

**Module 1: Element 1
Reflection on own teaching**

Name: Peter Rowlett

Element 1: A reflective piece of work that:

- **explores one of your teaching sessions in the context of current learning and teaching literature, current research in your teaching area, and relevant internal and external policies**
- **critically examines the lesson plan and session as it was realised.**

3,000 – 4,000 words (50%: formative + summative)

This should show an ability to:

- construct or further develop a structured lesson plan;
- make planned use of resources;
- justify a lesson plan relating to:
 - ✓ student characteristics
 - ✓ teaching and learning styles being used
 - ✓ personal development points you are working on
 - ✓ current research in your subject area
- reflect on and evaluate:
 - ✓ the usefulness of the original plan
 - ✓ the strengths and weaknesses of the session
 - ✓ how the experience will inform your future teaching
- utilise and critique relevant learning and teaching literature to explore issues and ideas about contemporary thinking in Teaching and Learning in Higher Education.

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Primary Criteria (80%)

Explanation of intended lesson plan

It would have been helpful to include the lecture plan in the appendices. However, you give a clear outline of the lecture in your work. You suggest that a lecture plan provides a useful outline but in a mathematics workshop it should not be too restrictive. You engage in a useful discussion with your mentor about the importance of establishing outcomes and frameworks for students. My view is that this outline structure is very important – students need to have an overview of what to expect prior to the session – and to have a clear outline of areas that they have covered at the end of the session. This then enables the actual session to appear to be more structured. I would have thought that this would be particularly important in a subject which you suggest is more 'hierarchical' in nature.

I found your discussion of mathematics education to be fascinating. You have really engaged in an internal dialogue about how you should engage in mathematics teaching for non-specialists.

Use of literature/Policies

Really good use made of the literature. You have engaged with the literature to develop a framework for mathematics education – thus reading those texts for real understanding (deep learning).

Excellent discussion of – procedural learning versus deep learning, the way the mathematician should engage in learning, practice versus simply listening to the lecturer, etc. I enjoyed reading your work which I think is worth sharing with lecturers from a range of disciplines. The issues about deep learning have many parallels.

Reflection on session

This was really good – I liked the way that you then went on to make comparisons with the session given by the experienced lecturer – drawing out similar issues.

One of the issues for you is the size of the class. Why are only two students attending? You need to resolve this – typically by some form of student evaluation. What do they expect from the class? What benefits/shortcomings do they perceive in what they are getting?

Clearly this is a learning experience. What you are able to provide for the students will get better and better given the level of reflection that you are engaging in. With honest evaluation you will be able to provide a better and better learning experience for your students.

I feel that your reading and reflection should place you in a strong position to be a good and effective lecturer. The key now is to put what you have learned into practice – in the same way that your students should be able to.

Secondary Criteria (20%)

Presentation

Very strong presentation of your material – although I needed to see the supporting appendices – observation forms.

Style/Structure

Excellent/interesting dialogue.

Overall Mark 70 %	Date September 2008
Marker Rob Dransfield	Moderator Stevie Vanhegan

This work is just at the commendation level. What was missing was the lecture plan and supporting appendices.