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| **A2 Teach/Support learning suggestions** | **Yes/Partly/ No** |
| You give an overview of the ways in which you teach and/or support learning and where your teaching takes place – classrooms/lecture theatres/field work/ studios/placement etc and your teaching activities e.g. small group/large group teaching/demonstrations, work place learning, online learning on Google classroom/Moodle, tutorials, team teaching. |  |
| You describe and justify your use of different strategies you use in teaching and supporting learning.  Remember we used in the CLTHE programme – problem-based learning, case based learning, experiential learning, interactive presentations, dialogic teaching, group/pair/individual work, simulation, gamification, research informed teaching, placement/work-based learning, flipped learning/inflips, technology use such as the applications used in the CLTHE programme - Pollev, zeetings, Nearpod, padlet, pbworks etc. (K1, K2, K3, K4)  Remember our padlet walls:  Small group teaching ideas: <https://padlet.com/kathywright/rjwkb3oowzp2>  Learning activities: <https://padlet.com/kathywright/jthbh6ixojbs>  Using visuals/visualisation: <https://padlet.com/kathywright/nfefdvl2twxc> |  |
| You write about how you write learning outcomes (making use of a taxonomy e.g. Blooms (1956) or SOLO (1982) or Fink (2003) taxonomy and how you communicate the learning outcomes of your teaching sessions. |  |
| From the activities in the overview above, you give **at least** 2 examples of the ways in which you teach and support learners. Choose examples from different teaching groups. You could use the innovation or change to practice from your poster and write about how you implemented the project and how you know it was successful (if you used this example in A1 for planning, write about the implementation in this section). For each example you explain why you use these approaches, the evidence which supports your choice of approach and how you know it was successful. You give the rationale for your chosen approaches – some are more appropriate than others for the material being taught and also the stage of learning of the students. A case can be made for large lectures rather than small group teaching in certain situations. (K2, K3, K5, V3 and possibly V4) |  |
| You explain how your approach enables students to cover the subject material more effectively and you model disciplinary discourse (language/specialist vocabulary) for students during sessions. (K1) |  |
| You explain how your teaching builds students’ knowledge and skills – why you need to develop students’ employability skills. What employability skills do you develop in your students and how do you do this? You write about other skills you develop in your students e.g. practical skills, digital skills, developing independent learning skills etc – why do you do this and how? And do you have evidence that you have been successful? (K5, V4) |  |
| You explain the impact of your teaching on student learning, using student evaluations/ data/ quotes from students and how scrutiny of previous data has led to improvements. (K5 and K6) |  |
| You explain the challenges you encounter with different groups and/ or types of learners and indicate how you are able to adapt accordingly. For example some students react against independent learning or group work. You could explain how you addressed this issue in order to accustom them to this type of learning. (K2) |  |
| You explain where your teaching 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 implementation. (V3) |  |
| You give examples of how you ensure that the language, content and imagery/visuals used in teaching and in resources, reflect the cultural diversity and identities of the student cohort. (V1) |  |
| You explain how you responded in ‘live’ sessions to meet students’ emergent needs/ how you interpret your plans flexibly (V1, V2) |  |
| You explain how you reflect on your teaching and make adaptations or changes as a result of your reflections. Explain how a particular model/s help you e.g. Kolb, 1984 or Gibbs, 1998 or Brookfield, 1995. (K5) |  |
| 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 A2 to ensure that explanations of your practice are comprehensible to others. |  |