

# Continuing Professional Development Log

<b>Name</b> Felicity Williams	<b>School</b> SAGES	<b>Period covered</b> Sept 2017- Feb 2019
----------------------------------	------------------------	--

Key Dates	What did you do?	Why?	What did you learn?
Sept 2017	I took part in a <b>marking standardisation meeting</b> within my department, with experienced colleagues. This involved examining the assessment criteria, blind marking of two assignments with a buddy and talking through the assessment timeline.	Having been contracted to undertake some UG marking, I was required to attend departmental meetings as preparation. Reliability between markers is essential to ensure that there is consistency within marking teams, leading to fairly marked assessments.	I found this CPD an essential part of preparation for the marking I was due to undertake, and it enabled me to access support from within the department as I began to mark assignments which I had not set. I learnt about the importance of assessment criteria, STEP marking, and the role of standardisation and moderation procedures within my school.
Spring term 2018	I <b>updated and annotated a reading list</b> for a Part 1 course within my department and with support from a colleague uploaded this to Blackboard.	Providing access to useful and informative reading lists supports University accessibility and diversity initiatives, supporting students to become independent learners through access to appropriately signposted reading materials. This can also raise student satisfaction rates through having access to recommended reading materials.	I found out how to access TALIS and ways to scaffold student support to help learners manage their academic reading more effectively.

Spring Term 2018	I <b>attended</b> a lunchtime department <b>showcase</b> on using APPS and electronic quiz tools for those new to teaching.	I wanted to investigate ways to make face to face delivery more interactive and find ways to integrate anonymous e-voting into my classroom delivery	I found out about different features in Mentimeter, Poll Everywhere and Kahoot and saw how experienced colleagues used them in a variety of T&L classroom contexts.
April 2018	I spent a morning reviewing online guides to teaching in HE for doctoral researchers, including <b>reading Phil Race's In at the Deep End</b>	Prior to delivering my first lecture, I wanted to follow up on some of the resources referred to in the Preparing to Teach course which I attended in 2017.	I found the section on 'What can I do when...?' very helpful in helping me to plan for various unforeseen scenarios in class, and in particular this helped me to feel more confident at the planning and design stage.
Ongoing -	I have regular <b>one to one sessions with my mentor</b> who is an academic with over thirty years' teaching experience. Topics addressed range from assessment to pastoral care issues.	These meetings are informal but regularly scheduled catch ups and these discussions have greatly deepened my knowledge around T&L issues, and often lead me towards further engagement with the literature around pedagogy and teaching in HE.	I have found discussions over support for overseas students particularly helpful and I have accessed the AEP programme lecturers in ISLI as a result of our conversations, to look at ways in which I can improve my signposting language in lectures (which will benefit both home and international learners in my classes).

# Continuing Professional Development Plan

<b>Name</b> Felicity Williams	<b>School</b> SAGES	<b>Period covered</b> Sept 2017- Feb 2019
----------------------------------	------------------------	--

<b>What do I want to learn?</b>	<b>What will I need to achieve it?</b>	<b>What resources or support do I need?</b>	<b>How will I know I have succeeded?</b>	<b>Target date</b>
How to <b>mark assignments</b> through Turnitin	I will need time to spend with a member of the marking team to show me where I can access Turnitin and also have access to pre-marked assignments, to do some 'practice runs'	Access to the support pages in the University's VLE, Blackboard. Need to create a 'practice course' (ask the TEL team?) to familiarise myself with EMA (electronic marking and assessment) procedures	Able to mark using EMA with appropriate support from my department	Autumn 2018
Learn how to <b>use online message boards</b> such as Padlet for getting feedback from students	Talk to experienced colleague and look at completed examples shared in Blackboard; create an account	No additional resources needed	I will have used a Padlet and collected feedback from students	Dec 2018
<b>Develop more effective multiple choice question tests</b> that test higher level thinking skills	Discussions with my mentor and colleagues who have attended the T&L development sessions run by CQSD	Access to materials around writing good questions; review Bloom's taxonomy through toolkits available online	Feedback from mentor and colleagues who have observed me teaching	Autumn 2018