this term, it was used to get short feedback on the lectures and tutorials in the previous term. Vito introduced the group assessment for the Geography skills modules, and the rest of the session was used to form the groups for forthcoming assessment and to introduce field observations.

Vito introduced the session by giving very clear instructions and rationale for this session's activities and for the rest of sessions during this term. This was very clearly explained. The students were then asked to give feedback on lectures and tutorials in the last term. The students responded well to this and gave thoughtful comments. Vito kept the discussion within the planned time for it. Next, Vito distributed handouts for the group assessment. He introduced the assessment and the way that the groups work. This was clearly presented and allowed students to ask questions. They seemed to feel comfortable expressing their opinions and asking for additional explanations. After about 20 minutes, Vito left the seminar room and gave students about 5 minutes to form the groups. This worked very well and students arranged into two groups between themselves. The rest of session was spent in the woodland opposite the department. Vito introduced the task clearly and asked them to focus their observations of the type of soils, the sort and distribution of plants and animals and of underlying geology. The exercise was supported by handouts, which Vito prepared in advance. Students engaged very well with this task.

The overall learning objectives of this session were met and the students were introduced to important physical geography skills, which will be used across other modules in Geography.

Teaching Session Feedback contd.

Summary of qualities of session

In general, my overall impression is that the session was well-structured, had clear aims and rationale, linked well to the LEC.115 module and to the assessments that students need to do for this module, engaged the students well, gave them clear and tangible benefits, and was led effectively by Vito.

Specific suggestions for improvement/agreed discussion points

My only constructive criticism would be related to the practical part in the woodland. As the students were conducting this type of the exercise for the first time, it would be useful to introduce some sub-questions into the handout, which would help them to focus on main points of their observations.

Signed.....Date.....28/01/2015.....

Appendix A, Part 4: REFLECTIVE COMMENTARY

(around 300 words +/- 10%)

Please provide a reflective commentary for both when you are observed and when you observe others.

Where possible this should be written after the post-observation discussion with your peer observer, or the person whom you have observed.

- What have I taken from this activity in relation to my teaching and/or student learning;
- What ideas has it given me for improving student learning in my classes;
- What ideas has it given me for my own teaching development;
- What might I explore further with colleagues/through the literature (where you have then followed this up in the annotated bibliography, please cross reference here)

During my lecture, despite my initial concern of being observed, I wanted to respect all the objectives I set for the session. Not only was it for the obvious reason that I was observed, but also to show myself that my teaching practice, as the sessions go on, tends to continuously improve. In fact, I evaluated myself whilst I was teaching and found myself more expert than at the beginning of this experience as an Associate Lecturer at XXX University in managing some small group dynamics as well as more capable to deliver some messages to the students. In particular, I think that I could well explain tasks of different complexity, such as the group work and the field observation, as well as asking the student feedback. This, in turn, resulted in a good student learning with positive responses from the class, such as thoughtful comments and enthusiastic engagement.

This fruitful experience gave me even further enthusiasm to continue this way, i.e., holding the message for the students clear and simple, involving students as much as possible as well as making the teaching session a joyful environment where to learn with curiosity and fun! However, this experience will also be very important to me to reflect on an aspect I, sometimes, may underestimate, i.e. the role of the lecturer. In fact, I need to support the student learning through encouraging discussions rather than be over-talkative. Definitely, this experience will help me develop my teaching skills in this direction. However, talking with more experienced colleague, as well as reading Mills and Alexander (2013), whose analysis of this aspect of the dynamics in small group teaching is very interesting, have already been very useful tools to support my development as a teacher in interactive learning contexts.

Student Feedback

Method 1 (Questionnaires)

I used a questionnaire as my first method to collect student feedbacks in a lecture during the Michaelmas term. The questionnaire had 6 statements for the students to rate how much they agreed with each statement (Strongly agree, Agree, Disagree, Strongly disagree). I used a questionnaire designed by www.sampleforms.org, which fitted my teaching sessions, alongside a box I added at the end of the form for some comments. Figure 1 displays the histograms of the responses to the 6 statements in the questionnaire. The original feedback questionnaires I received from the students can be found in Appendix 1.

Reflective commentary

I prepared this questionnaire to collect some initial feedbacks from my student on a few distinct aspects of the lectures, i.e., my familiarity with the topic covered and my ability of involving the students in the class activity, as well as the learning environment in the class and the teaching methods used. More than half of the students strongly agreed with the statement that I was skilled and well prepared in teaching Physical Geography. Further, there were only favourable comments on the capture of the student attention. Positive assessments were also expressed by students with regard to the learning environment in class as well as the effectiveness and the variety of the methods used in class. I was very pleased that the majority of the students found useful all these aspects.

These results indicates that, despite my initial concerns about teaching a different subject respect my background in Biology, I worked properly to prepare the lectures in order to offer my student a good teaching and a stimulating learning environment. However, only one student left a comment on the techniques I explained to develop some pivotal skills, such as critical reading, thinking and writing, as the teaching sessions moved on. Perhaps, a limited number of comments were one of the limits of this method, and I had to expect such result. Yet, comments in the questionnaire were only a “reinforcement” to the self-explanatory feedbacks.

Although I received positive feedbacks from the students, I believe that there are always aspects of my teaching that may be improved. I think that talks with more experienced colleagues in this area may be one of the way to keep exploring good suggestions for future sessions, where a deeper knowledge of Physical Geography is definitely required. Furthermore, the use in class of specific teaching materials of this discipline, such as maps or videos regarding Geographical Information System, will be extremely helpful both to increase the effectiveness of the teaching method and to draw more attention of the students.

Figure 1. Histograms of the responses to the 6 statements in the questionnaire (n= 7).

Method 2 (Post it notes)

During the first session after the Christmas break I asked my students some feedback using post it notes to write down their comments. I used this method as a follow-up of the questionnaires to have further detailed comments in order to improve the student learning in my class as well as my teaching. I asked for a positive and a negative aspect in my lectures, as well as how my future sessions could be improved. I decided to ask for these feedbacks a little time later than the questionnaire in order to give them enough time to understand and “metabolise” the group dynamics in lectures as well as to evaluate as many tasks as possible.

Below are listed all the positive and negative feedbacks received as well as those relating to how to improve future sessions. The original post it notes I received from the students can be found in Appendix 2.

Positive

- Good direction of tasks – all well explained
- Helpful lecture plus engaging content
- Can be an opportunity to talk about any issues within the course and academic studies in general
- Group discussions
- Large amount of useful information on handouts
- Small group size aids group discussions
- Group discussions are interesting and help to improve skills in reading and thinking about academic sources

Negative

- Difficult to engage in group discussion with whole group
- Lots of readings
- It can be fairly boring at times when there are no set projects
- Not enough communication within group
- Unsure on question/group task asked to do
- Spend too long on tasks sometimes
- Sessions sometimes relying on discussions too much

Improvements

- More group work practise
- More interactive work/discussion
- More active ways of learning, actually doing things as a group in sessions
- Occasionally varying the sessions with other activities

Reflective commentary

When I asked for some feedback, this time I had more comments than with the questionnaires. In fact, all my 7 students wrote down their positive and negative comments, whilst I received only 4 feedbacks to improve my future lectures. A few students appreciated group discussions, and,

specifically, they found very useful aspects such as group size and aims of the group discussions to enhance some important skills. Further aspects of the lectures, such as the content of the sessions as well as my ability of making easy some topics, were also recognised. With respect to the negative comments, I found four main aspects highlighted by the students. The excessive length of some tasks or discussions was one of the issues pointed out. Difficulty about engaging discussion or lack of communication was another aspect emphasised. Some lack of clarity as well as of interest on some questions and parts of the lectures was also underlined. Finally, a message on the excessive number of readings was the last aspect highlighted.

Whilst I received comments on different positive and negative aspects of my lectures, all the suggestions on the improvement of the future sessions focused only on one aspect, a more interactivity in class. In fact, although some students commented favourably the discussions I normally encourage in class to develop their own views and hear their own voices, the message was quite clear. In the light of this feedback, I will definitely increase the time for interactivity during the next lectures. One idea will certainly be to engage the students with a further interactive work relating to one of the readings suggested by the lecturer, starting with the usual 5-minute discussion within two subgroups, followed by a 5-minute general discussion involving all the class. In addition, Berkeley Graduate Division (2015) has very helpful suggestions, such as Paired Annotations or Reciprocal Peer Questioning, that can help engage student discussion and make a session even funnier.

Method 3 (Oral presentations)

The third method of collecting student feedback was obtained through the oral presentations that my students gave during the last two sessions of the Michaelmas Term. I used the three aspects of the presentations I had to assess, i.e. summary, critical evaluation and presentation, and the overall grade. Figure 2 displays the histograms of the grades to the three aspects and of the overall grade. The official feedback sheets of the students I used to assess the three aspects and the final grades can be found in Appendix 3.

Reflective commentary

As part of my teaching, I explained the purpose of the task to my students as well as how to prepare a five-minute oral presentation. To do so, I used some handouts provided by the lecturers of the module and stressed some important aspects of the presentation, such as the effectiveness of the presentation style and slides, as well as the ability of summarising and critically analysing the paper on which the students had to work. Six students out of seven gave their presentations based on a few papers I selected on different topics already covered during the lectures. Although the oral presentations were scheduled in the course programme to be given in two lectures, I did not notice any substantial difference between the students' performances of the first and the second session.

Assessing the presentations, the feedback I received was particularly encouraging because reflected the efforts I made to deliver the message of an effective and interesting presentation. No student had an overall grade lower than B, and, considering the three distinct aspects to be assessed, the majority of the students had A or B. In particular, I found a few presentations very clear and

effective in their evaluation of strengths and weaknesses of the chosen papers, as well as in the analysis of some methods and results presented in the article. In addition, I appreciated the way of delivering most of the presentations. Further, I fostered student confidence by asking simple questions at the end of each presentation.

Figure 2. Histograms of the grades to the three aspects and of the overall grade.

Reflective activities

Among all the aspects about teaching and learning experience I have developed as an Associate Lecturer at XXX University, there is one is worth reflecting on. This is the ability to involve students in my lectures, and, in particular, that capacity of making teaching sessions more interactive through course discussion and further techniques. I started reflecting on this aspect when I began my teaching activity here in XXX, and, definitively, the chance I had to attend the SLP intensive course as well as to go through some of the literature and website relevant to teaching has increased this idea of devising teaching sessions with students actively learning through different interactions.

I had the opportunity to boost this idea during a conference dinner with some colleagues of my research centre. One of my colleagues, once mentioned my activity as an Associate Lecturer, gave me a good feedback of his tedious lectures when he was an undergraduate student at XXX University. This admission of lectures with little interactivity was very useful to me, helping me address my efforts on this aspect of my teaching. Therefore, since the beginning of my teaching activity I tried to engage the students in many discussions, offering them a theme from a relevant paper, splitting up the class in the two small groups to collect ideas and build confidence, and then, joining the two teams for a general discussion.

At the beginning it was not easy at all! Building up this skill of making a class an interactive environment for an active learning was a serious issue! This was mainly due to the different educational system where I come from with no lectures delivered by Associate Lecturers/Tutors and with teaching practice based only on a passive transfer of knowledge in lectures. After some teaching sessions and a first student feedback where I received positive comments, I wanted to test my students asking for further observations about possible ways of making lectures more interesting. A few comments expressly requested more interactivity in class! I took this feedback as a challenge to keep developing my teaching practice, as well as to offer the students a stimulating environment for a joyful and deep learning. To do so, I supported my teaching with some helpful resources, such as some precious examples in Berkeley Graduate Division (2015), to diversify the discussions in my class and, in turn, to offer lectures that are more interesting and with some genuine “differences” respect to the lectures. I think that going on with this continuous self-evaluation as well as adopting different aids to enhance my teaching practice will make me even more confident in this new teaching environment and will help me understand better student learning.

Equality & Diversity on-line module

I found the Equality & Diversity on-line module provided by the university very useful and interesting. Coming from a different country, although most of the legal requirements are the same, it was very helpful to know closer all the aspects present in the Equality Act 2010 regarding equality and diversity to prevent any discrimination both in the workplace and in the wider UK society.

Going through all the elements, case studies and examples forming the course, I had a clear picture of all the legal requirements the university needs to fulfil. This online course has also made me aware of all the responsibility existing in teaching, and, in particular, all the duties relating to my teaching and supporting students learning. In fact, this is a very sensitive subject and it is important to think very carefully about any aspect in teaching to make sure we do not cause discrimination. Indeed, the undergraduate Geography Teaching Co-ordinator, before beginning my teaching activity here at XXX University, gave me the list of my students with two of them suffering from a specific learning difficulty, such as dyslexia, dyspraxia or AD(H)D. Furthermore, once contacted by one of these two students for some help because of her disability, my DoS suggested me to refer the student to the Science and Technology Faculty Student Learning Advisor. At that time I was not conscious about all the issues of equality and diversity present in my professional activity and used mostly my common sense. However, now I know that both the DoS's and my behaviour were perfectly in accordance with the statements expressed in the equality and diversity online module by affording the student access to the service offered by the university.

My certificate for this on-line module can be found in Appendix 4.

Departmental Teaching Endorsement

Teaching Endorsement for Vito Abbruzzese

I am very happy to endorse Vito's teaching development through the Supporting Learning Programme. Vito is one of our postgraduate students who were recruited to support the Part I teaching activities of Part 1 Physical Geography Programme. They are involved with the small group teaching, namely [REDACTED]. The Director of Study for Part I in collaboration with staff involved in teaching [REDACTED] derives the plan of activities to support learning and development of skills for these modules. Each of the tutors then develops then his/her own detailed plan of activities.

Vito was unable to attend the workshop organised for all tutors at the beginning of the term. Hence we met together and went through the material covered in the workshop e.g. the role of tutors, devising the plan of activities, how to give feedback etc. Vito showed great interest in the small-group teaching practices and pastoral support that these sessions provide and linked it well to his previous teaching experience. This was also evident at our tutors' meetings, in which tutors share their experiences and plans of activities. Vito's reflections on past tutorials and suggestions for activities, all of which would enhance students' learning experience, were clearly linked to his understanding of learning processes developed through the Supporting Learning Programme.

The tutorials are student-centred and the main role of the tutor is to facilitate learning of all students in the group, by taking into account their abilities, needs and interests. Hence, Vito had a first-hand experience of developing professional practice in working with students of different background and interests, and of promoting inclusivity. Another aim of the tutorials is to develop students' skills from organisational to more practical skills e.g how to read maps. This required Vito's careful preparation for tutorials, such as reading the material delivered through the lectures and developing tutorial activities that would encourage student participation. Vito is a reflective practitioner and I am sure that the knowledge and understanding he is gaining through the SLP programme, and experience he is gaining through tutorial sessions, will help him to achieve his learning outcomes.

Final Reflective Commentary

The time I have dedicated to the Supporting Learning Programme to develop my teaching skills has borne fruit! In fact, due to this invaluable experience, I have acquired essential skills that are now consolidated as a vital part of my teaching practice and I will always use in my career as a teacher.

Through the Programme I had the possibility to understand a number of aspects about teaching and learning. Aspects that then I could put into practice during my teaching experience as an Associate Lecturer of a small group of undergraduate students. Some of these aspects were the ability to plan a teaching session as well as to define the learning objectives and outcomes both at short- and at long-term. I developed these aspects when I did my observation and now I find this part essential for the correct preparation of any teaching session in order that students exactly know what they will achieved during that session. Further, I realised that, once established the intended learning objectives and outcomes for a session, all the activities in class will have to reflect those goals and it will be easier for the students to understand the tasks requested. This is something I achieved in my class, when I clearly explained the aims of a lecture at the beginning of the session, I received an enthusiastic students' involvement in return.

The differentiation between surface and deep learning, as reported in Biggs (2007) and explained during the Programme, was one of the points which inspired me most at the beginning of my teaching experience as an Associate Lecturer. In fact, following this concept I developed a personal approach in the lectures to trigger students' participation and curiosity. Questioning and thought-provoking debates were the tools I used to encourage an active response in my class. Equally important, the ability of working with students of different capacities, need and interest was another skill I developed during my professional practice. Recognising these differences was very useful to facilitate learning of all students in my group.

However, there are some aspects in my teaching practice I still need to keep focusing on for the future. Definitely, the importance of interactivity in class and the role that students and Associate Lecturers have in small group sessions are some of those. This issue comes from my previous teaching experiences in a learning context where, differently from tutorials, the only way of knowledge transmission is through a one-way process from teacher to students. However, I have developed now an interactive teaching practice, both going through the literature as well as other sources of information, and talking with my DoS and some more expert colleagues. Notably, among all the resources supporting my teaching, I found very helpful suggestions in Berkeley Graduate Division (2015) and Mills and Alexander (2013) on different interactive methods to be used in classes and the dynamics in lectures, respectively. Through my teaching practice I have also developed the capacity of evaluate students responses through different feedback methods as well as evaluate myself as an Associate Lecturer. I feel now more confident to deliver a message to students, even if it is in another language from my mother tongue and in a different learning context. I would really like to keep developing all these skills gained in my career as a teacher. Definitely, the way to do this is by keeping them updated by several sources of information, and, above all, by being always self-reflective whether I can still improve my teaching style and being prone to interact with students.

Appendices

Appendix 1 – Feedback questionnaires relating to method 1.

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito Abruzezzese		LEC	
Course Offered		LEC 115	
Number of Students	7	Date	21/11/14
Name of the Student		Jacob O'Neill	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered		Strongly Agree	
The teacher was able to capture the attention of the student		Agree	
The class was interesting		Agree	
The teacher was well prepared		Strongly Agree	
The written materials e.g. handouts, blackboard were effective		Strongly Agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
There were other teaching methods apart from the handouts and blackboard		sampleforms.org	
Further comments: Taking the process of working with journal articles down to a very simple level and then increasing the level of critical thinking (moving from description to analysis) has been useful in increasing my confidence when working in this way			

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito		Lec	
Course Offered		Geography Lec 115	
Number of Students	7	Date	21/11/14
Name of the Student		Nicole Beckett	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered		Strongly agree	
The teacher was able to capture the attention of the student		Agree	
The class was interesting		Agree	
The teacher was well prepared		Strongly agree	
The written materials e.g. handouts, blackboard were effective		Agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
Further comments:		sampleforms.org	

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito		LEC 115	
Course Offered			
Number of Students	7	Date	21/11/14
Name of the Student		Kate Stbmfield	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered		Strongly Agree	
The teacher was able to capture the attention of the student		Agree	
The class was interesting		Agree	
The teacher was well prepared		Strongly Agree	
The written materials e.g. handouts, blackboard were effective		Agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
There were other teaching methods apart from the handouts and blackboard		sampleforms.org	
Further comments:			

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
V.Lo		LEC	
Course Offered		Geography LEC 115	
Number of Students	7	Date	21/11/2014
Name of the Student		Rachel	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered		Strongly Agree	
The teacher was able to capture the attention of the student		Agree	
The class was interesting		Agree	
The teacher was well prepared		Strongly Agree	
The written materials e.g. handouts, blackboard were effective		Strongly Agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
There were other teaching methods apart from the handouts and blackboard		Agree sampleforms.org	
Further comments:			

L15

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito		LEC	
Course Offered			
Number of Students	7	Date	21.11.14
Name of the Student			
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered			Agree
The teacher was able to capture the attention of the student			Strongly Agree
The class was interesting			Agree
The teacher was well prepared			Strongly Agree
The written materials e.g. handouts, blackboard were effective			Agree
There were other teaching methods apart from the handouts and blackboard			Agree
There were other teaching methods apart from the handouts and blackboard			
Further comments: helped to develop Speaking + Analysis Skills.			

sampleforms.org

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito Abbruzzese		LEC (Leicester Environment Centre)	
Course Offered		LEC-115	
Number of Students	7	Date	21.11.14
Name of the Student		Adam Thompson	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered			Agree
The teacher was able to capture the attention of the student			Agree
The class was interesting			Agree
The teacher was well prepared			Agree
The written materials e.g. handouts, blackboard were effective			Agree
There were other teaching methods apart from the handouts and blackboard			Disagree
There were other teaching methods apart from the handouts and blackboard			Agree/Disagree
Further comments: No			

sampleforms.org

Teaching Feedback			
The Teaching Assistant Name		Department/Section	
Vito		LEC	
Course Offered		LEC.115	
Number of Students	7	Date	21.11.14
Name of the Student		James	
Rating: Strongly agree Agree Disagree Strongly disagree			
Choose the most appropriate key note to answer the statements below.			
The teacher was skilled and knowledgeable in the topics covered		Agree	
The teacher was able to capture the attention of the student		Agree	
The class was interesting		Agree	
The teacher was well prepared		Agree	
The written materials e.g. handouts, blackboard were effective		Strongly agree	
There were other teaching methods apart from the handouts and blackboard		Agree	
There were other teaching methods apart from the handouts and blackboard		sampleforms.org	
Further comments:			

Appendix 2 – Post it notes relating to method 2.

The post-it notes are organized as follows:

- Top Left:**
 - Good direction of tasks - all well explained.
 - Difficult to engage in group discussions with whole group.
- Top Right:**
 - group discussions
 - not enough communication within group
 - improve → more active ways of learning, actually doing things as a group in sessions.
- Middle Left:**
 - + helpful tutor + engaging content
 - Lots of reading?
- Middle Right:**
 - + Large amounts of useful information on handouts
 - Unsure on Question/Group task asked to do
- Bottom Left:**
 - Sug - more group work practice
 - + Can be an opportunity to talk about any issues within the course and academic studies in general
 - it can be fairly boring at times when there are no set projects.
 - Improvement: More ^{interactive} work/discussion when it
- Bottom Right:**
 - Small group size aids group discussions
 - Spend too long on tasks sometimes
 - + group discussions are interesting and help to improve skills in reading and thinking about academic sources
 - Sessions can sometimes rely on discussions too much
 - Occasionally vary the sessions with other activities

Appendix 3 – Student feedback sheets relating to method 3.

In order to protect student's privacy I have replaced student names with numbers.

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name__Student 1_____

Associate Lecturer _Vito Abbruzzese__Article__Late-Holocene faunal and landscape change in the Bahamas_
Date _05/12/2014_

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and conciseness, and shows a lack of preparation.	A basically accurate summary but with significant omissions or errors, and a lack of clarity or conciseness	A mostly accurate summary but with one or two key points omitted and a lack of clarity or conciseness	A clear, concise but fairly comprehensive summary, covering most key points	A very clear, comprehensive but concise summary, covering all the main points
CRITICAL EVALUATION	No real attempt to evaluate the article or assess its significance; likely to be just a description of its content.	Some attempt at evaluation but with limited success and a lack of substantiation; little assessment of article's wider significance	Fairly clear evaluation, but lacking much detailed substantiation and with only limited assessment of article's wider significance	Clear and effective evaluation, showing some critical skills, the use of supporting detail and some assessment of article's wider significance	Very clear and effective evaluation, showing excellent critical skills, the use of supporting detail and good assessment of article's wider significance.

PRESENTATION	Ineffective delivery fails to get message across. May be very nervous or just poorly prepared. Little or no use of visual aids	Halting delivery; may be too fast or slow or entirely read from notes, but gets basic message across. Limited or ineffective use of visual aids.	Satisfactory delivery, but may mostly read from notes; speed may vary; may have some minor problems with visual aids	Effective presentation: confident delivery, but may refer to notes quite often; mostly good use of visual aids	Professionally presented: clear delivery at a good speed; talks mainly without notes; very effective and appropriate use of visual aids
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The best aspects of the critique and presentation were:

An excellent analysis of the methods and the results of the chosen paper. A very effective evaluation of the limitations. In addition, an effective presentation delivered with confidence and the right pace, well done!

The key aspects to improve are:

Next time try not to refer to your notes at all, because you can deliver a very good talk just following the flow of information on your slides. Further, the addition in your presentation of some graphs/tables or pictures from the paper can definitely make your future more effective.

Grade: A⁻

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name __Student 2_____

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and conciseness, and shows a lack of preparation.	A basically accurate summary but with significant omissions or errors, and a lack of clarity or conciseness	A mostly accurate summary but with one or two key points omitted and a lack of clarity or conciseness	A clear, concise but fairly comprehensive summary, covering most key points	A very clear, comprehensive but concise summary, covering all the main points
CRITICAL EVALUATION	No real attempt to evaluate the article or assess its significance; likely to be just a description of its content.	Some attempt at evaluation but with limited success and a lack of substantiation; little assessment of article's wider significance	Fairly clear evaluation, but lacking much detailed substantiation and with only limited assessment of article's wider significance	Clear and effective evaluation, showing some critical skills, the use of supporting detail and some assessment of article's wider significance	Very clear and effective evaluation, showing excellent critical skills, the use of supporting detail and good assessment of article's wider significance.
PRESENTATION	Ineffective delivery fails to get message across. May be very nervous or just poorly prepared. Little or no use of visual aids	Halting delivery; may be too fast or slow or entirely read from notes, but gets basic message across. Limited or ineffective use of visual aids.	Satisfactory delivery, but may mostly read from notes; speed may vary; may have some minor problems with visual aids	Effective presentation: confident delivery, but may refer to notes quite often; mostly good use of visual aids	Professionally presented: clear delivery at a good speed; talks mainly without notes; very effective and appropriate use of visual aids

The best aspects of the critique and presentation were:

An excellent analysis of the aim, methods and results of the paper with a couple of relevant images and references. A very effective evaluation of several issues coming out from the paper. In addition, a presentation clearly delivered with confidence and the right pace, well done!

The key aspects to improve are:

What I suggest to improve your future presentations is to try to minimise the number of words on your slides so as to use them as a starting point for an effective talk.

Grade: A⁻

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name__ _ Student 3 _____

Associate Lecturer _Vito Abbruzzese__ Article __Calibration and application of the 'clumped isotope' thermometer to foraminifera for high-resolution climate reconstructions__ Date
__21/11/2014__

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and conciseness, and shows a lack of preparation.	A basically accurate summary but with significant omissions or errors, and a lack of clarity or conciseness	A mostly accurate summary but with one or two key points omitted and a lack of clarity or conciseness	A clear, concise but fairly comprehensive summary, covering most key points	A very clear, comprehensive but concise summary, covering all the main points

CRITICAL EVALUATION	No real attempt to evaluate the article or assess its significance; likely to be just a description of its content.	Some attempt at evaluation but with limited success and a lack of substantiation; little assessment of article's wider significance	Fairly clear evaluation, but lacking much detailed substantiation and with only limited assessment of article's wider significance	Clear and effective evaluation, showing some critical skills, the use of supporting detail and some assessment of article's wider significance	Very clear and effective evaluation, showing excellent critical skills, the use of supporting detail and good assessment of article's wider significance.
PRESENTATION	Ineffective delivery fails to get message across. May be very nervous or just poorly prepared. Little or no use of visual aids	Halting delivery; may be too fast or slow or entirely read from notes, but gets basic message across. Limited or ineffective use of visual aids.	Satisfactory delivery, but may mostly read from notes; speed may vary; may have some minor problems with visual aids	Effective presentation: confident delivery, but may refer to notes quite often; mostly good use of visual aids	Professionally presented: clear delivery at a good speed; talks mainly without notes; very effective and appropriate use of visual aids

The best aspects of the critique and presentation were:

You delivered an effective presentation on a complex study highlighting interesting aspects of the aims, methods and results of the paper. The use of some pictures further supported the analysis.

The key aspects to improve are:

A good way to improve your future presentations is to refer as less as possible to notes. In addition, a more critical analyse of the article is something I recommend in order to focus also on possible limitations of the paper.

Grade: B-

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name __Student 4_____

Associate Lecturer _Vito Abbruzzese__Article__Mastodon herbivor in mid-latitude late-Pleistocene
boreal forests of eastern North America__ Date __21/11/2014__

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and conciseness, and shows a lack of preparation.	A basically accurate summary but with significant omissions or errors, and a lack of clarity or conciseness	A mostly accurate summary but with one or two key points omitted and a lack of clarity or conciseness	A clear, concise but fairly comprehensive summary, covering most key points	A very clear, comprehensive but concise summary, covering all the main points
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PRESENTATION	Ineffective delivery fails to get message across. May be very nervous or just poorly prepared. Little or no use of visual aids	Halting delivery; may be too fast or slow or entirely read from notes, but gets basic message across. Limited or ineffective use of visual aids.	Satisfactory delivery, but may mostly read from notes; speed may vary; may have some minor problems with visual aids	Effective presentation: confident delivery, but may refer to notes quite often; mostly good use of visual aids	Professionally presented: clear delivery at a good speed; talks mainly without notes; very effective and appropriate use of visual aids
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The best aspects of the critique and presentation were:

You did an excellent job with an effective evaluation of the methodology and results as well as a clear analysis of the weaknesses and strengths of the paper. In addition, the presentation was delivered with confidence, well done!

The key aspects to improve are:

Minimising the number of words on your slides is something I recommend in order to provide just a useful starting point for the audience to build up your talk. Further, the addition in your presentation of some graphs/tables or pictures from the paper can definitely make your future more effective.

Grade: B

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name_Student 5_____

Associate Lecturer _Vito Abbruzzese_____Article _A diatome-based sea-ice reconstruction for the
 Vaigat Strait (Disko Bugt, West Greenland) over the last 5000 yr.____ Date
 _05/12/2014_____

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and conciseness, and shows a lack of preparation.	A basically accurate summary but with significant omissions or errors, and a lack of clarity or conciseness	A mostly accurate summary but with one or two key points omitted and a lack of clarity or conciseness	A clear, concise but fairly comprehensive summary, covering most key points	A very clear, comprehensive but concise summary, covering all the main points
CRITICAL EVALUATION	No real attempt to evaluate the article or assess its significance; likely to be just a description of its content.	Some attempt at evaluation but with limited success and a lack of substantiation; little assessment of article's wider significance	Fairly clear evaluation, but lacking much detailed substantiation and with only limited assessment of article's wider significance	Clear and effective evaluation, showing some critical skills, the use of supporting detail and some assessment of article's wider significance	Very clear and effective evaluation, showing excellent critical skills, the use of supporting detail and good assessment of article's wider significance.
PRESENTATION	Ineffective delivery fails to get message across. May be very nervous or just poorly prepared. Little or no use of visual aids	Halting delivery; may be too fast or slow or entirely read from notes, but gets basic message across. Limited or ineffective use of visual aids.	Satisfactory delivery, but may mostly read from notes; speed may vary; may have some minor problems with visual aids	Effective presentation: confident delivery, but may refer to notes quite often; mostly good use of visual aids	Professionally presented: clear delivery at a good speed; talks mainly without notes; very effective and appropriate use of visual aids

The best aspects of the critique and presentation were:

You did an effective analysis of the paper highlighting interesting aspects of the aims, methods, results and conclusions. In addition, your final evaluation of strengths and weaknesses was another interesting aspect of your presentation.

The key aspects to improve are:

A more confidence in presenting in front of an audience is definitely a key aspect you need to work on to improve your future presentations. Further, the addition in your presentation of some graphs/tables or pictures from the paper can definitely make your future presentations more effective.

Grade: B⁻

ORAL PRESENTATION OF JOURNAL ARTICLE REVIEW: FEEDBACK SHEET

Student's name_Student 6_____

Associate Lecturer _Vito Abbruzzese__Article_Calibration and application of the 'clumped isotope' thermometer to foraminifera for high-resolution climate reconstructions__ Date
__05/12/2014_____

	FAIL F grades Unsatisfactory	THIRD D grades Weak	LOWER SECOND C grades Satisfactory	UPPER SECOND B grades Good	FIRST A grades Excellent
SUMMARY	Summary lacks clarity, accuracy, comprehensiveness and	A basically accurate summary but with significant	A mostly accurate summary but with one or two	A clear, concise but fairly comprehensive summary,	A very clear, comprehensive but concise summary,

	conciseness, and shows a lack of preparation.	omissions or errors, and a lack of clarity or conciseness	key points omitted and a lack of clarity or conciseness	covering most key points	covering all the main points
CRITICAL EVALUATION	No real attempt to evaluate the article or assess its significance; likely to be just a description of its content.	Some attempt at evaluation but with limited success and a lack of substantiation; little assessment of article's wider significance	Fairly clear evaluation, but lacking much detailed substantiation and with only limited assessment of article's wider significance	Clear and effective evaluation, showing some critical skills, the use of supporting detail and some assessment of article's wider significance	Very clear and effective evaluation, showing excellent critical skills, the use of supporting detail and good assessment of article's wider significance.
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The best aspects of the critique and presentation were:

An excellent analysis of the aim, methods and results of a complex study. The addition of some graphs and the final evaluation of the limitations of the technology explained in the paper made the presentation even more interesting. The presentation was delivered with confidence, well done!

The key aspects to improve are:

A clearer knowledge of the graphs used in the presentation is something I recommend in the future. Further, referring as less as possible to notes is definitely another good way to improve your future presentations.

Grade: B

Appendix 4 – Diversity in the Workplace Certificate.