

CASE STUDY

2

Case Study 2

**Daniel P.
Sudhershan**

**Using inclusiveness to introduce professionalism
in the early stages of a career**

Daniel P. Sudhershan



Daniel joined UCD as a full-time faculty member in September 2004 to coordinate the undergraduate Architectural Technologies. He is Assistant Professor (tenured) in Architecture and active in teaching, research and administration. He held positions of Associate Dean (2009 - 20) and interim Head of Architecture (2017-18). In the past he also coordinated the BSc-ArchSci, BArchSc, BArch and the MArch degree-programmes. Daniel held a visiting professor position at the University of Stuttgart and took the external critic role at the Lund-University, FH-Darmstadt, Bauhaus-University and the Welsh School of Architecture. Currently, Daniel is representing UCD Architecture at the Board of Architectural Education at the RIAI.

Outline

Title **Using inclusiveness to introduce professionalism in the early stages of a career**

Abstract This case study discusses changes made to stage one, semester one core module for the architecture students with focus on promoting interdisciplinarity and discussing professional ethics topics at the early stages of their career. These changes were made in light of an inclusive teaching pilot and included among other things: incorporating diverse assessment strategies (such as group work, peer review, collaborative learning, active learning as well as reflective writing); using a variety of tools to enable students to choose presentation topics and to present the results of their work; and making all the learning materials available online.

Module Name ARCT10020 - Into Practice

Discipline Architecture

Level Stage 1, 5 credits

Student numbers 65



Introduction and Context

This first-year / first-semester core module for Architecture students **Into Practice** (ARCT10120) was first introduced in September 2012 in response to the project organised by UCD Registry and T&L titled “Enhancing First Year: The First Year Experience” which I took part in for Architecture in 2011 and which involved attending a number of meetings / workshops. As a result of that, Architecture was selected for the first round of **Focus on First year Workshops** organised by Professor Bairbre Redmond. Subsequently, UCD Architecture took part in a workshop organised by UCD T&L focusing on student workload and learning outcomes for our five-year professionally accredited programme based on Royal Institute of British Architects’ accreditation requirement. At the end of that workshop I decided to develop a module to introduce the profession of Architecture and other disciplines in the very early stages of architectural education, which led to the launch of this core module for Architecture in September 2012 with its aim to promote interdisciplinarity and collaboration, to help students to understand what it means to be a professional and to engage with professional ethics topics and also introduce them to other (less) closely related subject areas (e.g. Business, Civil engineering, Conservation, Landscape Architecture, Law, Planning, and Urban Design). The latter objective has been strengthened by the fact that students from many other disciplines, for example Agriculture, Archaeology and Medicine, also took this module as an elective.

In addition, the intention behind the module is to highlight the importance of inclusive teaching and learning methods at an early stage of their education / career. As the module coordinator, I wanted to not only increase student engagement through open discussion, peer review and critical thinking, but also to help students develop the ability to learn to respect other views. I also hoped to give all students an opportunity to flourish by identifying their own strengths and weaknesses and build on / work on them respectively, which should help them throughout their education and career, e.g. by developing confidence in their own judgement.

At the end of the academic year 2019/20, a detailed student survey was conducted by Dr Lisa Padden in class as a preparation for the pilot project to introduce inclusive teaching and learning methods. A number of issues in relation to inclusive teaching and learning were identified as a result and I tried to resolve these issues when the module was offered again in the academic year 2020/21.

2019/20 - Student survey at the end of the semester - a summary of the main issues identified:

— Communication:

Many students gave positive feedback on the module. One of the areas requiring further consideration that arose out of the survey concerned the fact that professionalism is such a complex topic. Until we received this detailed feedback from the students, we were not aware of many issues they face, even though all possible efforts were made to discuss such difficulties. In addition, it was difficult to make it clear to the first-year students why they need to know about other professions as their interest lies in a very specific programme, i.e. Architecture.

— Engagement:

The feedback on engagement was positive and most students liked the lecture format followed by an engaging discussion with each lecturer. However, as the subject matter changed every week, that posed some difficulties for Year 1 / Semester 1 students coming directly from a structured school environment.

— Flexibility - Teaching:

The students thought the module was too Ireland-focused and wished it were focused on issues outside Ireland too. In addition, they suggested we should make student submissions available from previous years earlier in the course.

- **Flexibility - Assessment:** As far as this aspect is concerned, the students suggested submitting Learning Journals online to save paper and wanted more clarity about the Learning Journals (e.g. the format, submission, grading etc).

In addition, a sample learning journal at the start of the semester was asked for.

Based on the survey results, we had a detailed discussion with Dr Padden about the above mentioned short-comings and possible improvements to make this module an inclusive teaching and learning module.



Design and Implementation Description

The design:

In the academic year 2020/2021 the module was lecture-based and each week the students were introduced to a new profession. The student cohort composition (65 students in total) was as follows:

- Core students: 61 (Architecture - Stage 1); and
- Elective students: 4 (3 from BSc in City Planning and Environment Policy - Stage 2 and 1 student from in Liberal Arts and Sciences programme - Stage 2).

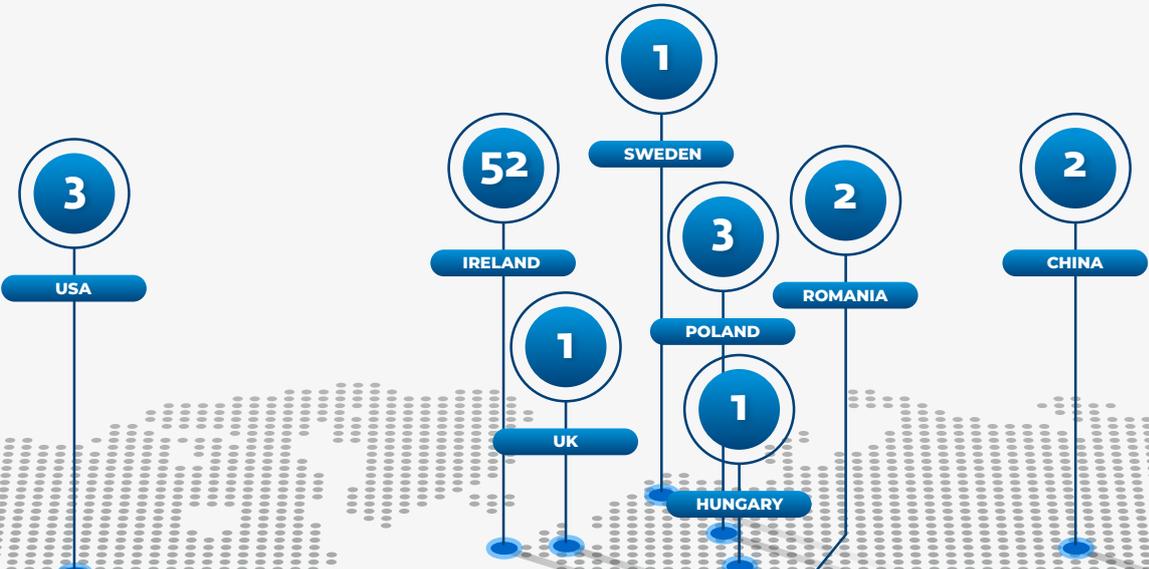
Based on the information provided by the permanent country code, the cohort consisted of participants from:

- Ireland (52);
- USA (3);
- Poland (3);
- China (2);
- Romania (2);
- Hungary (1);
- Sweden (1); and
- UK (1).

Out of the 65 participants:

- Four were mature students
- 6 students availed of disability support including academic and exam accommodations .

Based on the information provided by the permanent country code, the cohort consisted of participants from:



Out of the **65** participants

4 were mature students

6 students availed of disability support

Implementation:

As a result of the survey of 2019/20, the following changes were implemented in the academic year 2020/2021:

1. On the first day the module structure was explained in detail and the students were encouraged to ask questions.
2. Before and after every lecture the students were likewise encouraged to ask questions; those were not limited to the topic discussed that week.
3. The students were given the option to structure the learning journal with more flexibility, e.g. include drawings, images etc with text. Examples of work could be shared with the class and through Brightspace.
4. The students were asked to find both the interesting as well as not so interesting parts of the given topic through discussions with their peers (critical analysis) to help them structure the learning journal.
5. The students were allowed to choose the poster presentation with more flexibility, i.e. they were able to use any tool that they were comfortable with e.g. drawings, images, videos, text.
6. All live lectures were recorded and uploaded to Brightspace with the slides for future reference.
7. All the learning and supporting materials were available throughout the semester in Brightspace.
8. Lecture topics of each week and any related information were communicated by email (InfoHub)
9. Due to the pandemic, the group feedback requirement for the poster presentations was removed.
10. Students received a grade for the peer review.

My concern prior to the module start was that the students might not be able to see each other's work due to pandemic. Under normal circumstances architecture students spend most of their time in the studios, which supports the process of looking at and commenting on each other's work (not limited to design studio work).

Fortunately, in September 2020/21 UCD IT Services (Educational Technology Services) offered a Peer Assessment tool - peerScholar - as a pilot study. I volunteered to be part of peerScholar trial programme and was accepted. I used the “classic version” of the peerScholar (“A typical individual peer-assessment assignment where individual students submit their work, assess each other and then receive and reflect on their feedback”*) in this module. This tool allowed students to read, assess submissions (in weeks 1 to 4) of four examples of their peers’ work and also reflect on the feedback they received. It was great compensation for not being able to see each other’s work in person which would have been the case under normal circumstances. The tool was greatly appreciated by the class as it allowed the participants to edit and improve their learning journals for the final submission.

* Source: www.ucd.ie/itservices/ourservices/educationaltechnologies/virtualllearning-brightspace/brightspaceinstructors/assessments/peer/

11. The final group poster presentation was changed to a group presentation. The groups were able to choose any relevant topic and also the way they wanted to present it (e.g. with PowerPoint, videos, text).
12. The assessment was divided into three parts that included the weekly journal, peer review and group presentation to allow more flexibility. The amended assessment strategy was as follows:

Assesment Strategy					
Description	Timing	Open Book Exam	Component Scale	Must Pass Component	% of Final Grade
Assignment: Peer review of Learning Journal	Throughout the Trimester	n/a	Graded	No	20
Assignment: Group presentation	Unspecified	n/a	Graded	No	30
Assignment: Learning journal/Critical Reflection	Throughout the Trimester	n/a	Graded	Yes	50

Figure 1. Assessment Strategy 2020-2021

Lecture Schedule:

University College Dublin School of Architecture, Planning and Environmental Policy (APEP) ARCT10120 - Into Practice - Semester 1 - 2020/2021 Lecture Programme Session times: Wednesdays: 14:00 - 15:50 Venue: Online using Zoom	
30 Sep 2020	Introduction to the module and the school by Daniel P. Sudhershan (Module Coordinator – Asst. Professor) and Eileen Fitzgerald (Asst. module coordinator – Design Fellow) <ul style="list-style-type: none"> — Daniel P. Sudhershan - Reflective Practice and Reflective Writing — Orla Hegarty, Asst. Professor Architecture, School of APEP - Introduction to the Profession of Architecture — Dr. Lisa Padden, Project Lead - University for All, UCD Access & Lifelong Learning Centre - Inclusive Learning
07 Oct 2020	Paul Arnold Asst. Professor School of APEP - Applied ethics in Conservation and Heritage
14 Oct 2020	Dr. Karen Foley Asst. Professor Landscape Architecture School of APEP - Landscape Architecture as a discipline history and structure
21 Oct 2020	Dr. Alan Mee, Asst. Professor School of APEP - Applied ethics in Urban Design
28 Oct 2020	Dr. Jennifer Keenahan Asst. Professor School of Civil Engineering - Civil Engineering and Architecture - date changed
04 Nov 2020	Professor Hugh Campbell & Asst. Professor Michael Pike School of APEP and two recent graduates (Iseult McCullough and Hugh Ivers) - The Architect in practice
11 Nov 2020	Professor Mark Scott, Planning, School of APEP - The Planner in practice, and as a member of the Design Team
18 Nov 2020	Dr. Michael MacDonnell, Asst. Professor, School of Business - Applied ethics in Business
25 Nov 2020	Dr. Emer Hunt Lawyer, Asst. Professor Sutherland School of Law - Applied ethics in the legal context
02 Dec 2020	Group Poster Preparation
09 Dec 2020	Group Poster Presentation

Figure 2. Lecture schedule - academic year 2020/2021

The student cohort was divided into groups of ~8 and the students stayed in their groups throughout the semester. At the end of each lecture, the groups met to discuss it and the students were encouraged to be reflective and critical. They also received a handout on how to structure the discussion as an aid. The students selected a different Chair, Scribe and Timekeeper every week, which allowed all group members to take on all these roles at least once.

Structure of the Discussion
Reflective Questions for 25 Minutes discussion (based on Hampton, 2007*)
Description: What is the most important / interesting / useful / relevant about the lecture or idea?
Interpretation: <ol style="list-style-type: none">1. How can it be explained (either your view or the literature, and/or what you have learned in other modules)?2. Do you think there are different perspectives on the issue discussed? In other words, would all disciplines, clients, public, etc agree with these views? Would they be different from those in the past or future? In Ireland versus elsewhere?
Outcome: <ol style="list-style-type: none">4. What have you (each student) learned from this?5. What might this mean for your future professional practice?
*Hampton M (2007). Written assignments: Reflective writing - a basic introduction. (Handout No. WA13a). Academic Skills Unit, University of Portsmouth, UK.

Figure 3. The student handout on the structure of the discussion

At the end of the discussion slot, students drafted their individual Learning Journal and submitted it before the following week's session.

The weekly learning journal

Learning Journal: 8 journals

Length: 1 page approx. (done in class, then typed and to be submitted).

Please answer the following questions in your learning journal:

- What have I learned from the both the lecture and the group discussion that has influenced (changed or re-enforced) my views on this topic(s) (topics such as professionalism, other disciplines, reflection*, and or other aspects of Architecture)?
- What are the learning outcomes in this topic (what questions still remain unanswered)?

*Schön Donald A (1983) The reflective practitioner: How professionals think in action - The reflective practitioner: How professionals think in action (available online)

Figure 4. Learning Journal - the student handout

At the end of the semester, the students gave group poster presentations on a chosen topic. Initially, each group was expected to give constructive feedback to two other groups but due to COVID19 restrictions, the constructive feedback requirement was cancelled to reduce workload. However, I am hoping to implement constructive feedback as part of the assessment in 2021/2022.

Final Presentation: Group Poster Presentation and Group Feedback

Based on one of the module's key issues or themes, your group will be graded (30%) on both a) your group's poster and b) how well you can give constructive feedback on another group(s)' poster. This is a group mark.

a) This grade is marked by a staff member in the presentation session and it will be based on the same criteria as used in the 'STUDENT GROUP FEEDBACK FORM' attached.

b) In the same session your group will need to observe and ask questions of (an)other group(s) and following this as a group fill in, all sign, and hand-in the 'STUDENT GROUP FEEDBACK FORM' . Your comments on this will be graded on your ability to give constructive feedback (see example below) .

Some Principles of Constructive Feedback based on source given below*:

- Focus on the positive,
- Be sensitive to your message,
- Give ideas for alternatives where there is an aspect to be improved,
- Focus on behaviours that can be changed,
- Focus feedback to the criteria given.

(*for more details see www.faculty.londondeanery.ac.uk/e-learning/feedback/giving-feedback)

Figure 5. Group poster presentation and group feedback - the student handout

The following examples illustrate not only the teaching materials in the module, but also the work completed by some of the participants:

- Lectures;
- Peer review instructions;
- A few examples of student peer review comments and feedback; and
- Examples of group presentations.

13. Lectures:

The lectures were very diverse in their structure and approach. It is important to note that the topics discussed in the lectures were also very diverse, but included Architecture as the common thread and how it is connected to business, civil engineering or to law.

Below are a few summaries of lecture content:

Orla Hegarty (Architecture) spoke about the Architecture as a profession. The students were asked to fill a time capsule form to be preserved by students and to be opened in ten years' time. The lecture explained how diverse architecture is from a number of perspectives (cultural, political, social, urban etc.). The lecturer said that each student could find their own niche within the field.

Paul Arnold (Architecture) spoke about ethics and conservation. We were looking at the origins of ethics from anarchist ethics, through deontology to utilitarianism. The military ethics was discussed by many students in their weekly journal. With regard to conservation, it was discussed when to intervene to protect and when to protect without intervening in the original structure.

Michael MacDonnell (Business) discussed many topics from Apple's tax policy, Brexit to uncertainty of the business in today's world and the risks we take.

Emer Hunt (Law) made the students aware of issues connecting architecture and law using local (for example, pyrite cases in Dublin) and global issues (for example, migrant construction worker deaths in Qatar).



Orla Hegarty - Architectural Profession



Paul Arnold - Architecture and Ethics



Karen Foley - Landscape Architecture



Alan Mee - Urban Design



Jennifer Keenahan - Civil Engineering



Hugh Campbell - Architecture



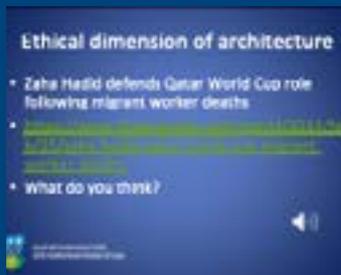
Michael Pike - Architectural Practice



Mark Scott - Urban Planning



Michael MacDonnell - Business



Emer Hunt - Law

Figure 6. Examples of lecture slides

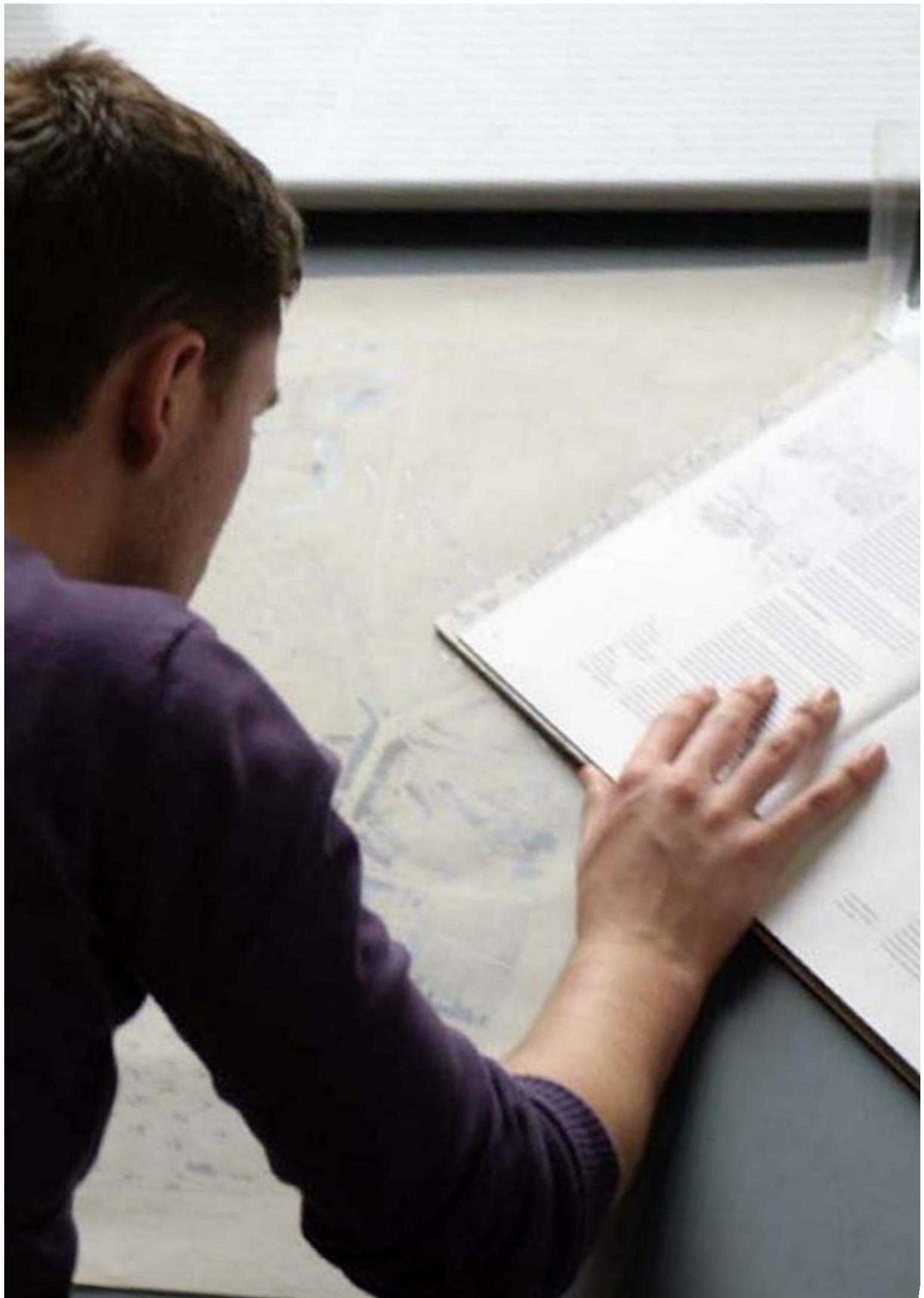
14. Peer review instructions:

You must click the link below peerScholar (External Learning Tool) to take part in this exercise. This exercise is divided into three parts.

1. You must RESUBMIT your already submitted Reflective Journal Week 2 to 5 (copy and paste) to peerScholar. The submission should not include your name or your UCD Student Number.
2. The peerScholar will allocate your submission to three of your peers for review. You will also receive three submissions from your peers to review. You should analyse the work carefully and write a reflective critical review. The review you give should be useful to your peers and it should help them to improve their writing. You must also remember that your review should be written respectfully. The video from Dr Lisa Padden (See week 1 folder) on Inclusive Learning and Peer Feedback contains extremely useful information on that.
3. This is the reflective phase of your own work: after analysing your peers' work and after reading the comments you received on your own work (3 in total), you should reflect on how you could incorporate the feedback into your next submission and your work in other modules.

I would like to let you know that I am planning to use the data for research purposes (e.g. publications). The UCD's research and ethics guidelines will be followed. All data will be anonymised. If you would like me not to use your work for research, please send me a short email stating that by 30 November.

Figure 7. Peer review instructions



15. A few examples of student peer review comments and feedback:

The peer review was introduced in 2020/21 for the first time, therefore there is no comparison. However, each student received three feedbacks from peers and that helped to improve the standard of the learning journal.

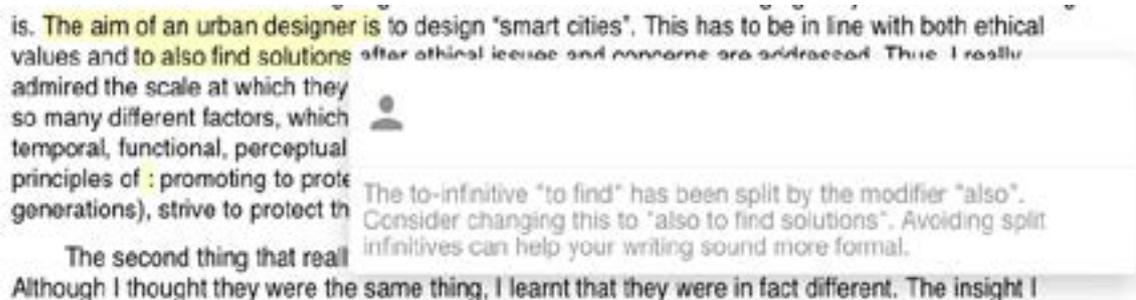
1.

Comments from the peer reviewer: The vocabulary was great. What brought you down from 6 to 5 was that you haven't checked your spelling mistakes. Furthermore, conclusions weren't very clear. Transition phrases would also be helpful in the structure of your reflective writings. Overall, they are great pieces of writing with valuable information. Well done!!! / 50 Words

Comments from the receiver: This feedback was great, it pointed out what was positive as well as pointing out where I could have done better. For example, they pointed out that most of my journals lacked conclusions. This is something I will improve on. / 40 Words

2.

Comments from the peer reviewer 1:



Comments from the peer reviewer 2:

You have structured your reflective essays very well, which made it easy for me to read and understand. For the most part, your work is clear and concise; however, I noticed that some of your sentences can be wordy so if you consider that an issue, try rewriting some sentences to avoid some of these non-content words: if, the, was, with, its, to, of, a, in, be, as. Some non-content words are necessary, but readers get stuck in sentences that use too many of them. By avoiding unnecessary non-content words, you'll help your readers focus on the most significant parts of your sentence, and it'll make your work more comfortable to read. You made some grammatical errors, so try to remember to proofread your essays so that you can catch any small grammatical errors you might make. I thought you developed your points very well, and I enjoyed reading your interesting take on the lectures. I even learned some new information from your essays that I missed during the lecture. Overall I thought your essays were very well written. / 178 Words

Comments from the receiver:

After reading through the comments, I was amazed by how easy it was for me to make so many grammatical errors. I found the feedback very concise, short, and easy to understand. The reader gave me examples of how to improve by providing replacements of words to better my work. They have taught me new grammatical terms that I was never aware of. I am satisfied by the level of detail, precision, and usefulness of this feedback. I have a more clearer understanding of how to phrase my sentences, which was the main downfall of my essays. All in all, I am very happy with the reader's comments and I intend to incorporate this feedback into my future reflective journals and similar assignments in my other modules. / 127 Words

3.

Comments from the peer reviewer :

Good consistent reflective tone used through. Interest in the subject shown by additional research done outside of the lecture. Clear and concise language used, minimal rambling etc. Great use of quotes to further put across a particular point. Shows that attention was paid to the lecture throughout. Strong and interesting perspectives and opinions translated in a concise and to the point manner. Strong use of vocabulary which indicates a wide knowledge of the English language. Each submission was very well structured. My only criticism would be the openings, which didn't properly introduce each reflective journal or contextualize the lecture. In the future you could begin the journal outlining who the lecturer and providing a short introduction to the subject. I am also unsure if using the lecturers first name when referring to them is appropriate for this type of journal. The endings were very strong and providing an honest and confidently articulated assessment of the learning done in each lecture. All in all each journal was very complete and to the point, showing great reflective and interpretation skills throughout.

/ 179 Words

Comments from the receiver:

This peer was probably the most critical, but also the most helpful. They executed the task of peer reviewing very well, and the advice they provided was very understandable and manageable. I will be sure to improve my introductions in the future. / 42 Words

Figure 8. A few examples of student peer review comments and feedback

16. Examples of group presentations:

The groups were given the option to choose a topic that interests them to discuss and analyse critically.

That allowed the students choose diverse themes from Architecture in films, the problems female architect encounter to the ethical dilemma the tobacco industry is facing.

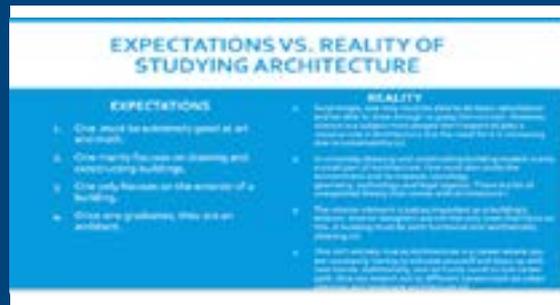
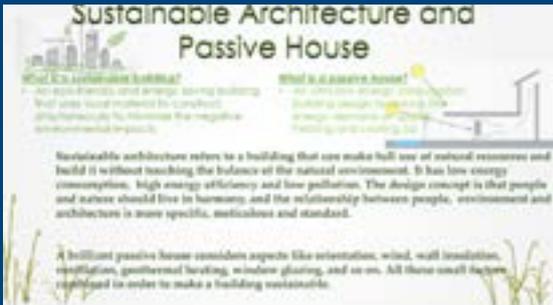
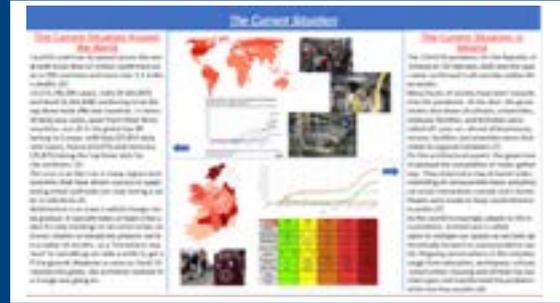


Figure 9. A few examples of group presentation slides

Results and Impact

According to the student feedback received in the previous years and in particular in November 2019, there was a need for more clarity about the assessment, including the learning journal. Consequently, in September 2020, in the very first lecture the assessment strategy was explained in detail and examples of prior work were shown and made available through Brightspace.

The students were encouraged to ask questions and to explore different approaches that they were comfortable with when completing assessment.

The impact of the changes introduced is evident from the following:

- student feedback
- standard of work
- variety of submissions
- student engagement / participation during the lecture sessions.

As far as the impact of COVID-19 and pandemic restrictions are concerned, this concerns:

- More engagement from the class due to online teaching (students taking part in sessions using chat etc).
- Students spent more time working on their projects / assessment than usual due to COVID19 restrictions and that helped to improve the submission standards.

The Outcome:

1. As all the lectures and the tutorials were conducted using Zoom, it was interesting to note that the first-year students felt more free to take part in the discussion using the CHAT option after the lectures to ask questions. Normally students ask questions when you move from group to group in the lecture hall at the allocated discussion time. But this year they were free to talk in front of the whole class. However, it is also important to note that one student wished for more break-up rooms.
2. Students greatly appreciated the use of peerScholar. The peer review worked well and most of the students took this task very seriously and gave very balanced, respectful comments (please see examples provided).
3. The standard of learning journals improved in comparison to 2019/20 due to peer reviews they received. Each student received three reviews on how to improve their work on their first draft. That helped to improve the overall standard of work.
4. The group presentations touched on many diverse topics. However, it is also important to note that in 2019/20 the topics were more diverse. This may be due to a misunderstanding / miscommunication concerning the choice of the topic (i.e. the assumption it had to relate to Architecture).
5. The module achieved the goals it set itself at the beginning of the semester in relation to inclusive teaching and learning as evident from the student survey conducted by Dr Lisa Padden.

Below is a sample of the responses submitted in a survey conducted at the end of the trimester 1 of the academic year 2020/21:

Q1: Clear communication: Were the learning outcomes and rationale for the learning modes (projects, presentations, discussions, labs, etc) and assessments made clear?

A1: Yes I had a clear understanding of what we had to do for our assignments. We were also given a schedule of the upcoming lectures, so I knew what to expect and could prepare accordingly.

A2: Yes, they were made clear from the beginning.

A3: Yes everything was laid out on Brightspace in the overview. It was detailed, concise and straight forward.

Comment: very clear communication from week 1 explaining how the module was structured and regular emails with additional information and reminders helped to achieve the goal.

Q2: Engaging students: Did you feel able to participate in class and other learning activities, or were there barriers to engagement?

A1: I felt as if this lecture was very open for engagement

A2: I felt free to participate if I wanted to, I did not feel any barriers.

A3: yes I felt encouraged to participate

Comment: Encouraging students to ask questions, to participate in the discussions helped to achieve this goal. In zoom sessions students were encouraged to use the chat option as well.

Q3: Flexibility: Was the teaching material and its delivery (lectures, online material, in-class discussions, etc.) sufficiently diverse to support your learning?

A1: Yes, I really liked the fact that Daniel brought in lecturers from a diverse variety of backgrounds.

A2: We had a diversity of teaching material such as lectures and presentations, pre-recordings, powerpoints, in order to support my learning. This way of teaching has helped me become fully engaged with the module as we had to write reflective journals for every lecture. This helped me to write down everything that I have learned and also go back and re-watch the lectures in order to learn everything that was said.

A3: The teaching material was very diverse and I learned many aspects to different fields of work - like law, engineering and landscape architecture.

Comment: It was very clearly communicated on week 1 about the different topics we are going to cover and the different tools we were planning to use during the lectures.

Q4: Flexibility: Was learning supported by a variety of learning modes (projects, presentations, discussions, labs, etc), or do you feel there were other ways to enable your learning that could be offered as alternatives?

A1: I think it was supported by a variety of learning modes, maybe a lab would've been nice as well.

A2: Yes we had many aspects to our learning.

A3: I believe all the learning modes possible for this course were used. We've had projects, presentations, discussions and guest speaker so I was happy with it.

Comment: All the available options were used using Zoom. However, the on campus teaching may allow experimentation with more learning modes in the future.

Q5: Flexibility: Did the assessment strategy build in flexibility and variety to address different learning styles?

A1: Yes I felt I learned and experienced many different learning styles within this module.

A2: I think it did. For this course we had to write reflective journals as our assignment. This was very flexible as we were allowed to discuss what we found interesting about each guest lecturer rather than being told what to write on. We have a group project due which is also very flexible, as we get to pick any topic that relates to architecture and have to make a presentation on it.

A3: Yes, there was a written assignment for those good with words, a peer review for those that are more analytical and a group project for those who like to work with people

Comment: assessments strategy set for this module allows the students to try different options to achieve their goals.



Recommendations and Advice for Implementation

Based on this case study, the following recommendations could be considered for academics wishing to adopt similar inclusive teaching and learning methods:

- peer review (using peerScholar tool) can help students to see and comment critically on each other's work, which is extremely helpful especially in online teaching / blended learning contexts e.g. due to pandemic restrictions, while also ensuring anonymity.
- students should be given more flexibility and freedom with regard to the choice of topics, e.g. for presentations and weekly learning journal, to foster motivation.
- using a combination of different assessment strategies to take into account e.g. different personal learning styles and preferences.
- make all the learning materials available using Brightspace or similar Learning Management Systems to accommodate students who - for various reasons - cannot attend classes / may wish to review content in their own time.
- be very clear about the organisational issues such as delivery of lectures, schedule of topics, submission dates etc.
- repeat important information in weeks 1 and 2 to ensure all students have understood the requirements and have had enough opportunities to ask questions.

References and Further Reading

- Choulier, D. et. al. (2007). **Reflective practice in a pluri-disciplinary innovative design course.** European Journal of Engineering Education, 32(2), 115–124
- Donohoe, A., McMahon, T. & O'Neill, G. (2008) **Online Communities of Inquiry in Higher Education**, In, R. Donnelly & F. McSweeney (Eds) Applied e-learning and e-teaching in higher education, pp262-288. London: Information Science Reference (an imprint of IGI Global).
- Gransden, B. (2004). **Reflections on teaching observations and the use of a personal development journal in medical teacher education.** Educational action research, 03/2004, 12(1).
- Hanson, J. (2001). **Morphology and design: reconciling intellect, intuition, and ethics in the reflective practice of architecture.** In: (Proceedings) 3rd International Space Syntax Symposium.
- Hatton, N. & Smith, D. (1995). **Reflection in Teacher Education-towards definition and Implementation.** Teaching and Teacher Education, 11, (1) 33-49.
- Kolb, D. (1984). **Experiential learning.** New Jersey: Prentice Hall
- London Deanery Faculty Development, **Giving Effective feedback**
- Schön, D. A. (1983) **The reflective practitioner: How professionals think in action**
- University College Dublin, **Peer Review/Peer Assessment**
- University of Portsmouth, **Reflective writing - Help and advice**

Acknowledgement: I would like to use this opportunity to thank Ms. Eileen Fitzgerald who coordinated this module when I was on sabbatical for her help in analysing the issues that were mentioned by students with Lisa Padden in initial survey at the end of trimester 1 in 2019/20.