

A2 Evaluation of teaching practice: Teaching & Supporting Learning

My teaching is scheduled with taught morning workshops, and open access (OA) afternoon sessions. During OA students work freely on their projects or seek advice and guidance from me. I welcome them with a friendly greeting and an open-ended "how's it going?" This approach allows students to feel comfortable in expressing their needs, whether they require assistance or not.

I engage with each student individually and provide customized instruction. This approach is a crucial element of my teaching practice, allowing me to tailor guidance to meet specific needs.

Every student has different learning styles, skills, and references. I tailor my instruction to meet these individual needs. If I notice a student is struggling in a particular area of their work, I offer targeted feedback and support to help them improve.

As well as this 1-1 approach, I leave time for students to practice their skills alone. As Joel noted in my Peer Observation feedback "*First, your provision of 4 or 5 minutes after the demos, where they would apply their learnings to the task while you occupied yourself with another task, was a brief window where students' own agency was gently recognized.*"

I encourage students to take ownership of their own learning by working on their own projects while providing feedback and guidance throughout the process. As Gibbons wrote "*This approach emphasizes personal agency and hands-on experience, allowing learners to take ownership of their own learning and develop their own strategies for acquiring knowledge.*" ([Gibbons, 2002, p. 123](#))

Students perceive the space positively and feel comfortable working at their own pace, knowing that I'm available to discuss any issue or idea with them. One of the challenges that arise when the workshop is particularly busy is that the tranquil and orderly atmosphere can easily become disrupted. In such instances, I find myself rushing between students to ensure that all their queries are addressed.

Another downside is that a shy or new student who may feel uncertain about the workshop dynamics might wait for instruction. If I am occupied, I may not notice their arrival, which could result in them waiting. Nonetheless, I typically try to engage with everyone in the room and take note of any newcomers. In such cases, I approach them directly to inquire whether they need help or would like to discuss anything.

This happens primarily during busy periods, and the environment can seem overwhelming. New students entering the workshop may have no context to how the space runs, which could lead to confusion.

One potential solution to address this issue could be to enhance the signage in the workshop. We have photos of ourselves with our names to enable students to recognize the technicians, we could place these in more prominent locations to ensure maximum visibility.

Additionally, we could consider a 'welcome' feature online, like a video or walkthrough on Moodle, providing students with a prior understanding of the workshop's layout before they arrive. They would then have a clearer idea of what to expect and how to navigate the space, potentially reducing any apprehension and confusion.

A scheduling system could help to manage the flow of students. Specific timeslots could reassure students that they will receive dedicated times for their queries. Issues with this approach might be that students with complex process or needs are not met within this timeframe.

We could address similar issues or queries in a group setting. This would allow me to address several queries in one session. Students could then be encouraged to help each other, fostering a sort of community of practise.. As described by [Bruffee, K. A. \(1999\)](#). *"Learning is not a solitary activity. It's a social one, occurring through dialogue, discussion, and collaboration. When learners engage in meaningful interactions with others, they are more likely to develop critical thinking skills, to challenge their own assumptions, and to construct new knowledge."*

Ultimately, the solution will depend on the nature of the workshop and the resources available to me. I will consider the above and determine which one is most feasible and effective for each situation.