

Introduction

When I think of my time as an undergraduate at another university there was one real stand out lecture. It was from an eminent neurologist, the author of multiple books and the creator of a model theory for how a brain system worked. I was felt really privileged that he was coming to speak to us, and I was really looking forward to this lecture. He arrived, sat in a chair at the front of the lecture theatre, arms folded, and spoke an hour whilst leaning back and looking the ceiling. I remember the lecture very well, the reason being was that it was *terrible*. Despite me being engaged at the beginning, his constant use of medical jargon, for which I was unfamiliar, meant I was 'lost' early on. The fact that he did not use any slides, images or resources of any kind meant I had nothing to help me 'find' my way back. I left the lecture theatre bewildered.

This experience illustrates that significant knowledge and expertise within a field is not sufficient for teaching effectiveness. Rather, there are certain skills, approaches and techniques that need to be developed and executed before this knowledge can be transferred. Burn, Hagger and Mutton argue that knowledge and skills can be separated into three broad dimensions, knowledge of learners and the way they learn, knowledge of subject matter and curriculum goals and knowledge of teaching (Burn, Hagger et al. 2015). I was thrilled to be appointed as a lecturer in XXXXXXXX at the University in July 2017; however I was slightly daunted. I did not feel competent in these 'effective teaching' skills (despite what I might have communicated at interview!) as I'd worked solely as a researcher for the past 11 years, as both a PhD student and a post-doctoral research associate (although I did have had limited teaching experience during these roles). Whilst adept at communicating science to peers, I noticed that I often confused people without the same level of expertise, for example, undergraduate students undergoing projects in our laboratory. Whilst my knowledge of my very niche area of XXXXXXXXXXXX was good, my knowledge of teaching was poor. For this reason, I welcomed the opportunity to undertake this Post-graduate Certificate of Higher Education (Pg Cert HE) qualification and I was pleased that developing teacher effectiveness was a priority at the University. One thing I *did* know when I started was that I did not want my students to feel as lost as bewildered as I did during the lecture described above.

Through this reflective commentary I will explore what I have learnt over the past year with specific. I will mainly follow Kolb's 'experiential learning' model of reflection, describing concrete experiences over the past year, my reflections upon these experiences, conclude what I have learned and then describe how and if I then changed my practice based upon my learning from these reflections (Kolb 1984). Whilst reflecting, I will consider how practice architectures (sayings, doings or relating) may have constrained my practice (Kemmis, Wilkinson et al. 2014). Finally, drawing upon the idea of Stephen Brookfield's 4 lenses (Brookfield 1995), rather than reflecting solely autobiographically, where possible I will reflect through the lens of my students and colleagues, making links with theoretical literature throughout.