

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/284010783>

# Adopting Continuing Personal and Professional Development to Improve Quality of Teaching : Personal Experience

Article · September 2014

DOI: 10.12816/0006995

---

CITATIONS

0

---

READS

15

2 authors:



[Amna Eleyan](#)

Manchester Metropolitan University

7 PUBLICATIONS 13 CITATIONS

[SEE PROFILE](#)



[Derar Eleyan](#)

Palestine Technical University- Kadoorie

11 PUBLICATIONS 23 CITATIONS

[SEE PROFILE](#)

The attached article is the author's personal copy, provided for internal non-commercial use, and not for reproduction and distribution.



September, 2014 ISSN 2313-495X

المجلة العربية للتعليم  
Arab Journal of Quality in EDUCATION  
**AJQE**

المجلة العربية  
لجودة التعليم

The Arab Journal of  
**Quality in Education**

Volume. 1 Number 1	المجلد ١ العدد ١
Educational Policies and School Academic Accreditation: Reality of Implementation <i>Prof. Salha A. Issan, Prof. Nariman M. Goma</i> .....	1
Consortial Benchmark of Quality Management Systems in Higher Education Exemplified by Universities in the MENA-Region <i>Prof. Dr.-Ing. Robert Schmitt, Dipl.-Wirt.-Ing. Lisa Graßler, Dr.-Ing. Dipl.-Wirt.-Ing. Patrick Beaujean</i> .....	21
Adopting Continuing Personal and Professional Development to Improve Quality of Teaching (Personal Experience) <i>Dr. Derar Eleyan, Dr. Anna Eleyan</i> .....	33
Develop a Hybrid E-learning Model for Distance Learning Implementation: Case Study University of Technology in Iraq <i>Dr. Ali A. Alani, Dr. Marni Binti Othman</i> .....	57
النمط الإداري السائد في رياض الأطفال في محافظتي رام الله وبيت لحم كما تراه المدرسات والمدرسات د. جمانة خروفه حزيون .....	73

[ajqe.aroqa.org](http://ajqe.aroqa.org)

This article appeared in the Arab Journal for Quality in Education published by the Arab Organization for Quality Assurance in Education. The attached copy is provided to the author for internal non-commercial use, including the author's institution and sharing with colleagues.

Reproduction and distribution, or selling or licensing copies, or posting to personal, institutional or third party Websites are not allowed. However, authors may post their version of the article in Word to their personal website or institutional repository.

For further information, please visit: [www.aroqa.org](http://www.aroqa.org)

# Adopting Continuing Personal and Professional Development to Improve Quality of Teaching (Personal Experience)

Derar Eleyan, Amna Eleyan

Faculty of Information Technology, Birzeit University, Palestine  
[deleyan@birzeit.edu](mailto:deleyan@birzeit.edu)

*Received October 13, 2013; revised July 14, 2014; accepted August 18, 2014*

**Abstract** — Quality of teaching is an essential issue in developing a significant academic quality. Continuing personal and professional development is a procedure of improving teaching quality. It helps the teacher to spot weaknesses and overcome them by adopting and developing individual learning plan. This paper introduces the different teaching theories to follow in the teaching process and how these theories affect positively personal teaching experience. The paper also recommends the adoption of the process of continuing professional and developing program to create a new culture of personal development through accepting observations from line manager or colleagues to raise strengths and weaknesses of teaching and consequently improving the quality of teaching and then improve the academic quality.

**Index Terms**— Teaching theories, professional development, observation, reflective journal, models of reflections.

## I. INTRODUCTION

This paper focuses on the importance of adopting a portfolio of personal and professional development as a teacher in the education institutions. This portfolio is divided into three sections. The first section is about the personal and professional development in England (South East Essex College of Arts and Technology) which is accredited by the University of Essex showing my role and responsibilities as a teacher and which educational theories are used to enrich teaching experience?

The second section is about the influence of personal perspective including my thoughts on learning and teaching and how these influenced on my personal and professional development. The final part is about a range of the mechanisms used for my personal and professional development including the reflective journal on three of my experiences in learning and teaching.

### A. Problem Statement

Academic quality in the higher education institution is always of high concern. A teacher is an essential asset in the teaching and learning process. Developing a high level of academic quality requires paying more attention to this component as good teachers produce good students and therefore assure high level of academic quality. How to improve the teacher quality is the main concern of this paper.

## B. Research Methodology

This research uses different ways of improving the teacher quality. Literature review is the first research method used to find out from the literature qualities of a good teacher and what are the different teaching methods to follow in order to improve the teaching and learning process and therefore raise the level of academic quality. Student's feedback is an important source of information where the teacher can find positive and negative feedback. This feedback will be as a driver to spot weaknesses and how to overcome and improve them. Observations from line manager or colleagues are also a good source of gaining feedback about the teaching process. The observation should be conducted from a professional and experienced staff. Also self-evaluation, the teacher can follow to spot weaknesses by performing a form of reflective journal.

## II. LITERATURE REVIEW

### A. Personal and Professional Development in Work-based Experience Context

#### 1) Teaching roles and contexts in the lifelong learning sector in the UK.

Lifelong learning in the LLUK has identified two distinct teaching roles in the Lifelong Learning Sector [2] as follow:

- A full teacher role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS).
- An associate teacher role, which contains fewer, teaching responsibilities and which are expected to perform to attain the status of Associate Teacher, Learning and Skills (ATLS). Research undertaken by LLUK indicates that all teachers undertake the following activities in relation to the teaching cycle,:
- Initial assessment,
- Preparation and planning
- Delivery
- Assessment
- Evaluation
- Revision based on evaluation.

The teacher should have three essential qualities, which make him/her a good teacher and leaves a positive influence on learners [14].

- Background knowledge
- Professional skills
- Personal qualities

#### 2) Personal Qualities Associated with Teaching Subject knowledge

- Confidence
- Understanding
- Empathy
- Attentive Listening

- Genuineness
- Ability and eagerness to help
- Fairness
- Awareness of “rules” under which tutoring is delivered.

### 3) *Professional skills Associated with Teacher [7]*

- Planning and organizing
- Communication skills
- Problem-solving
- Presentation skills
- Determination and initiative
- Thoroughness and attention to detail
- Leadership and teamwork
- Creativity
- Patience and understanding
- Health and physical fitness
- Scientific, mathematical or other subject knowledge
- Technical expertise, especially information and communications technology (ICT)
- Training and instruction skills.
- Enthusiastic

## B. *Educational Theories*

### 1) *Bloom's Taxonomy*

Benjamin Bloom identified three domains of educational activities [4]:

#### a. **Cognitive:** mental skills (*Knowledge*)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

#### b. **Affective:** growth in feelings or emotional areas (*Attitude*)

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciations, enthusiasms, motivations, and attitudes.

#### c. **Psychomotor:** manual or physical skills (*Skills*)

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

## 2) The Experiential Theory of Learning

Many courses in HE are divided into theory and practice. The theory may be taught didactically through classroom lectures while practice is acquired through simulated work-placed practice and workshop projects [3].

Kolb developed the Learning Style Inventory to help learners understand their strengths and weaknesses. The inventory measures the learner's preferences in the four learning stages. These four stages are shown in Figure 1, [1].

### a. Abstract Conceptualization [1]:

*"In this stage, learning involves using logic and ideas, rather than feelings to understand problems or situations. Typically, you would rely on systematic planning and develop theories and ideas to solve problems."*

### b. Active Experimentation [1]:

*"Learning in this stage takes an active form - experimenting with, influencing or changing situations. You would take a practical approach and be concerned with what really works..."*

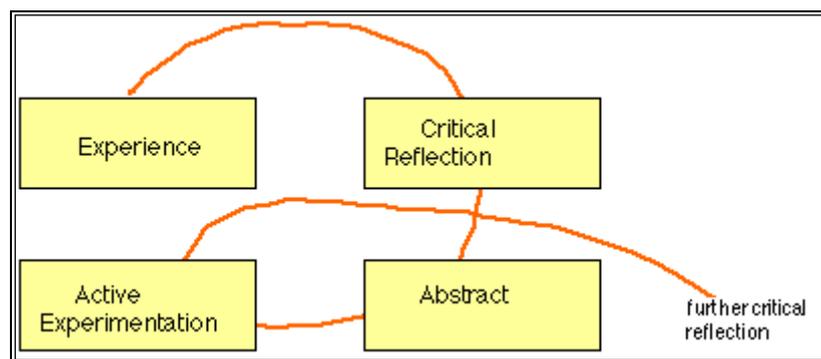


Figure 1. Kolb's four-stage of Experiential Learning

### ➤ Humanistic Theory of Learning

This theory concerns of human growth, motivation and potential. Maslow developed a theory of *Human Motivation* that concentrated on the affective domain and how "learners attempts to take control of their own life processes". Maslow's hierarchy of motivation contains five levels. The four levels (lower-order needs) are considered *physiological needs*, while the top level is considered *growth needs*. The lower level needs requires to be satisfied before higher-order needs can influence behavior [5]. The levels are as follows [5].

**Self-actualization** – includes morality, creativity, problem solving, etc.

**Esteem** - includes confidence, self-esteem, achievement, respect, etc.

**Belongingness** - includes love, friendship, intimacy, family, etc.

**Safety** - includes security of environment, employment, resources, health, property, etc.

**Physiological** - includes air, food, water, sex, sleep, other factors towards homeostasis, etc.

### ➤ *Behaviorist Theory of Learning*

The theory of behaviourism concentrates on the study of obvious behaviours that can be observed and measured.

Here are some principles that Skinner identified in his research [11]:

- Pleasant experiences (such as rewards or praise) are positive reinforcers. They cause learners to make desired connections between stimuli and responses.
- Unpleasant experiences (such as punishment) are negative reinforcers. They cause learners to avoid undesirable responses to stimuli.
- Continuous reinforcement increases the rate of learning.
- Irregular reinforcement contributes to longer retention of what is learned.
- Both positive and negative reinforcements can shape behavior.
- A lack of any reinforcement can also shape behavior. If people receive no acknowledgement of their behavior, they will change that behavior until they receive some kind of reinforcement.

### *C. Teaching Experience*

#### *1) South East Essex College of Arts and Technology (SEEC)*

The first teaching role I have achieved is in SEEC. This college is in **Southend on Sea, Essex** and is accredited from Essex University to run degree courses in Networking, Internet Technology and Computing. I have been working also as a course team leader in computing and supervising the final year projects. Additionally, I have taught the following courses:

- Data Base Management Systems
- Internet Applications
- Data Mining
- Information Systems

#### *2) Personal and Professional Development in the College*

My role in the college is a lecturer in Computing and Internet Technology. I need to apply educational theories, teaching and learning strategies, assessment methods, evaluation and reflection. Also, I need to demonstrate how to be a good teacher by developing my personal qualities and professional skills. So, my role is to implement the teaching and learning theories that I have learned from PGDE course in a practical way.

I have developed my personal and professional skills during my teaching as follow:

- I have a good knowledge and understanding in my subject. This is because I have a PhD in Information Systems.
- I am confident of my CIS subject because I have prepared everything related to that subject by myself. I keep up-to-date with the latest version of software applications and consider that in the curriculum development and materials/handouts preparing.

- I understand my learners' abilities and consider the differentiation levels among the students when preparing the material. The outcomes of each lesson cover both the easy/basic material and the advanced. Also, I explain the new concepts by giving an easy example from the real life.
- I start and end a lesson on time because of good organization and planning.
- I am patient. I recap the information after explaining each outcome and ask open questions to specific students. This is to assure that the students understand the outcomes of the lesson.
- I enjoy teaching and enthusiastic in my subject. I always show my students the values behind the items I am teaching in an exciting and friendly way.
- I explained the health and safety issues when I started teaching CIS course. Health and Safety regarding how to use the computer (switch on/off).
- At the end of each session, I deliver a student feedback sheet in order to know their opinion/feedback of that session. Also, I do self-evaluation and reflection in order to improve my performance and update myself.
- I improve my literacy, numeracy and ICT skills by preparing action plan. Regarding to literacy, I prepare well before starting the lesson by checking the words spelling in the hand-outs and on the whiteboard.
- I always praise the students and encourage them.

### 3) *Educational Theories*

#### ***The Experiential Theory of Learning***

I adopt the experiential theory because it is effective and suitable for students' level. The students reinforce their knowledge by practicing their skills using the computer.

My course was divided into theory and practice. I explained the theoretical aspects of the session through classroom lectures. Then let the students implement the theoretical aspects practically through doing exercises, assignments and projects via workshops. This assures that the students understand the outcomes of the course. Within each session, I gave the students an exercise to practice after explaining the related theoretical concepts. I delivered assignments after finishing explaining the related subjects in course. At the end of course, I delivered the project that covered the significant aspects of the subjects. These practical skills are assessment methods that measure the students' understanding.

#### ***The Humanistic Theory of Learning***

I consider this theory in my teaching in order to motivate my students. I respect my students and treat them friendly. I always praise and encourage them to feel confident, self-esteem and contribute in the class effectively.

#### ***The Behaviourist Theory of Learning***

Behavioural theories of learning include both positive and negative reinforcement. The main principle of the use of positive reinforcement is to increase the desired behaviour changes in the classroom. One of the most teaching behaviour I employed was asking open questions. Questions were directed at the whole class or individuals. When the student answered a question with a partially correct response, I picked up the correct aspect of the answer and praise him/her to reinforce the student's contribution. So, I responded to student success rather than failures. However, the negative reinforcement is related to the disruptive behaviour when peers talking with each other. If this occur, I can't do any punishment because my learners are adults, but I

stop talking for few minutes, look at the students until they stopped talking then I tell them if they need any query let me know rather than talking to each other. Also, for those students who are not attending all the classes, I tell them about the policy of the college that if any one missed more than three times without any excuse, he/she will be automatically withdrawn from the course.

During my teaching in the college, I have gained fruitful ideas and information about teaching and learning techniques, how to understand my learners' abilities in order to meet their needs, assessment methods, self-reflection and evaluation, design and develop a curriculum. However, what I have gained from PGDE course and teaching in the college was a starting point for the future career as teaching and learning is an on-going process. I need to keep up-to date with my subject specialist such as what is the latest version of software available in the market and what are the market needs. I need to improve subject knowledge by continuing reading using different resources (books, articles and websites), attending advanced courses if needed to improve my skills and discuss with peers who are more expertise in these fields.

### III. THE INFLUENCE OF PERSONAL PERSPECTIVE

I have no teaching experience before I commenced PGDE course. I thought that to be a good teacher, it is enough to have good subject knowledge and understand what you are teaching. But, when I involved in PGDE, I have realized that to be a subject specialist is not enough, I must have knowledge about teaching and learning including both theoretical and practical aspects. I got lots of teaching experience starting from microteaching as part of the PGDE through my teaching in the college. The constructive feedbacks, which I got from my tutor and observer helped me to identify strengths and weaknesses. These feedbacks played a vital role in improving my teaching and learning strategies and skills and developing my personal and professional skills.

#### A. *Micro Teaching*

The first time I delivered a session was in microteaching, I selected a topic related to my subject experience "Introduction to Computer" and I considered the differentiation levels of the learners. So, the material started from simple concept up to the advanced one. I prepared lesson plan and used various assessment methods: Question/Answer, Discussion and Practical assignment. I used many resources: Handouts, Interactive White Board, and PowerPoint and Hardware components for demonstration. I prepared well for the microteaching and I was confident of my subject. However, I was worried about how to stand in front of the learners and deliver a lesson, this feeling made me nervous. I got constructive feedback from my tutor and the learners.

Points of strength:

- The material was clear and well structured.
- Aims and objectives were clearly defined.
- The learners were engaged in the class by asking them open questions.

Points of weakness:

- My voice volume was lower than needed which created some kind of difficulty for learners sitting in the back.
- I asked questions to the whole class. It would be effective to ask questions to specific learners and repeat the answer to the whole class.

- I stayed standing in front of learners all the session time. However, It is better to walk through the class not just stand in one place.
- I delivered the session less than the target time by 4 minutes.

Based on the above feedback, I have to develop my personal and professional skills as the following:

- Make my voice volume louder.
- Engage the learners with a group work.
- Must ask open questions to specific students.
- Move in the class.
- Show all learners the hardware components and how to be connected by calling them all into one table. This allows learners to move from their desks and not feel bored.
- Must be committed to the lesson plan and deliver the session limited to the time target.

I have done an action plan (See Appendix A.1) that addressed the above weaknesses in order to improve my performance.

### *B. Class Observation*

Every teacher at the college is evaluated once each semester. Each evaluation includes an observation performed by the faculty dean and his assistants. My first observation raised both weaknesses and strengths in my teaching lesson.. The positive feedback includes the following strengths:

- Subject knowledge
- Lesson plan is well written in details.
- Aims and objectives are clear and correspond to teaching and learning strategies.
- Instructions given clearly and repeated for reinforcement
- Enthusiasm for the subject

The weaknesses include:

- The need to prepare the hand-outs before starting the lesson
- Must start the class on time and give the break on time as the session observed is of three hours long.
- Must refer to the handouts and use them in teaching.
- Need to ask open questions to specific student.
- Check spelling.

It was useful feedback that I must prepare everything before starting the lesson, use the hand-outs effectively and be punctual. I prepared an action plan (see Appendix A.2) that stated the area of developments and the target to improve these developments, which would be for my next observation. This action plan helped me avoid repeating the weaknesses in the next observation.

In the second observation, I got the following positive and negative feedback. The positive feedback

- Effective planning
- Well organised hand-outs

- Ask specific question to specific students.
- Patience in repeating and checking progress issues
- Confident grasp of subject knowledge

The negative feedback:

- Check spelling in hand-outs and board as I have committed some spelling and grammatical mistakes
- Developing different teaching strategies as I have used just the lecturing and group work during the lesson
- Finishing the lesson on time, as I have finished the lesson before the time allocated.

I have improved my performance in that I prepared the hand-outs before starting the lesson, referred to the hand-outs in teaching, went around the students while practicing to help them and ask specific questions to specific students to assure they understand the lesson. I started the lesson on time but finished it five minutes over the required time. I still need to spellcheck the words before writing them on the board. The action plan for this observation can be seen in Appendix A.3.

#### IV. THE MECHANISMS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

##### A. *Reflective Journal*

A reflective journal could be used both as a diary and as a log and be used to “...record and reflect upon incidents and experiences from which something useful can be learnt that will help us to develop and enhance our professional practice”[15]. Reflective journal is an assessment tool that is designed to encourage reflective, self-directed learning. I have recognised the teaching and WBE placement. The reflection includes my strengths and weaknesses, which are based on my tutor feedback and my critical thinking. Also, it includes the mechanisms such as ILP and action plans in order to improve the weaknesses in the future. The reflective journal is also important in improving my personal and professional developments. Therefore, I reflected on my performance after doing microteaching.

##### B. *Models of Reflection*

Reflection is a metacognitive strategy to help individuals or organizations reflect upon experiences, actions and decisions taken. A practitioner engages in reflection when a problem in practice arises and an attempt is made to understand and resolve it.

Reflection is a cyclical stage process and many stage process models of reflection, which have been proposed to be used as metacognitive tools. The models all share some variation of three basic stages: experience (the event and feelings toward it), a critical analysis of the situation and any new knowledge gained, development of new perspectives and strategies to apply in the future.

This section provides a brief description of some of the reflective models.

##### 1) *Reflective Model [13]*

A visual model for teacher reflection has been adapted from the works of Sparks-Langer [13]. This model understands the interaction of dispositions (being), practice (doing), and professional knowledge (knowing).

The model of reflection contains five categories of knowledge. The professional knowledge bases are located on the right of the diagram. They include knowledge of self as teacher, knowledge of content, knowledge of teaching and learning, knowledge of students, and knowledge of school and societal contexts.

These knowledge bases are essential for what prospective teachers should know and be able to do. On the left of the diagram is the "doing" dimension of teacher behaviour. It identifies performance related to the planning, implementing (action plan), and evaluating.

This model integrates theory with practice by asking the following significant questions in the context of classroom and field experiences.

**Exploring Teaching-- "Shall I Teach?"**

**Academic Preparation-- "What Shall I Teach?"**

**Understanding Learners-- "How Do Students Learn?"**

**Organizing for Teaching --"How Shall I Teach?"**

**Schooling and Cultural Context--"Why Do We Teach?"**

2) *Schon Reflective Practice [9].*

Donald Schon introduced the concept of reflective practice, which consists of strategies of action, understanding of phenomena, and ways of framing the situations encountered in day-to-day experience. Schon's framework of reflection-in-action and reflection-on-action involves the idea of professional practice based upon knowing-in-action and knowledge-in-action derived from the construction and reconstruction of professional experience. This reflection-in-action may take the form of problem solving, theory building, or re-appreciation of the situation. Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline [9]; [10].

Reflective practice is also a reflection process for developing administrators' expertise in problem solving, decision-making, and complex thinking. The learning process in reflective practice begins with the examination of an individual's own actions and contrasting the actions to the ideal of the practice. The process results in behavioural changes that improve professional performance [6].

3) *Greenaway 3-stage model [8].*

Based on a simple 3-stage experiential learning cycle the Greenaway model suggests a Plan>>Do>>Review>> cycle as shown in Figure. 2.

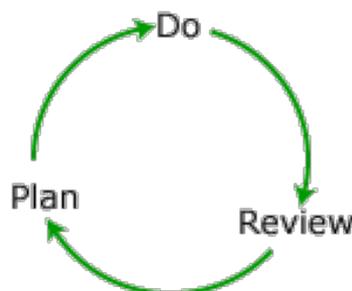


Figure. 2 Gibbs' reflective cycle [8]

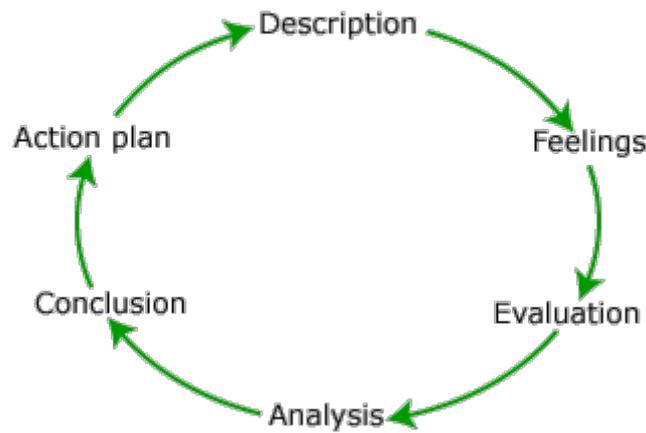
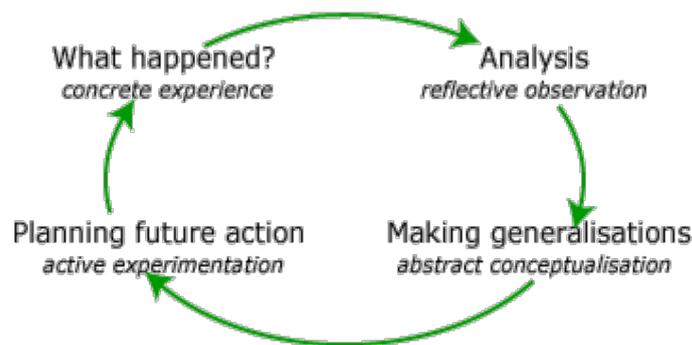


Figure. 3 Structured reflection based on Kolb's Learning Cycle [8].

A model based directly on Kolb's experiential learning cycle where active experimentation leads to a transfer of learning from a current cycle to a new cycle.



### C. Reflection on Three Experiences

The following describe and analyse the reflection of the three significant experiences from my learning journal.

#### 1) Micro-Teaching

This section provides details about microteaching sessions including tutor and students' feedback.

Microteaching was a new experience and I wrote my feeling before in the reflective journal during the session planning:

*“This is the first time I will stand in front of the students and deliver a session. It is obvious I would be nervous but I have to involve in that experience in order to be a quality and professional teacher. I need to prepare well the material by considering my students' backgrounds and time limitation. The hand-outs must be clear and easy to understand. I need to engage the students by asking them open questions. I need to use assessment methods”*

After doing the microteaching, I wrote the following in the reflection journal:

*“I was nervous in the first two minutes, but after that I felt relaxed when start asking the students questions and realized that they were interested in my subject. At the end, I got constructive feedback from my tutor*

and students. All the feedback from the students were positive which made me confident. My tutor feedback includes both strengths and weaknesses. My tutor feedback was very useful that enabled me to know my weaknesses and try to overcome them in the future”.

From my tutor feedback, I need to develop my personal and professional skills as the following:

- Make my voice volume louder.
- Use different teaching strategies. For example, show all the learners the hardware components and how to be connected by calling them all into one table. This allows learners to move from there and not feel bored.
- Be punctual.

I have done an action plan to improve my performance, personal and professional skills as shown in Appendix A.1.

#### *a. First Observation*

This section provides details about the first observation in college.

I wrote my feeling in the journal reflection before the first observation:

*“This is the first observation and I was concerned not to repeat the weaknesses that happened in the previous micro-teaching. I am teaching in a community centre and the students are beginners in ICT and not committed. I don’t have resources to deliver the session, only a whiteboard. The situation would be challenging.”*

After doing the session:

*“I didn’t manage to prepare the hand-outs before starting the session which led me to start the lesson late by 10 minutes. Many students came late and distracted the class. It was challenging, but I managed to attract their attention. I should have given the students a break after one hour, but I didn’t.”*

From my observer's feedback, I needed to develop my personal and professional skills as the following:

- Needed to prepare the hand-outs before starting the lesson.
- Must use the lesson plan effectively; start the class on time and give the break on time.
- Needed to provide large and clear graphs and refer to them in teaching.
- Needed to ask open questions to specific students.

The action plan is shown in Appendix A.2.

#### *b. Second Observation in the college*

This section provides details about the final observation in the WBE placement.

I wrote my feelings in the journal reflection before the last observation:

*“This is the last observation and I must not repeat the weaknesses that happened in the previous observations. I need to use a different teaching strategy in order to engage my students. I will use a matching game that matches the outcomes with the subjects covered in the previous sessions.”*

After doing the session:

*“The (matching game) teaching strategy was effective. My students were completely engaged and they liked and enjoyed it. I praised my students by saying well done, and clapping hands. My observer was happy with my performance.”*

From my observer's feedback, I need to develop my personal and professional skills as the following:

- Continue to develop alternative teaching strategies
- Check spelling on hand-outs and whiteboard
- Need to work on timing estimation in planning

The action plan is shown in Appendix A.4.

#### *a. Reflection Journal Related to Models of Reflection*

My reflection journal includes reflection before delivering the session and reflection after doing the session. Reflection before delivering the session includes knowing my students, preparing well for the subject, and using suitable assessment methods. Reflection after doing the session by filling self-evaluation sheet, which includes the following questions:

1. What is done well?
2. What is done less well?
3. How to improve it?

After defining the weaknesses, I used the action plan in order to overcome these weaknesses and assign the target time for that.

My reflection is similar to Sparks-Langer models in that it is the interaction of being, doing (practice) and knowing (professional knowledge). Also, the questions asked (see Section 3.2.1) by that model which integrates theory with practice are considered in my reflection. For example, “Shall I Teach?”, “What Shall I Teach?”, “How Shall I Teach?”

My reflection is similar to Schon’s model in that “reflection –on-action”, which I reflected is done after delivering the session.

My reflection is similar to Greenaway 3-stage model, Gibbs and Kolb in that their reflection is a cycle (on-going process) of planning, doing, analysing, evaluating and implementing by action plan.

## V. CONCLUSION AND RECOMMENDATIONS

This paper concludes that having a teaching qualification for teachers contribute positively and improve their teaching quality, which also improves the quality throughout the institution. New legislations should be implemented and be a part of the employment as what it now becomes as a condition of employment in UK for every teacher he should have a teaching qualification (PGDE) or promise to have them within two years of commencing teaching. Also adopting a procedure of implementing observations as part of the teacher evaluation, which will also contribute positively to the quality of teaching for both teachers and the institution. also adopting a CPD program within the faculty and urging every staff member to prepare and deliver at least two seminars on his experience or in a good practice in teaching and how to utilise the emerging techniques to improve the quality of teaching also he/she should attend workshops training courses delivered internally or externally to improve the knowledge experience and how to use different teaching techniques suitable to specific subject than the other.

## Appendix A

### A.1 Micro Teaching

#### Initial Personal Development Plan

Remember that this is a working document; return to it, update your action plan and review your progress and targets.

---

**NAME: Derar Eleyan**

**DATE OF PLAN: 11/10/2008**

---

1. Following the feedback on your microteaching, what current skills and strengths have been identified?

I used PowerPoint slides (Hand-outs) and interactive whiteboard to present the session material. Aims and objectives are clear and the hand-outs are well structured. I used different assessment methods: Q/A and practical assignment. I summarised the outcomes at the end of the session and gave brief introduction about the next session. I engage the learners by asking them effective questions.

2. Following the feedback on the microteaching, what development points have been identified?

- My voice volume is lower than needed which created difficulty for the students in the back.
- I asked questions to the whole class. It would be effective to ask questions to specific learners and repeat the answer to the whole class.
- I stayed standing in front of learners all the session time. It is better to move around.
- I delivered the session less than the target time by 4 minutes

4. Having completed the personal audit, and completed your microteaching, what are your main priorities in terms of your personal and professional development?

***Personal:***

Must make my voice louder. I need to praise the students who answer questions and repeat the answer to the whole class. Must not be nervous and relax when delivering the session.

***Professional – (Teaching and learning):***

Must motivate and engage the students when demonstrating the hardware components by calling them around the table. This dynamic technique makes students more interested.

***General:***

I must be more enthusiastic and use more teaching techniques to engage the learners.

What are your main concerns at this moment?

To learn from my mistakes in order to avoid them in the future.

**Action Plan-Micro Teaching**

Development Need	Action Required	Resources/Support	Evidence of achievement will be.....	Target Date
Time management	Need to assign the expected time for each outcome effectively in the action plan	Lesson plan. Read literature resources about time management.	WBE placement observations and feedback.	First WBE observation and feedback.
Engage students	Use different teaching techniques to engage and motivate students such as developing group dynamic	Discuss with my tutor and peers. Read PGDE hand-outs related to teaching and learning techniques.	WBE placement and observation	First WBE observation and feedback.

## A.2 First Observation

## Action Plan- First Observation

Areas for development	Action required	Resources/support	Evidence of achievement will be	Target Date
<b>Prepare for the session</b>	Prepare the hand-outs before start the session	Print the hand-outs before a day of the coming session	Prepare for the next session and print out the hand-outs for the next observation.	10/04/08
<b>Commitment to the lesson plan</b>	Start the lesson on time and finish on time	Estimate the time required to deliver each objective in order to finish on time.  Prepare well for the session before on day so that to start the session on time	Doing another observation and compare the results to assure that the target has been achieved.	10/04/08
<b>Literacy</b>	Check the spelling of the words before writing it on the board	Need to prepare well for the session and check the spelling in the hand-outs	Doing typing and printing exercises by using Microsoft Word Processor application.	10/04/08
<b>Teaching strategy for drawing hand-outs</b>	Print out large hand-out for slides contain pictures	Select option Slides instead of Hand-outs when print out slides using PowerPoint software	Printing large pictures next observation	10/04/08
<b>Teaching strategy for Using Hand-outs</b>	To refer to the hand-outs while explaining the outcomes of the session	Ask the student to open certain page and look at certain slide. This enable the learners to understand effectively	Refer to the hand-outs in the next observation	10/04/08

### A.3 Second Personal Development Plan

#### Interim Personal Development Plan

Remember that this is a working document; return to it, update your action plan and review your progress and targets.

---

**NAME: Derar Eleyan**

**DATE OF PLAN: 10/4/2008**

---

1. Following the feedback from the teaching and learning observations, what current skills and strengths have been identified?

- Effective planning
- Well organised hand-outs
- Patience in repeating and checking progress issues
- Confident grasp of subject knowledge

2. Following the feedback from your teaching and learning observations, what development points have been identified?

- Check spelling in hand-outs and board
- Develop different teaching strategies
- Develop lesson timing

3. Which development points have been addressed since recording your previous PDP?

*Personal:*

- I lower my voice and explain slowly because my learners are ESOL level.
- I always motivate, encourage and praise my students.
- I have patience by doing recap and repeat the information for reinforcement.

*(Professional) teaching and learning:*

- I use different assessment methods such as exercise and quiz.
- I ask open questions to specific students.
- I print out large pictures “screen shot” so that the students can see it clearly and relate the hand-outs to Microsoft Word Screen.

*General*

I understand my learners’ abilities. I always write the new technical terms on the whiteboard and explain it by giving an example from real life.

4. Following the feedback from your assignments: What development points have been identified?

- Proofreading and spell check.
- Refer to hand-out while covering the outcomes of the session.
- Go around the students while implementing an exercise on the computer and help them.

5. What are your priorities in terms of your personal and professional progress at this stage?

- Developing a more relaxed relationship with students.
- Lesson plan and time management

### Action Plan-Interim Observation

Development Need	Action Required	Resources/Support	Evidence of achievement will be.....	Target Date
Grammar and spelling errors in hand-outs and white board	Check grammar and spelling errors using spell check Tool in Microsoft Word and PowerPoint.  Prepare well and check the spelling of each word before writing them on the white board	Spell check Tool in Microsoft Word	Next observation feedback	28/04/2008
Teaching Strategies	Use different teaching strategies to engage the students and be motivated.	Discuss with my observer about these strategies. Read relevant resources using books, Web sites and PGDE hand-outs	Next observation feedback	28/04/2008
Lesson Timing	Allocate the expected time required to finish each outcome on the lesson plan y considering learners' abilities.	Lesson plan. Read books, articles, Web sites about time management.	Next observation feedback	28/04/2008

*A.4 Final Personal Development Plan***Final Personal Development Plan**

---

**NAME: Derar Eleyan****DATE OF PLAN: 14/05/2008**

---

1. Read through all the feedback from the assignments that you have completed and summarise your strengths and weaknesses in terms of your ability to present information and write analytically and clearly.

**Strengths:**

- Very detailed and very comprehensive assignments
- Understand the different issues in individual learning module
- Very well structured
- Excellent range of appropriate resources used.

**Weaknesses**

- Grammatical error
- Consider word count required for essay or report.

2. Read through all the feedback you have received from learning and teaching observations and summarise your strengths and weaknesses in terms of your practice as a teacher.

**Strengths:**

- Subject knowledge
- Clear planning and structure
- Well organised hand-outs
- Using useful variation in teaching strategies. Group dynamic strategy is developed well.

**Weaknesses**

- Continue to develop alternative teaching strategies
- Check spelling on hand-outs and white board
- Timing need more effective development

3. Which development points have you addressed since recording your initial PDP?

**Personal:**

- Interact well with learners
- Aware of learners' abilities
- Always praise and encourage students

- Make the learners enjoy the lesson by linking the lesson to \ real life.

### ***Professional (Teaching and learning):***

- I prepare well for the session including hand-outs and lesson plan.
- I do self-evaluation and reflection after each session
- I use appropriate assessment methods such as exercises, quiz, and Q/A and work project.
- I use learners' feedback to inform future practice.
- I link the current session to the previous sessions.

### ***General***

I consider learners' abilities when preparing session material and lesson plan. For example, I provide an easy exercise to implement each outcome. Also, I consider the time required to achieve each objective because my learners are ICT beginners and ESOL level.

How have you maintained/improved your subject expertise and up-dated your skills and knowledge

I improved my subject expertise and knowledge by reading more relevant resources including books, articles and Web sites. I up-date my teaching skills by doing self-reflection and evaluation after finishing each lesson. I always use different teaching techniques in order to engage my learners and be motivated.

### **Action Plan-Final Observation**

Development Need	Action Required	Resources/Support	Evidence of achievement will be.....	Target Date
Grammar and spelling errors in hand-outs and white board	Check grammar and spelling errors using spell check Tool in Microsoft Word and PowerPoint. Prepare well and check the spelling of each word before writing them on the white board	Spell check Tool in Microsoft Word	Future career	Startin g job
Teaching Strategies	Use different teaching strategies to engage the students and be motivated.	Read relevant resources using books, websites and PGDE hand-outs	Future career	Startin g job
Lesson Timing	Allocate the expected time required to finish each outcome on the lesson plan by considering learners' abilities.	Lesson plan. Read books, articles, and websites about time management.	Future career	Startin g job

## REFERENCES

- [1] Kelly, C., David Kolb, "The theory of experiential learning and ESL", *The Internet TESL Journal*, Vol. 3, 1997, pp.1-6.
- [2] Department for Innovation Universities and Skills. A Guide to the Further Education Teachers' Qualifications(England) Regulations, Available at: <http://www.dius.gov.uk/publications/guide2007no2264.pdf>, 2007.
- [3] Francis, H., M. Clare, et al. "Individuality in Learning: A Guide to understanding and promoting Individual Learning.", 2007.
- [4] Krathwohl, D. "A Revision of Bloom's Taxonomy: An Overview." *Theory Into Practice*, Vol. 41, No.4, 2002, pp. 212-218.
- [5] Learning Theories Knowledgebase. "Maslow's Hierarchy of Needs", Available at: <http://www.learning-theories.com/maslows-hierarchy-of-needs.html>, 2008.
- [6] Osterman and Kottkamp. "Reflective Practice", Available at: <http://faculty.tamu-commerce.edu/espinoza/ETEC625/978/shahid/>, 1993.
- [7] RTC. "Further Education Teacher Training Course", Available at: [http://216.239.59.104/search?q=cache:LtvTbSA7uYJ:www.questionline.co.uk/training\\_education\\_centres/rtc\\_aldershot\\_further\\_education\\_teacher\\_training\\_course+professional+skills+and+personal+qualities+FE+teacher&hl=en&ct=clnk&cd=1&gl=uk](http://216.239.59.104/search?q=cache:LtvTbSA7uYJ:www.questionline.co.uk/training_education_centres/rtc_aldershot_further_education_teacher_training_course+professional+skills+and+personal+qualities+FE+teacher&hl=en&ct=clnk&cd=1&gl=uk), 2003.
- [8] Schneider, D. K. "Reflection", available at: [http://edutechwiki.unige.ch/en/Reflection#Models\\_of\\_reflection](http://edutechwiki.unige.ch/en/Reflection#Models_of_reflection), 2006.
- [9] Schön, D. *The Reflective Practitioner. How professionals think in action*, London, Temple Smith, 1983.
- [10] Schön, D. "The Reflective Turn: Case Studies In and On Educational Practice". *New York, Teachers Press*, Columbia University, 1991.
- [11] Smith, M. K. "The Behaviourist Orientation to Learning", Available at: <http://www.infed.org/biblio/learning-behaviourist.htm>, 2008.
- [12] Smith, M. K. "Humanistic Orientations to Learning", Available at: <http://www.infed.org/biblio/learning-humanistic.htm>, 2008.
- [13] Sparks-Langer, G. M. "In the eye of the beholder: Cognitive, critical and narrative approaches to teacher reflection", *Reflective Teacher Education: Cases and Critiques*, Albany: State University of New York Press, 1992.
- [14] UNICEF. "What Makes a Good Teacher?", Available at: <http://www.unicef.org/teachers/teacher/teacher.htm>, 2007.
- [15] Wallace, "S. Teaching and Supporting Learning in Further Education", *Learning Matters*, 2001.

## AUTHORS



**Eleyan, D.** PhD in Information Systems, The University of Manchester, UK (2006). Hold a PGDE in Higher Education, Bolton University, UK (2008). He is assistant professor of Information Systems at Birzeit University Palestine. A member of the Academic Quality Committee, Published journal and conference papers in quality of education and information systems, supervised MSc thesis in proposing Academic quality system using balanced scorecard. Mr. Eleyan worked as a lecturer and course team leader of computing at South Essex College of Further and Higher Education, Essex, UK (2008). Mr. Eleyan is a member of the IFL (Institute for Learning UK), member of Higher Education Teaching and Learning Group and a member of Teaching Professors Group (LinkedIn).



**Eleyan, A.** PhD in Software Engineering, The University of Manchester, UK (2007). Hold a PGDE in Higher Education, Bolton University, UK (2008). She is now a lecturer at the computing school, Manchester Metropolitan University, UK. She was assistant professor of Software Engineering at Birzeit University Palestine for three years. A member of the Academic Quality Committee, Published journal and conference papers in quality of education and Software Engineering and web services, supervised BSc final year projects in web-services and computer engineering. Mrs. Eleyan worked as a lecturer and course team leader of Computer Networking at South Essex College of Further and Higher Education, Essex, UK (2008). Mrs. Eleyan is a member of the IFL (Institute for Learning UK), member of Higher Education Teaching and Learning Group and a member of Teaching Professors Group (LinkedIn).