Application for Associate Fellowship

Descriptor 1

To become an ASPIRE Associate Fellow you will need to provide clear evidence of effectiveness in relation to your professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes (but not always) be undertaken with the assistance of more experienced teachers or mentors.

(Please see the 'ASPIRE Guidance Document' for guidance on how to fill in this application form)

SECTION ONE – Information about the applicant	
Name:	[redacted]
[redacted]:	[redacted]
College/Service:	College of Life and Environmental Sciences
Role(s) Currently Held:	Post-graduate Researcher (PhD) / Post-graduate Teaching Assistant (PTA)
Job Family: (where appropriate e.g. E&R)	Research, education
Full or Part Time:	Full time
Length of employment at University of Exeter:	[redacted]
Total number of years of employment in Higher Education:	3 years
Please list any relevant qualifications or awards you already hold, together with date of attainment:	BSc (Hons.) University of [redacted] *June 2011* Learning and Teaching in Higher Education, Levels 1 & 2 and Tutorial *Spring and Autumn 2016* PhD – Biosciences *in progress, upgrade passed February 2016* Capturing Cornwall Education Symposium *2016*

**** For the purpose of equality monitoring, personal data held on the Trent HR system will be accessed for all applications and it would be helpful if you could please ensure this data is up-to-date via the self-service function.***

SECTION TWO – Clear evidence of success and effectiveness in teaching and/or supporting learning

In Section Two you should provide brief examples of professional activity, **appropriate to Associate Fellowship (Descriptor 1)**, to demonstrate that you satisfy the 'Dimensions of Practice' contained within the UK Professional Standards Framework. Each example will need to be mapped against the UKPSF, with each example capable of evidencing numerous 'Dimensions'. Please see the ASPIRE Guidance Document for comprehensive advice on this.

You could include, for example: development of learning and teaching resources; supporting student learning; skills development; use of learning technologies; providing student feedback (formative or summative); involvement with planning groups and committees; learning activity, module or programme development.

You should also demonstrate where and how you have actively developed yourself: through peer dialogue; through analysis of student/learner feedback; through attendance of developmental sessions; and through reading of literature relating to teaching and learning.

Those applying for Associate Fellowship must, as a minimum, provide evidence of:

- A5 plus any other two of the Areas of Activity (A)
- Core Knowledge (K) 1 and 2
- All Professional Values (V)

Ten to twelve activities (maximum of 1000 words in total).

	Date	Professional and developmental activities	A 1-5	K 1-6	V 1-4
1	March - October 2016	Co-developed (with two senior colleagues) two lesson plans and resources for the 'Combined University in Cornwall Outreach Network' based on current research from our research group. Involved creation of a board game on Conservation and Agriculture (taken up for development by the University's design team), a structured town-hall style debate on Land Development (including creation of props and compilation of resources), and production of PowerPoint presentations and extension worksheets with short answer questions. These resources were designed to engage different abilities and learning styles as well as to inspire students to attend university. This was done by producing a film showing our research in action and demonstrating its applications. Each lesson plan and resource pack is accompanied by a feedback form for teachers to complete and a specific feedback form for students is currently under development.	**1**, 4, 5	**1**,2, **3**, 4, 5, 6	1,**2,3,4**

2	2015-present	Led tutorials for first year geographers covering a range of study techniques and critical thinking. Each session was adapted by utilising a range of teaching approaches ranging from free-form discussion to short tutor-led activities to encourage student participation and structured discussion. Feedback on my teaching was delivered by students at the end of each session using 'stop', 'start', and 'continue' post-it notes so any changes could be implemented during the module. For example, one student said that I seemed rushed, so now when I deliver these sessions I take my time and I'm more confident to adapt the content to fit the time. Positive and constructive feedback to students on their participation and presentations was delivered immediately, during a session.	**1**,**2**,3,4, 5	1,2,**3**,4, 5,6	1,4
3	September 2015 to present	Demonstrated on a variety of undergraduate (all years) and masters modules which have taken place in laboratory, field, and tutorial environments for both Biosciences and Geography. This has involved teaching a variety of research skills to a range of abilities and experience levels which has required me to adapt content and delivery. Engaged with academic leads, post graduate teaching assistants and students on how the modules could be improved. For example, how to increase student participation on a large field course and on another module, feeding back comments from students to the module coordinator about how well they thought it was taught. When appropriate I enjoy talking to students about my own research and potential careers that may be relevant to them.	**2**,4	1,2,3,4, **5,6**	1,2,3,**4**
4	June 2015 to present	Informally supervised two undergraduate dissertation projects which are closely related to my own area of expertise. This has involved one-to-one tuition on study rationale, experimental design and analysis. Students needed encouragement to design appropriate research questions which required me to carefully balance the rules of their assignment, advice from the academic lead, and the objectives of my own research.	**2**,3, 4	**1**	1,2
5	April 2014	Organised a workshop for range of stakeholders to disseminate a new computer model which had been recently developed by my research group. Prepared an interactive worksheet to achieve the intended learning outcomes set by the academic lead. This was specifically developed to suit the diverse range of abilities and expertise (as attendees included beekeepers, scientists and policy-makers) with various extension levels for each topic. I was also on hand to troubleshoot any problems. Created questionnaires for attendees to provide feedback which I prepared as a report for the academics who led the workshop.	**1**, 2, 4, 5	1, 4, **5**	1,3,4

6	March 2016	Served as a 'subject matter expert' to judge a 'Dragons Den' for 2nd year undergraduates tasked with creating a business plan involving insects. Feedback was given to each group after their presentations, with reference to the assessment criteria, and the best group awarded a prize.	2,**3**	1	4
7	July 2015	Represented my department at an annual large science outreach festival. Planned interactive activities and exhibits based on my area of research. I spoke to a wide range of people, from young children to interested adults. For example, I showed young children different cartoon images to demonstrate basic principles of pollination and later spoke to adults about the complex issue of neonicotinoids and pollinator decline. Consulted with colleagues to feedback on what was well received to inform future events.	**1,2**	**1**, 4, 5	1,**2**,4
8	June 2016	Represented my research group at an 'Open Farm Sunday' event. This day was intended to educate and inspire the public about the role of biodiversity on farmlands and more generally to promote connections between research and farming communities. This required me to adapt my delivery of subject relevant information depending on the level of knowledge and enthusiasm as attendees ranged from young children to interested adults. Feedback on the sessions was gathered from the public, myself, and fellow exhibitors and returned to the central organisation for improvement for later years.	1,**2**	**1** ,4	1,**2**,4
9	December 2015	Presented my research to [redacted]Ecological Society'. This is done regularly by my department to inform students of the research taking place at the university and to inspire students about university life and ecology. Developed a lesson plan, presentation, and interactive activities to maintain student interest. I really enjoyed delivering this and received excellent feedback from teachers at the end regarding the content and delivery of the session.	**1,2**,4	1,2,3,4, **5,6**	1,**2**,3,4
10	Spring 2015	Completed 'Learning and Teaching in Higher Education' levels 1 and 2. Developed lesson plans, taught micro-teach sessions received feedback and provided feedback to others. Worked in interdisciplinary groups to suggest ideas for best-practice for teaching in higher education.	**1,2, 3, 5**	**3,4,5**	**3,4**

11	October 2016	Attended the Capturing Cornwall education symposium on the synergy between education and research. Lecture titles included 'how to lead student focus groups', 'student-led initiatives' and 'closing the feedback loop' which supported themes delivered in the LTHE Stage 2.	**5**	5,6	1,3
12	September 2015 to present	Marked reports for 1st and 2nd year undergraduate students and presentations for 1st year and Masters level students. Based on what I had learnt from the LTHE stage 2 course I used the 'feedback sandwich' to provide praise about what they should continue/ develop, then corrective feedback, followed by overall praise to motivate and improve student learning.	2,**3**	1	

SECTION THREE

Example One – Conducting a habitat survey of campus

This practical introduced students to conducting phase 1 habitat surveys, a skill required for a career in ecological consultancy. Students were given the theoretical background, a map of campus, a reference book and asked to complete their own survey with my assistance.

Like many postgraduate teaching assistants, I often worry about the questions students may ask on a topic which I am less familiar with (Morss, 2005). This was particularly the case with this module as I have never worked as an ecological consultant. Consequently, I took time to familiarise myself with the literature and I set-out on the practical feeling much more confident. This proved essential as my students greatly ranged in their abilities; whilst some students struggled with the fundamentals of map reading, others excelled at identifying British wildlife. This required me to adapt both my content and delivery to each student depending on their knowledge. To achieve this, I adopted a constructivist approach (Biggs, 2003), checking each students' understanding to ensure that they had a solid basis for any new knowledge gained in the practical. Based on this information I then used probing questions to encourage a 'higher level of understanding' (Ramsden, 1992) by connecting our field observations to information from lectures and other modules. For example, when classifying woodland and scrub (required for this practical), I brought the students attention to buddleia which is a valuable resource to pollinators, yet classified as an invasive species (covered in the biodiversity and conservation model). This allowed us to discuss the importance of this feature on wider biodiversity and the need to record this as a 'target note' which is used in Phase 1 surveys to record additional information about a point of interest. Sometimes I worry that I make these types of connections too quickly or too obvious to the students, making them passive in their own learning. Hopefully with more experience I will develop my ability to push students without revealing the answer and understand the most appropriate time to do so.

This practical was well designed, with the tasks 'constructively aligned' to the learning objectives (Biggs, 2003). Consequently, the students were focused and engaged with the work, knowing exactly what was required from them. This made my role as a demonstrator more relaxed as I could move from a didactic "this feature shows x" to a more facilitative role, guiding the students in their own learning. Throughout the practical I tried to maintain a good rapport with the students which I hoped would encourage them to approach me with any questions or feedback that they had. Further conversations with some students revealed their active participation in ecological societies including the 'bee society', the study species of my PhD. This provided the opportunity for me to offer suggestions for obtaining postgraduate research opportunities which the students appreciated and I really enjoyed.

474 words

Literature cited:

Biggs, J (2003) Teaching for Quality Learning at University. Open University Press/SRHE: Maidenhead.

Morss, K and Murray, R (2005) Teaching at university: a guide for postgraduates and researchers. Sage: London.

Ramsden, P (1992) Learning to teach in Higher Education. Routledge: London.

Example Two – Deep and surface approaches to reading scientific literature

This tutorial introduced students to the difference between 'surface' and 'deep' approaches to reading scientific literature whilst developing their own critical reading skills. Although the learning objectives and requirement for active involvement were set by academic staff, this tutorial provided me with the opportunity to set my own, constructively aligned learning tasks, as outlined by Biggs (2003).

I designed this tutorial to be as interactive and discussion based as possible. To do this, I set the students a task of reading a specific scientific paper and for each of them to pay attention to a particular section. In order to promote engagement from all group members I asked each of them to comment on their section whilst I facilitated an overall discussion with all members. Any technical queries were written down to be answered at a later point. Throughout this discussion I provided feedback to encourage student motivation (Fry, 2003). Once we had completed this I then asked for the author of the paper to enter the room and discuss the piece of work with us. This followed a similar format to the previous discussion but with extra facilitation from me, as understandably the students were initially shy to critique the author's work in their presence. After a few minutes the students were more confident and appeared to gain a deeper understanding of the paper. An additional reason for choosing this paper was that it was based on the author's undergraduate dissertation which surprised the students. I asked the author to take a few minutes to explain why they choose to publish their work and what was required to get it to this standard. I wanted to show the students that things which may seem impossible at this stage are entirely possible when they put their minds to it.

I believe that small group working like this is an excellent opportunity for each student to express themselves, allowing the additional benefit of social learning (Fung, 2006). This is particularly useful for topics such as 'surface' and 'deep' learning where discussions about the positive and negative aspects of both can be discussed in relation to grades and how this affects their well-being (Ramsden, 1992). Towards the end of the tutorial I was asked about my own reading approaches which allowed me to tell the students about how my own learning style has evolved and how this has increased my confidence and enjoyment of my subject.

This tutorial was observed in support of this associate fellowship application and the feedback I received from the member of staff and my colleague (the author) was excellent. I was particularly happy with positive comments about how engaged the students were and how I created an active learning environment. Feedback from such an experienced member of teaching staff also helped me realise that I can push the students more when answering questions - something I was unsure of beforehand. I really enjoyed delivering this tutorial and I am looking forward to doing it again next term.

500 words

Literature cited:

Biggs, J (2003) Teaching for Quality Learning at University. Open University Press/SRHE: Maidenhead.

Fung, D (2006) Telling tales: a fresh look at student experience and learning in higher education. Paper given to the British Educational Research Association Annual Conference, University of Warwick, September 2006.

Ramsden, P (1992) Learning to teach in Higher Education. Routledge: London

Example Three – Interactive lesson packs for learning and inspiration

As part of my involvement in the 'Combined University in Cornwall Outreach Network' colleagues and I produced two lesson packs based on current research from our research group to be sent to schools across Cornwall.

Central to each pack was a lesson plan, specifically aligned to the curriculum. These took a surprisingly long time to produce as we kept overcomplicating the tasks and underestimating timings, mostly due to our lack of experience with this age range. Eventually we settled on lesson plans with various options for the teachers to use depending on the dynamic of the class and time schedule, with extension tasks for more able students.

In addition to these were a series of interactive tasks which were designed to promote active learning and participation from students with a range of learning styles (Morss 2005). Consequently, we used PowerPoint to introduce each topic and provide a framework for building knowledge, mixed with practical exercises such as structured debates with (role play) and games to simulate experimental learning and encourage a deeper level of understanding. For example, we designed the structured debate for students to learn about the different ways an area of land could be used (nature reserve, wind farm, development etc.) whilst encouraging students to find and represent their own viewpoint and appreciate others. Ramsden (1992) believes that this 'relativistic conception' i.e. understanding there is no right or wrong answer, is key to higher order thinking and advancing student learning. We used a constructivist approach (Biggs, 2003) by applying the subject material to situations the students are already familiar with to help them construct their own knowledge and challenge how they conceptualise the world around them (Ramsden, 1992).

As well as teaching the students about a particular subject, the outreach network aims to widen participation in higher education to benefit not only the students, but also the local economy and wider society. Therefore, we created a short film to introduce the holistic and industry-relevant nature of our research and our personal motivations for doing it. I really enjoyed being interviewed for this film because it allowed me to express why I think learning at a university can be great and why I love my career. I believe that making university research more accessible to school students is a fantastic way to inspire children about higher education, especially those who may not believe or be aware that they can attend. I was keen to invest my time producing lesson packs rather than visiting individual schools as I believe this to be a more sustainable and a longer-term influence for widening access to university, also recommended in the Harris Report (2010).

These lesson packs received excellent feedback from Streatham Campus and the College of Life and Environmental Sciences marketing team, who have requested packs to be sent up to Devon for use there.

473 words

Literature cited:

Biggs, J (2003) Teaching for Quality Learning at University. Open University Press/SRHE: Maidenhead.

Harris (2010) What more can be done to widen access to highly selective universities?, p. 83, available at: https://www.offa.org.uk/wp-content/uploads/2010/05/Report-on-access-to-highly-selective-universities.pdf

Morss, K and Murray, R (2005) Teaching at university: a guide for postgraduates and researchers Sage: London.

Ramsden, P (1992) Learning to teach in Higher Education. Routledge: London.

Example Four – A steep learning curve - my first field trip

This first year field trip was designed to introduce students to each other and provide an insight into what university research entails. This was also *my* first field trip as a demonstrator.

Having been given a brief outline of what the students were required to do, I set out with my group across the Cornish heath only to discover half of them were still stood by the coach. Here was my first and totally unexpected task: to organise my students. This forced me to assume a didactic style to ensure that students knew what to do and were able to complete the task in the time given which automatically lost their attention. To make matters worse the weather was cold and chaos quickly ensued when one student fell in a stream and another (only about 30 minutes later) was sick. Fortunately, my competent first aid and field work skills helped me feel in control of the situation and I was able to deal with both of the students with minimal disruption to the others. After this practical I spoke to the academic lead about how I felt many of the students were disengaged with the tasks. Unfortunately this practical is taught to a large cohort (220 students at once!) and these tasks are believed to be the best way to engage the students. Personally, I think that a better active learning environment can still be achieved and that like Brew (2006) such a large cohort is an 'opportunity for innovation'.

Now when I demonstrate on this module I divide the workload across my group and make sure that every member has their own role such as a scribe, measurer, etc. and that these roles are swapped within and between practicals. I also try to motivate students throughout the day because I believe, like many others, that motivation is vital in experimental learning (Morss, 2005). This is particularly needed because the tasks they are asked to complete are monotonous and the conditions they are working in can be challenging. Of course these are real research situations, so I try to draw links to my own experiences and remind them why these skills may be valuable to them in their future careers. I believe this is a good way to break down the mystique of university research, especially if it's directly applicable to them (Brew 2006). With experience, I now have a better repertoire of strategies to deal with any complications and I take time to carefully and clearly explain the instructions and make sure that they are all fully aware of any potential health and safety hazards. Of course these students are adults but as the majority have come straight from school environments I appreciate that they are still learning about what is expected of them at a university.

467 words

Literature cited:

Brew, A. (2006). Research and Teaching: beyond the divide. Basingstoke: Palgrave MacMillan.

Morss, K and Murray, R (2005) Teaching at university: a guide for postgraduates and researchers. Sage: London.

Other Information

Please use this space to provide any additional information that you would like to submit explaining why you have chosen to make this application and what the benefits for you will be in terms of your professional development. (Max. 200 words)

Having worked as a postgraduate teaching assistant and been involved in outreach and widening participation work at the University of Exeter for two years, I feel that this application suits my experiences and intention to stay in Higher Education. During this time I have gained confidence, knowledge and a repertoire of strategies to help me support and deliver learning which I look forward to developing in the future.

SECTION FOUR – Referees

Please note that at least one referee must be a current employee of University of Exeter.
References will not be accepted from employees of the Higher Education Academy.

First referee	
Name:	Professor [redacted]
Job title:	Chair [redacted]
College/Service:	CLES - Biosciences
Email address:	[redacted]

[redacted] is [redacted] and co-ordinator of 'Applied Insect Ecology', a module which I have worked on as a postgraduate teaching assistant on for two years. I attended [redacted] lecture 'Insects in Art & Culture: Cultural Entomology' for my teaching observation. [redacted] has known me for three years and during that time has offered me advice regarding career planning, my presentation style, and confidence. I am able to speak to [redacted] in both personal and professional contexts; [redacted] is fully aware of my teaching and widening participation work and is the ideal person to comment on my character. [redacted] teaching style is well structured, whilst remaining relaxed with good rapport - something I aspire to in my own teaching.

Second referee	
Name:	Dr [redacted]
Job title:	Lecturer
College/Service:	CLES - Geography
Email address:	[redacted]

[redacted] is the module co-ordinator for '1st year geography tutorials' which I have worked on as a postgraduate teaching assistant for two years. As part of this module and my ASPIRE application [redacted] has observed my teaching.

LTHE Record of Teaching Experiences

You can use this form to provide evidence for your portfolio about the frequency and nature of your teaching practice. If you are a Postgraduate Teaching Assistant responsible for a substantial amount of teaching or supporting learning in your College, which is consistent and regular, you may find that the postgraduate e-profile at http://eprofile.exeter.ac.uk/index.php is a more useful place to present evidence of your role.

If you have negotiated your teaching with your tutor, and your College, for the purposes of achieving the experience needed for the LTHE portfolio, you may find this log helpful.

Session No	**Date**	**Length (hrs)**	**Topic or Title of activity (and e.g. Module where delivered)**	**Number and Level of Learners (e.g. X 1st year undergraduates on Y programme)**	**Description of activity (which may include: aims, ILOs, learning and teaching activities for taught sessions' involvement in assessment; or anything which summarises your involvement with the activity).** ***Please also indicate you contribution to the session's design.**
1	Spring 2015	3 x 3hrs **Total: 9 hrs**	Introduction to Vertebrate Zoology	All 1st year bioscience students	• Assist students with basic ID tasks • Encourage discussion about adaptations etc.
1	Autumn 2014	3 x 3hrs **Total: 9 hrs**	Field and Lab Techniques	All 1st year bioscience students	• Assist students with basic field work tasks such ID, transects and quadrats • Ensure student safety

2	Autumn 2015	3 x 3hrs **Total: 9 hrs**	Field and Lab Techniques	All 1st year bioscience students	• Assist students with basic field work tasks such ID, transects and quadrats • Ensure student safety
3	Autumn 2016	3 x 3hrs + 4 hrs marking **Total: 13 hrs**	Field and Lab Techniques	All 1st year bioscience students	• Assist students with basic field work tasks such ID, transects and quadrats • Ensure student safety
1	Autumn 2015	3 x 4hrs + 3 x 4 hrs marking **Total: 24 hrs**	Terrestrial Biodiversity and Conservation	18 x MSc bioscience students	• Encourage discussion and class participation • Ensure student safety • Provide feedback for student presentations (summative assessment)
2	Autumn 2016	3 x 4hrs + 3 x 4 hrs marking **Total: 24**	Terrestrial Biodiversity and Conservation	18 x MSc bioscience students	• Encourage discussion and class participation • Ensure student safety • Provide feedback for student presentations (summative assessment)

		hrs			
1	Autumn and Spring 2015/2016	6 x 2hrs + 1.5hrs prep **Total: 13.5 hrs**	Geography Undergraduate Tutorials	16 x 1st year geography students	• Point of contact for all student needs • Facilitate discussion and class participation • Teach University skills such as critical reading, giving presentations, and referencing.
2	Autumn 2016	3 x 2hrs + 0.45hrs prep **Total: 6.45 hrs**	Geography Undergraduate Tutorials	16 x 1st year geography students	• Point of contact for all student needs • Facilitate discussion and class participation • Teach University skills such as critical reading, giving presentations, and referencing.
1	Spring 2016	3x3hrs + 3 hrs marking **Total: 12hrs**	Applied Insect Ecology	54 x 2nd year bioscience students	• Assist students in the lab with insect ID, pollen analysis and computer analysis. • Facilitate and chair group discussions. • Provide feedback for student presentations

1	Autumn 2016	3x3hrs **Total: 9 hrs**	Introduction to Ecological Consultancy	~50 x 2nd Year bioscience students	• Assist students in the field and lab with mapping tasks and ID • Encourage students to think about key features and habitat types
1	Autumn 2016	3x3hrs **Total: 9 hrs**	Preparing for Ecological Consultancy	~25 x MSc bioscience students	• Assist students in the field and lab with mapping tasks and ID • Encourage students to think about key features and habitat types
1	Summer 2016	2x6hrs **Total: 12 hrs**	Combined University in Cornwall Outreach Network - Production of Lesson Packs	N/A	• Co-produced two lesson packs which included lesson plans, PowerPoint presentations, extension worksheets, a bespoke board game, short film, and a structured town hall style debate with props.

Total: 150 hours

Peer Observation of Teaching/Learning Support Record

This Record mirrors the one used by academic staff across the University, for the peer teaching observations that take place annually within Schools. It is designed to be used as a **three-stage process**, set out in the next three sections.

- The **first** section allows the person who will be observed to explain to the observer his or her intentions for the class – how the students should have prepared for the class, what they should gain from the class, and how that will be checked or tested.
- The **second** section gives suggestions for points that the observer can look for during the class, in the context of the purpose of the class.
- The **third** section encourages the person who was observed to reflect upon the observer's comments, and upon his or her own views of the class, in the context of the purpose as set out in the first section.

Name and role of person observed	Professor [redacted]
Programme of study	2nd Year Undergraduate Biological Science
Title of module	[redacted]
Level of module	[redacted]
Location of class within the module (egg week number within the total weeks)	[redacted]
Type of class (lecture, lab, seminar...) **or 'teaching episode'** within the class[1]	Lecture
Number of students	60
Name of observer	[redacted]
1 Preparation - before the class is observed: to be completed before the class by the person being observed, and given to the observer before the class	
Broad aims of this class within the programme	

[1] It is sometimes helpful to nominate a specific 'teaching episode' or activity for observation, rather than a whole 'class', particularly if it is a long session, or if the person being observed plays a specific role in leading or supporting a particular kind of learning activity.

The overall aim(s) of this session is (are) to:

Understand and explore the ways in which insects have played a role in human culture and civilisation

Specific intended learning outcomes of this class

By the end of the session, students should be able to:

For example: describe... *explain... define... analyse... carry out... reflect upon... practise... make connections between... identify... justify... show... use... plan... criticise... evaluate... demonstrate...*

- Describe ways in which insects have shaped human civilization
- Understand the range and role of insects in human culture: symbolism, inspiration and innovation
- Design and plan new processes, products or practices involving insects

This lecture also has tips for the exam so they should be able to:

> Plan how to revise and answer essay questions in their exams

Students' preparation for this class *How were the students expected to prepare for this class - general reading, specific reading, specific assignment, assignment given to selected students?*

Specific assignment has been given for next week which is the Dragon's Den session where groups of students prepare "pitches" to present to a panel on new and interesting ways to use insects in designing new product or technologies. This should capture their learning from the whole module, but in an innovative way

The content of this lecture will inform this assignment, and provide inspiration and ideas for them to follow up or learn from.

Assessment of the intended learning outcomes *How/when will these be assessed (whether informally or formally)? How will the students know the criteria for assessment?*

Informally - verbally at the Dragon's Den session next week

Formally in possible content of exam essay questions in May (1 essay = 60% of module)

Students' learning after the class *What learning activity will the students be expected to undertake after the class? How will this be set this up during the class? How/when will that learning activity be checked on?*

Dragon's Den assignment – for which they have already been given instructions – see above.

They will attend the session next week and present their work.

2 Observation of the class: to be completed immediately after the class by the observer, and given,

with verbal feedback, to the person who being observed.

Opening the class *Clarity of purpose/intended learning outcomes - review of previous work - links to other classes/module/programme - activity expected of the students in the class - reference to assessment?*

Clear introduction, setting of intended learning outcomes, and outline of the lecture.

Excellent diagram showing this lecture in the context of the module and wider subject framework.

Good definitions of key terms.

Introduced key literature, taking the time to briefly describe each one.

Main part of the class *Appropriateness of structure, presentation and pace - sensitivity to students' reaction – variety of learning activities - conveying enthusiasm?* ***Engagement of students in active learning?***

Clear structure, helped by referring the students back to the lecture plan. Likewise, additional reading was made clear with good signposting and descriptions.

Very interesting content which was creatively put together e.g. making connections between insects, religion and art.

Good description of insect aesthetics ranging from 'enthusiasts' to 'natural historians' to 'scientists'.

Good use of videos and engagement of active learning with class brainstorming session.

Students appeared engaged and responded well to the content of the lecture.

Closing the class *Summary of learning achieved - further linking to later/parallel work - expectation of learning activity to be undertaken* ***after*** *the class?*

Good links to assessment - highlighted to the students that information from this lecture may inspire their work for their informal 'Dragons Den' assignment. Likewise students were clearly told that this content may feature as an essay question. Clear instructions were given as to how to achieve higher grades, e.g. through original reading and critical reflection.

Good module summary.

Students clapped at the end and stayed behind to watch an additional video - clearly showing that they were engaged and enjoyed the lecture.

Several students stayed behind to ask about doing student projects and work experience on the module topic.

Overview *Appropriateness of structure/pace - effectiveness of presentation - encouragement of personal skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*

Good rapport with students, Juliet seemed relaxed and that she was enjoying herself.

Lecture was well structured with clear links to other lectures, wider reading and assignments.

Quality of the apparent student learning experience in this class:

Points of good practice worthy of wider dissemination

Really interesting and engaging lecture.

Well-structured and clearly delivered.

Suggestions for areas to develop

Went slightly fast in a few places, because of this a few photographs weren't described. Perhaps figure captions or simply pointing to them whilst talking could help the students.

Perhaps add in a summary slide, and / or show the diagram of the lecture in the context of the module and wider subject framework at the end of the lecture (before mentioning the assignment).

3 Reflection following the class : to be completed by the person who taught (or supported learning in) the class, following receipt of the observer's comments

Reflection on achievement *To what extent do you feel you achieved your aim(s) for this session? What were you particularly pleased with?*

I did achieve the aims of this session. The students were engaged and interested, contributing when they asked questions. I was particularly pleased with the fact that they applauded me at the end as it was the last lecture in the module!

Reflection on planning *If anything did not go as planned, was it a problem or a benefit? What is there to learn from it with regard to future planning?*

There are a few slides I need to alter/ check as I have been using them for 3 years...and there are a couple of points where I forget the background so need to make these clearer.

But, overall the planning went as expected.

Reflection on observer's feedback *Are these fair comments? Did anything here surprise you?*

What action will you take to build on and share with colleagues the points of good practice noted by the observer, and to follow up any suggestions for development?

Yes, the observer's feedback was very helpful and positive – thank you! Nothing surprised me. I know that I have a tendency to rush through lectures so it is useful to get feedback on this.

Actions I will take:

- Slow down
- Make sure I describe the pictures I use to illustrate slides better
- Good point to bring it to a clear summary at the end...I will do that next year

Peer Observation of Teaching/Learning Support Record

This Record mirrors the one used by academic staff across the University, for the peer teaching observations that take place annually within Schools. It is designed to be used as a **three-stage process**, set out in the next three sections.

- The **first** section allows the person who will be observed to explain to the observer his or her intentions for the class – how the students should have prepared for the class, what they should gain from the class, and how that will be checked or tested.
- The **second** section gives suggestions for points that the observer can look for during the class, in the context of the purpose of the class.
- The **third** section encourages the person who was observed to reflect upon the observer's comments, and upon his or her own views of the class, in the context of the purpose as set out in the first section.

Name and role of person observed	[redacted] (PhD student) - Tutorial leader
Programme of study	1st Year Undergraduate Environmental Science
Title of module	Tutorials 1504B
Level of module	L1
Location of class within the module (egg week number within the total weeks)	Week 8 (out of 10), Term 2
Type of class (lecture, lab, seminar...) **or 'teaching episode'** within the class[2]	Tutorial
Number of students	8
Name of observer	[redacted]
1 Preparation - before the class is observed: to be completed before the class by the person being observed, and given to the observer before the class	
Broad aims of this class within the programme	

[2] It is sometimes helpful to nominate a specific 'teaching episode' or activity for observation, rather than a whole 'class', particularly if it is a long session, or if the person being observed plays a specific role in leading or supporting a particular kind of learning activity.

The overall aim(s) of this session is (are) to:

Understand how and when to use a 'deep' approach for reading scientific literature

Specific intended learning outcomes of this class

By the end of the session, students should be able to:

For example: describe... *explain... define... analyse... carry out... reflect upon... practise... make connections between... identify... justify... show... use... plan... criticise... evaluate... demonstrate...*

> Describe the difference between a 'surface' and 'deep' approach to reading scientific literature

> Reflect up on their own approach to reading scientific literature

> Critically evaluate a scientific paper, paying particular attention to its methodology and general communication.

> Demonstrate critical reading skills through a classroom based discussion on a set paper

Students' preparation for this class *How were the students expected to prepare for this class - general reading, specific reading, specific assignment, assignment given to selected students?*

To attend all 'first year tutorials' beforehand. Otherwise no preparatory work was required; students were not to see the paper beforehand.

Assessment of the intended learning outcomes *How/when will these be assessed (whether informally or formally)? How will the students know the criteria for assessment?*

These will be assessed informally throughout the session. Questions and answers will generally address all intended learning outcomes. A short quiz will help the students understand the different reading approaches and reflect on their own style. A group based discussion based on the questions prepared by the class will allow students to demonstrate their own critical reading skills.

Students' learning after the class *What learning activity will the students be expected to undertake after the class? How will this be set this up during the class? How/when will that learning activity be checked on?*

Students should be able to critically evaluate scientific literature by applying a 'deeper approach' to their reading. These skills should continue to develop throughout their undergraduate degrees, encouraging a higher level of understanding which should be evidenced through improved grades.

2 Observation of the class: to be completed immediately after the class by the observer, and given, with verbal feedback, to the person who being observed.

Opening the class *Clarity of purpose/intended learning outcomes - review of previous work - links to other classes/module/programme - activity expected of the students in the class - reference to assessment?*

[redacted] had a clear rapport with the students and covered the aims of the task succinctly. The session was very

well prepared with resources and all handouts required. Students were set to task straight away.

Students could have been pushed further early on with the question 'what is environmental science'

When dealing with late arrivals - best to set the class off with work and then return to that pupil.

Main part of the class *Appropriateness of structure, presentation and pace - sensitivity to students' reaction – variety of learning activities - conveying enthusiasm?* ***Engagement of students in active learning?***

The reading task and how best to approach it was clearly discussed, with the learning objectives defined. [redacted] gathered a variety of responses to questions on reading criteria well. Students offered good feedback that evidenced that they engaged well with the reading task. Enter the author (of the set paper) this was an excellent idea which worked brilliantly. Students responded well here, pushing their interrogation of the paper.

Perhaps a little more guidance on the link between the reading task and how to assess it prior?

Closing the class *Summary of learning achieved - further linking to later/parallel work - expectation of learning activity to be undertaken* ***after*** *the class?*

The session was rounded off well by dealing with a student question and ideas were offered as how to move forward. [redacted] offered suggestions based on experience of her own reading approach. Students (majority) showed that they got lots from this exercise. This was in part due to good paper choice but mostly due to planning and approach.

Overview *Appropriateness of structure/pace - effectiveness of presentation - encouragement of personal skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*

Excellent, clear and concise.

Quality of the apparent student learning experience in this class:

Points of good practice worthy of wider dissemination

There was clear planning and forethought in creating the best active learning for students in the paper choice and author interview

The pace and clarity of delivery was excellent and instructions were clear and well described

The guidelines of the tutorial were interpreted well with unambiguity

Suggestions for areas to develop

Students could have been pushed further with answering questions

When dealing with late arrivals - best to set the class off with work and then return to that pupil

Perhaps a little more guidance on the link between the reading task and how to assess it prior

Reference for ASPIRE HEA application for Associate Fellow status:

(suggested text)

I have known [redacted] for 8 months and can confirm that they have been based in the department in a teaching/supporting student learning capacity. Having observed their practice and having known them for this time, I can confirm that they meet all of the UK PSF criteria necessary for application through ASPIRE for Associate Fellow status of the Higher Education Academy. I therefore fully support this application.

Signature: [redacted] **Date:** [redacted]

Print name: [redacted] **Position: Lecturer**

3 Reflection following the class : to be completed by the person who taught (or supported learning in) the class, following receipt of the observer's comments

Reflection on achievement *To what extent do you feel you achieved your aim(s) for this session? What were you particularly pleased with?*

Overall, I felt that the tutorial went well. I was able to cover all of the material in good time and raise the key points of the work which I had prepared beforehand.

I find this group particularly challenging to engage with so I was pleased that most of the students participated in answering questions and discussing the set paper. I feel that this was helped by using flip chart paper to record student questions, as the act of writing sparked communication with each other and gave me a chance to address questions as they arose. This was good preparation for bringing in the author of the paper for discussion, as the students were able to brain storm their ideas and questions without the pressure of the author sitting there. The author was then able to provide accurate answers to their questions (which although I could have answered myself), were more exciting and impactful coming from him. Particularly as the author was able to discuss how the paper relates to progress in its field and provide some basic information as to the work required to get it to publication standard. A key reason for choosing this paper is that it's based on the work of a 3rd year undergraduate thesis from a PhD student, who is now based in Biosciences at the University of Exeter. I hoped that this would be a good example of how excellent study skills (such as critical reading) can culminate in high quality, publishable work even at undergraduate level.

I feel that by preparing students with the concept of critical reading (through a quiz) and then applying this to reading a set paper was a good way for the students to reflect on their own reading styles, as well as a good opportunity for the students to practise and implement their new knowledge. I hope that the students found discussing ideas with the author of the paper to be engaging.

Reflection on planning *If anything did not go as planned, was it a problem or a benefit? What is there to learn from it with regard to future planning?*

In future, I would ask the students to think of (and write down) a question that they have about the paper, whilst they are reading it. I could then start the discussion by asking the students to take it in turns to put forward their own question, or alternatively use these to prompt quieter students. I tried this method with the same tutorial, taught on a

different a group of students, later the same day and it worked really well. The discussion was much easier to chair, the hardest part was getting them to finish on time! They also came up with some great points which made me feel like they were really engaged with the task, and I enjoyed teaching it.

With more discussion points (and time) I would have liked to have drawn links between their questions (on paper) to help show them how I myself would critically read and annotate a piece of scientific literature.

Reflection on observer's feedback *Are these fair comments? Did anything here surprise you?*

What action will you take to build on and share with colleagues the points of good practice noted by the observer, and to follow up any suggestions for development?

I am happy with the comments from my observer and I am pleased that they approved of my paper choice and bringing in the author. I was also pleased that my observer thought that I had a good rapport with the students and covered the aims of the session succinctly. I can still get a little nervous before sessions so I was pleased that this didn't affect my delivery and ability to convey all of the necessary information. My way of dealing with this is to prepare well before sessions to increase my own confidence, so I was also pleased that my observer thought that I had prepared well.

I completely agree with the feedback regarding the late arrival. At the time I didn't think it would take me very long to bring the student up to speed and that repeating the information could be useful for other members of the class who may have misunderstood. Retrospectively, it would always be best to set others off with their work before dealing with a late arrival as to not interrupt their flow and waste their time. By doing this I would not have glossed over the first task that they were set (which the late student missed) and could have instead set it as work to do at home.

In the future I will definitely try harder to push the students further with answering questions. As this group are particularly quiet I will try to think of more engaging ways to get them to participate. Maybe asking them all to prepare a question and/or to write down two positives, and two negatives of the paper would be good ways to get them prepared (and hopefully more confident) to speak in class.

LTHE - ASPIRE Reference Form

Name of the ASPIRE applicant:	[redacted]

Reference

I have read through the applicants LTHE Portfolio including the ASPIRE application form for Associate Fellow status. I can confirm that the applicant has met the attendance requirements of the LTHE Stage 2 programme and has met the LTHE Portfolio requirements. I can also confirm that the applicant has met the HEA requirements for Associate Fellow status and I therefore can support this application.

Please be mindful of the criteria specific to Associate Fellowship, as detailed in the "LTHE Guidance Notes for Referees" (attached below), when writing your reference.

If you would rather submit a reference on headed paper, please complete all other sections of this form and attach to the reference.

[redacted] started working for me in 2014, 6 months prior to [redacted] PhD and quickly became engaged with teaching, supporting learning, and outreach. [redacted] is knowledgeable, enthusiastic and always keen to broaden [redacted] experiences; qualities which make [redacted] not only a good researcher but an excellent postgraduate teaching assistant and mentor. It is for these reasons that I offer my full support for [redacted] application for Associate Fellowship of the HEA.

This year, [redacted] demonstrated on my Applied Insect Ecology module, where [redacted] offered suggestions for each practical, ordered equipment, and helped to set up. [redacted] demonstrated a high level of dedication, work ethic, initiative and interest in learning how to teach and deliver quality learning outcomes. In particular, [redacted] passion for the subject and interaction with the students made [redacted] my demonstrator of choice to assist me as a 'subject matter expert' in marking my 'Dragon's Den' where [redacted] offered positive and constructive feedback to students. [redacted] is currently informally supervising two of my undergraduate students and has carefully managed their research requirements with her own research objectives. The students find [redacted] approachable and [redacted] has helped them to feel supported with all stages of their dissertation, including planning and data analysis.

In addition to teaching at the University of Exeter, [redacted] has represented my research group at a number of outreach events. Notably, Open Farm Sunday where [redacted] pro-actively contacted the central organisation to offer [redacted] expertise and Science in the Square. These activities also evidence [redacted] ongoing commitment to widening participation, something which I know is very important to [redacted]. I have been particularly impressed with the work that [redacted] and colleagues have done for the Combined University in Cornwall Outreach Network which has involved producing lesson plans and resources for secondary school students and has received excellent feedback from staff at the University of Exeter.

[redacted] is a pleasure to work with, and I thoroughly recommend her for Associate Fellowship Status of the HEA.

Has the applicant shown you a copy of the application?	**Yes** ☒ **No** ☐