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| **A1 Design and plan suggestions**  **(The bold type indicates that you must give this information)** | **Yes/Partly/ No** |
| **You give details of your disciplinary expertise (PhD/Masters degree etc) and links this to the courses/programme/modules you teach. (K1)** |  |
| **You give details of your teaching experience to date, demonstrating that you have sustained teaching experience at degree level or higher (normally at least 18 months to 2 years in order to have gone through at least one academic cycle and been able to implement and monitor changes to your practice in subsequent year/s).** |  |
| **You give an overview/a list of the range of programmes/modules/sessions that you design and plan.** |  |
| Explain briefly the theoretical underpinnings for your teaching: Constructivist? Socio-constructivism? Motivational and positive emotions? Behavourist? Cognitive? Experiential learning? (You could use several theories depending on the type of work) (K3) |  |
| From this overview, you explain in detail at least two of the successful design and planning activities (from different teaching groups) you have been involved in. This may be the innovation or change to practice from your poster. |  |
| You explain how your examples reflect the subject material students need to cover and how the up to date and relevant research in your subject/discipline informs the course content and your reading lists. (K1) |  |
| You explain how the planning is adapted to the level of the academic programme and to the needs of the discipline (e.g. planning for first year students or freshmen is different from second or final year students). In other word you can explain how you create effective and engaging learning experience/s for students in a way that is appropriate to the students’ age, level of academic programme and discipline. (K2) |  |
| You explain how you know that your planning, in the examples you have given, was successful. (Possibly K5) |  |
| You demonstrate an understanding of the challenges you face in planning programmes/courses/modules with reference to the bigger picture e.g. previous learning experiences of your students at school, and/or national professional requirements or competencies to be met by the students, for example doctors, nurses. (V4) |  |
| You explain how you try to address these challenges in your planning and how successful you have been and the evidence which shows you have been successful. (Possible links to K5, K6 and V3) |  |
| You show clearly how your planning is done within Walailak University institutional frameworks and professional and statutory body requirements e.g. Office for National Education Standards, and Quality Assessment (ONESQA) quality assurance policies. (K6) |  |
| You explain where your planning/design ideas come from (e.g. reading about what other people have tried, talking to colleagues, attending conferences etc) You make use of relevant, current and range of literature or other publications which support your planning and the implementation. (V3) |  |
| You explain how you try to take into account the needs of your students and you value the experiences of your learners e.g. different religious and cultural backgrounds, any students with special needs, any accessibility needs. (V1, V2) |  |
| One of your 2 planning examples above may be technology focused e.g. how you plan the use of technology in learning/ how you plan to develop your students’ digital skills. You explain why you chose the technology//learning task for the context in which you use it. (K4) |  |
| You demonstrate an understanding of the relationship between the planning, the resources you use (perhaps a technology) and the pedagogy. (K3 and possibly K4) |  |
| You make use of relevant literature and/or other publications which support your planning and implementation. (V3) |  |
| You make accurate use of citations and academic writing conventions used. |  |
| You have proof-read Section A1 to ensure that explanations of your practice are comprehensible to others. |  |