COVID19 response

A1- How do you prepare?

Producing instruction sheets for practicals

- By thinking what I want the students to learn: training in how to use equipment for example.
- Risk assessments, SOPs, equipment servicing, current research investigation.

Crib sheets for practicals

- Produce instruction sheets, with photos, for pieces of equipment used in undergrad practical classes.

Steps to prepare:

1. Set up practical applicable to course work, research students needs, building relationship with academic, plan practical with module leader, collaboration with staff.
3. Creating examples - setting up space/equipment - crib sheets - induction process - WHERE & WHY?
4. Developing a plan of activities which will be carried out together with PI/course leader, planning consumables purchased, PP presentations, demonstration material what can be used.
5. Obtaining feedback from students and remediating the action (e.g., more equipment).
6. Prepare lesson plans for Clinical Skills sessions for medical students. Help academics to prepare sessions and I look after all equipment used in these sessions.

Make contingency plans
**A2 - How do you engage your learners?**

- **Bespoke content - demonstrate - make it relevant**
  - Constant face to face conversation during the teaching, asking about background knowledge and asking questions (engaging).
  - Kit inductions for students and staff.
  - Specific kit training, practical one-to-one demonstration, relating back to professional industry.

- **I can use simulation manikins and speak through these to engage medical students directly, which helps their communication skills**

- **Having current topics, use of PG demonstrators (encourage conversation between UG and PG students)**

- **Outreach and widening participation work**

- **1 to 1 support, split into smaller student groups with support from other technical colleagues. Developed online resources (pre and post 'lab' sessions)**

- **Instruct students on using specific types of equipment, both technically and safely**

- **Keeping the subject interesting, give them confidence to approach you with any questions**

- **One to one training. Adaptive.**

- **Workshops. Community and outreach work. Involving younger groups for key stage learning.**

- **Ask questions what they know about the topics first. This way I know which level I have to give my training.**

- **Observe students working in the lab and challenge/question when they are doing something incorrectly. Get them to think about the correct way.**

- **Hands-on one to one teaching, clinic session smaller groups, engaged learning by showing the process and problem solving process.**

- **Giving documentation with useful links before lab induction/lab practical.**
A3 - How do you give feedback to learners?

Immediate feedback on a technique - suggestions - questioning learner to identify errors - formal pass/fail - WHY?

The assumption that feedback is directly related to marking and academic process. Can be more of an insightful, apprentice-style.

In person problem solving and in practical, providing examples and complications.

Listening sessions - comparing creative works next to peers and providing feedback as a supportive group.

Technique of rubber ducking. Pretend like you are talking to a rubber duck. Ask student to talk through their project step by step and allows for them to find solutions to where they are stuck.

Running practicals - has the process worked? Y/N

Verbal at the time, ‘sign off’ for the student to be able to use equipment by themselves, written feedback, quizzes, pre and post lab session, long loop session (testing each individual skills).

Obtaining feedback from students - 360 degrees.

RA, COSHH

A4 Safe and up-to-date environment?

Space Layout - learner guides - Fair Access - How?

Door is always open

Organising access for return after COVID-19

Lab layout, consideration for students with accessibility issues

setting up equipment

Working with academic colleagues to modernise equipment/software to improve student experience

COSHH workshops and lab inductions

I can update the online learning environment with relevant content for the students to access, including links to videos they can watch to learn the relevant clinical skill

research lead teaching, introducing new techniques, keeping the physical practical up to date, capital equipment planning. Mental health 'safe room' away from the labs.

Catering for languages, accessibility

Constant Checking, keeping up to date with new technologies
A5 What do you do to keep your practice up to date?

- Attend Newcastle uni teaching and learning conference as a participant to keep up to date.
- Implement use of technological advances eg. new software upgrades for physiology teaching.
- Finding out what works and what doesn't - obtaining feedback from students.
- Creative practice outside of Uni
- Sign-up to mailing list on subject areas. Joining community and online groups.
- Personal practice - reflections - professional certification - RELEVANCE?

Hands on training with equipment.

Outreach and WP. Aware of the curriculum at school and college allows for adaptation of first year UG course content.

Continued professional practice through external programmes and activities.

Observe lecturers in different types of practicals to improve my own interactions with students.