

MODULE SPECIFICATION FORM

Module Title: Supporting Student Learning in Higher Education	Level: 7	Credit Value: 20
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Module code: EPHM17	Cost Centre: GAPE	JACS3 code: X370
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Trimester(s) in which to be offered: 1/2/3	With effect from: November 2015
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Office use only: To be completed by AQSU:	Date approved: November 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): EPH702: Learning and teaching in Higher Education – reflection and development
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Originating School: Social and Life Sciences	Module Leader: Sue Horder
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Module duration (total hours): 200	Status: core/option Core (identify programme where appropriate):
Scheduled learning & teaching hours (workshops) 30	
Independent study hours 70	
Placement hours 100	

Programme(s) in which to be offered: Postgraduate Certificate in Professional Development in Higher Education	Pre-requisites per programme (between levels): None
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Module Aims:

1. To explore knowledge, skills and attitudes required for effective planning, preparation and facilitation of learning experiences.
2. To consider systematic approaches to improving learning sessions and programmes.
3. To evaluate the use of ILCT (Information, learning and communication technology) in participant's own teaching practice.
4. To promote, for teaching, the development of appropriate evaluation and quality assurance processes.

In addition to and via the above aims the module will emphasise the relevant areas of professional activity identified in the UK Professional Standards Framework (UKPSF)

Intended Learning Outcomes:

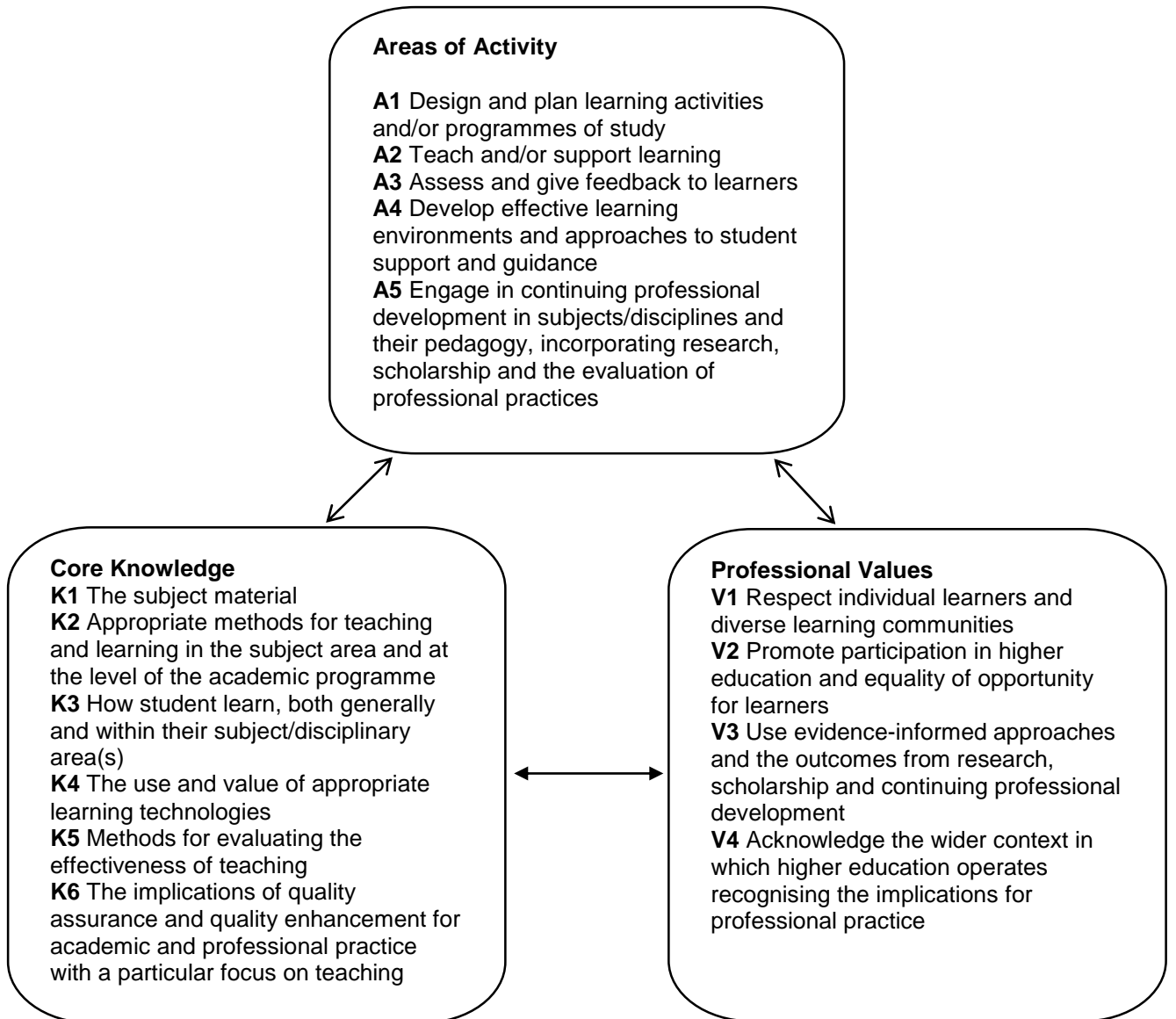
At the end of this module, students will be able to ...

1. Write a well-researched and theoretically based philosophy of teaching statement (V1,V4)
2. Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's intended learning outcomes (A1, A2, K1 K2, V2)
3. Critically evaluate a variety of methodologies and resources to support learning (A1, A2, K1, K2, K5, and V3).
4. Critically evaluate own teaching practice in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement (A5, and K1, K2, K5, K6, V2, V4)

(See UK Professional Standards Framework (2011) overleaf to match A, K and V outcomes)

Dimensions of the Framework

https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf



Assessment:

Assessment is through the development of a portfolio and essay that will focus upon practices that the students use in their teaching. As a part of the portfolio students will be required to select and submit a range of evidence of planning, preparation and teaching (10 hours). The written critical evaluation task will require students to draw upon the evidence in the portfolio, the relevant dimensions of the UKPSF and reference this evidence.

Portfolio evidence will include:

- A personal philosophy of teaching statement.
- 10 hours of session planning including session plans and associated resources. The 10 hours will include the observed sessions below.
- A minimum of **TWO** observations of teaching practice comprising: rationale, completed observer reports; practitioner evaluation and reflection; associated lesson plans and resources. **One** observation should be carried out by the mentor and the **second** by a programme tutor. The observations should reflect a diversity of teaching approaches.
- A Log of a minimum of 100 hours of teaching or student support and contact time:

Essay:

- A critical evaluation of teaching practice demonstrating successful engagement and understanding of specific aspects of effective teaching, learning support methods and student learning aligned to the relevant dimensions of the UKPSF. Individuals should be able to provide evidence of, and identification of areas for improvement (an action plan).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1, 2 and 3	Portfolio	50%		2,000
Two	4	Essay	50%		2,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, Moodle virtual learning environment, seminars and supported self-study. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The PgCPD approach seeks to adopt a learner-centred approach in initial and continuing professional learning. All participants can expect to negotiate their learning programme and content of their assessment tasks on the grounds of discussions held both within class and during tutorials. The PgCPD programme outcomes are congruent with the University Learning & Teaching Strategy and the UK Professional Standards Framework (UKPSF) in that the Programme seeks to promote self-development and reflective practice within a context of innovation and scholarship.

Syllabus outline:

- Conceptions of teaching
- Schools of psychology in education
- Pedagogical content knowledge / discipline specific teaching
- Planning and constructing learning by aligning teaching
- Taxonomic levels of thinking about teaching/learning
- Approaches to study / surface and deep approaches to learning
- Learning theories
- Active teaching methods
- The use of technology in learning and teaching
- Educational research

Bibliography:

Essential reading:

Biggs, J. & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4th Ed.). Maidenhead, England: Open University Press.

Fry, H., Ketteridge, S. & Marshall, S. (2015). *A handbook for teaching and learning in higher education: Enhancing academic practice*. (4th Ed.). London, England: RoutledgeFalmer.

Gibbs, G. & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active learning in higher education*, 5(1), 87-100.

Ramsden, P. (2003). *Learning to teach in higher education* (2nd Ed.). London, England: RoutledgeFalmer.

Other indicative reading:

Kember, D., Leung, D., & McNaught, C. (2008) A workshop activity to demonstrate that approaches to learning are influenced by the teaching and learning environment. *Active learning in higher education*, 9(1), 43-56.

Lalley, J. P. & Miller, R. H. (2007). The learning pyramid: Does it point teachers in the right direction? *Education*, 128(1), 64-79.

McKeachie, W. (2014). *McKeachie's teaching tips*. (14th Ed.). Boston, MA: Houghton Mifflin Company.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. London, England: RoutledgeFalmer

Pollard, A. (Ed.). (2002). *Readings for reflective teaching*. London, England: Continuum.

Ramsey, J. & Fitzgibbons, D. E. (2005). Being in the classroom. *Journal of management education*, 29(2), 333-356.

Shulman, L. (1992). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. *Journal of Curriculum Studies*, 28, 393-396.

Woolfolk, A., Hughes, M., & Walkup, V. (2012). *Psychology in education* (2nd Ed). Harlow, England: Pearson Longman.