FINAL REFLECTION, NEXT STEPS AND TEACHING ACCREDITATION SUMMARY

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Summary

Part 1: Evaluating teaching and learning

- Revision- gathering feedback on our teaching:
  - *Motivation*
  - *Feedback collection methods*

- Your experience with feedback collection methods:
  - *With peer observation of teaching*
  - *With feedback collection methods from students*

- Practice using feedback collection methods:
  - *Reflection using a proforma*
  - *Debriefing a tutorial/lab with a peer*

Summary

Part 2: Applying for a Higher Education Academy (HEA) Teaching Accreditation

- The HEA and its levels of accreditation

- The UK Professional Standards Framework (UKPSF)

- Routes towards an HEA teaching accreditation (**NEW! through Informatics**)

Part 1: Evaluating teaching and learning

Revision- gathering feedback on our teaching

Revision- motivation for gathering feedback on your teaching

Brainstorm reasons why we would collect feedback on our teaching

Revision- motivation for gathering feedback on your teaching

- To understand our strengths and weaknesses

- To know **where** and **how** we could improve

- To feed back to course team for improving course (for overall course feedback)

- To apply for an academic job/promotion

- To prepare convincing statements about our teaching (e.g. for HEA accreditation)

- For our CV, to highlight acquired skills

Also... Course Enhancement Questionnaires offer us Limited Information

Revision- Methods of collecting feedback

As split into 3 groups, use poster paper to propose methods of collecting feedback from:

– *Students*

– *Peers*

– *Self*

For each, specify whether it would be appropriate to be used by:

– *Tutors (T)*

– *Demonstrators (D)*

– *Markers who do not meet students (M)*

– *Markers who also meet students as tutors/demonstrators (MS)*

– *Teaching Assistants who do not meet students (TA)*

– *Teaching Assistants who meet students in lectures (TAS)*

You should have at least one method from each category for each role.

Revision- Methods of collecting feedback- From students

■ Questionnaires (off-the shelf/own, one minute/extended) (T, TAS, <u>D?, MS?, M?, TA?</u>)

■ Dropping in to see how they are doing (T, D, TAS, MS)

■ Structured group discussion at end of class (T, MS, TAS)

■ Quizzes to check understanding (T, MS, TAS)

■ Post-its (T, <u>D?, MS?</u>)

■ Paper and pens to write on wall poster (T, <u>D?, MS?</u>)

■ Observations of student preparation, motivation, attitude, etc. (T, D, TAS, MS)

How do you think you could address the question marks?

Revision- Methods of collecting feedback- From peers

■ Sitting in (observation) during class (T, D, MS, TAS for being observed; all for observing- *__advantages for M, TA?__*)

■ Advice before (previewing) work (all)

■ Advice after (debriefing) work (all)

■ Scrutinising material/processes (all)

■ Making plan on class together (T, D, MS, TAS)

■ Mentoring (all)

■ Role playing to practice explaining notions to students (T, D, MS, TAS)

■ Double marking (MS, M), Collaborative commenting (MS, M)

■ Checking marks provided by colleagues and/or their distribution (MS, M)

How do you think you could address the question marks?

Revision- Methods of collecting feedback- From self

- Checklists or pro formas (all)

- Regular teaching diary (all)

- Loose reflexion notes (all)

- Post-it notes on preparation notes (all)

- Audio recordings of self practicing explaining (T, D, TAS, MS)

- Lecture recordings of self (TAS)

Your experience with feedback collection methods

Your experience of conducting a peer teaching observation

In small groups, discuss the following questions:

- How did you plan/organise it?

- What worked? What did not?

- Did it offer the expected benefits?

- Did it offer any additional benefits?

- What would you do differently next time?

Record your replies on poster paper.

My experience- advantages/ disadvantages of a peer teaching observation

- Being observed- advantages:
  - *The feedback, both positive (reassuring) and negative (areas to improve)*
  - *Possible focus of feedback on what interests you*
  - *The observer noticing students and their reactions more than you can*
  - *The observer coming from a different background/culture, and offerint a different point of view*

- Being observed- disadvantages:
  - *You may prepare better and thus perform better; OR it may be nerve racking*
  - *Similarly, students may act unnaturally because of observer in the room*
  - *The observer may provide insufficient feedback*
  - *The observer may provide too gentle feedback because of relationship with you*

My experience- advantages/ disadvantages of a peer teaching observation

- **Observing- advantages:**
  - *You may learn of teaching approaches and resources that inspire you through their usefulness and simplicity*
  - *Even tutors in the same course as you may surprise you*
  - *By giving feedback, you also compare with your own practice, reflect on your own teaching and come up with ways to improve it*

- **Observing- disadvantages:**
  - *Time consuming (but worth it, especially if you are also observed!)*
  - *Best to also include some advanced planning + final re-read and structuring of feedback for maximum effectiveness*
  - *Requires constant attention and quick note taking, especially if observing everything*

Your experience with feedback collection methods from students

In small groups, discuss the following questions:

- How did you plan/organise it?

- What worked? What did not?

- Did it offer the expected benefits?

- Did it offer any additional benefits?

- What would you do differently next time?

Record your replies on poster paper. With your permission, pictures of posters for innovative ideas and their assessment will be made available on the training website.

Practice using feedback collection methods

Practice using feedback collection methods- reflecting using a proforma

Individually, take a few minutes to reflect on your last tutorial/lab, and reply to the general questions from the **"Feedback from self" handout**

Practice using feedback collection methods- debriefing with peer

1) On a piece of paper, write down a problem that you experienced in your previous tutorial

2) In groups of 2, exchange your notes with a colleague. Offer each other advice on how to solve your problems.

Part 2: Applying for an HEA teaching accreditation

HEA teaching accreditations

- HEA= Higher Education Academy, a national and independent organisation supporting the higher education community in order to enhance the quality and impact of learning and teaching

- HEA offers 4 types of accreditation:
  - *Associate fellow (AFHEA)- the most appropriate for students with a few years part-time teaching experience*
  - *Fellow (FHEA) - for academics with more substantial teaching responsibilities*
  - *Senior fellow (SFHEA)- for experienced staff who can prove effectiveness in relation to teaching and learning*
  - *Principal fellow (PFHEA)- for highly experienced academics who can prove strategic impact on teaching and learning*

The UK Professional Standards Framework (UKPSF)

- All accreditation applications must demonstrate your practice is aligned with **UK Professional Standards Framework (UKPSF)**

- Components:
  - *Descriptors*, *describing whom each level is appropriate for*
  - *Dimensions of practice:*
    - Areas of activity (As)
    - Core knowledge (Ks)
    - Professional values (Vs)

- For Associate Fellow (AFHEA) level, you must prove:
  - *2 As of your choosing*
  - *At least K1 and K2*
  - *All Vs*

Routes towards an HEA teaching accreditation

1) **Direct application:**
   - *May be quickest, but requires good time management and dedication*
   - *Must consist of 1400-word account of professional practice and 2 references*
   - *Costs, but normally the school refunds (ask!)*
   - *No support provided by the Institute for Academic Development (IAD)*
   - *But.... **NEW! Informatics will start providing writing retreat sessions** (see below)*

2) **Introduction to Academic Practice (IntroAP, AFHEA only), organised by IAD**
   - 6-month directed route, almost guaranteed to get accreditation
   - Registrations for each semester (notify interest early in previous semester!)
   - Eligibility: 2 semesters teaching experience, teaching when registering and in month of completion
   - 3 compulsory sessions clarifying UKPSF + short assignments in between + peer teaching observation + final longer peer reviewed assessment

Routes towards an HEA teaching accreditation

3) Edinburgh Teaching Award (EdTA, for all levels), organised by the IAD

- *6 month and up to 2 years self-paced option supported by a mentor*

- *Registrations in March and November*

- Eligibility: 2 semesters teaching experience, teaching when registering and in month of completion

- *Involves using a WordPress website and preparing on it:*

  - A number of blog posts to prove Vs

  - A table with things done and evidence for proving As

  - A table with methods for acquiring knowledge and lessons learned for proving Ks

- *Mentor can meet face-to-face or only provide online feedback*

- *Optional events organised to provide more advice and support*

OPTION 2) UG students least prioritary; OPTION 3) ONLY ACCEPTING PhD STUDENTS AND STAFF

The Informatics route- NEW!

- A series of writing retreats will be organised starting with April this year

- Participants: anybody who wants to apply for an HEA accreditation through any route (even if on IntroAP or EdTA)

- **STUDENTS OF ANY LEVEL AND ANY INFORMATICS DEGREE WELCOME**

- Purposes: clarify the UKPSF, clarify application requirements, get quiet time to write, get feedback on drafts from organisers and peers.

- No need to sign up, just turn up!

First writing retreat: Wednesday 17th of April, 2-4 pm (venue to be confirmed)

Resources

1) On gathering feedback:

- Informatics Teaching Support training webpage

- Handouts

- "Tutoring and Demonstrating: a Handbook" chapter 10 ("Feedback on teaching") and chapter 11 ("Taking things forward")

- " Reviewing and recording your teaching, and accreditation processes" material on the **"IAD Resources on Tutoring and Demonstrating" channel in Learn**

- IAD orientation courses usually have a feedback component, and resume in January 2019

Resources

2) On HEA teaching accreditations:

- For information/signing up for IntroAP: contact iad.tutdem@ed.ac.uk

- For information/signing up for EdTA: contact iad.cpdframework@ed.ac.uk

- The HEA website (www.heacademy.ac.uk) – Fellowship and sublinks

- IAD Accreditation for tutors and demonstrators

- "Tutoring and Demonstrating: a Handbook" chapter 10 ("Feedback on teaching")

- " Reviewing and recording your teaching, and accreditation processes" material on the "IAD Resources on Tutoring and Demonstrating" channel in Learn