Module ID5101

Introduction to University Teaching 1:
Supporting Student Learning

University
of
St Andrews

CAPOD
Centre for Academic, Professional & Organisational Development
Summary Information

Credits: 10
SCQF Level: 11 (Master's)
Prerequisites: Must be engaged in some form of teaching, as assessment is based on reflection on one’s own practice.

Must have the permission of one’s supervisor (for research postgraduates) or line manager (for staff) to enrol.

Module Co-ordinator: Dr Heather McKiggan-Fee (Educational & PG Researcher Developer)
Contact Details: hcm@st-andrews.ac.uk (46)2334
Other Presenters: Colleagues from across the University who are experts in particular areas provide input into the teaching sessions.
Administrator: Ms Sandra Roddick (CAPOD Office Manager)
Contact Details: capod@st-andrews.ac.uk (46)2141

Overview

This module is aimed at postgraduate tutors and demonstrators, staff who support the student learning experience and new academic staff without significant teaching experience. In a series of interactive lecture/seminars we consider issues of importance for those who are supporting student learning at university.

During the module we explore: reflective practice, learning theories, equality and diversity, internationalisation, effective lecturing and how technology can enhance learning in various contexts. This module is collaboratively taught by CAPOD staff and academic and support colleagues from various Schools and Units.

Module ID5101 provides an opportunity to go beyond the focused practical advice given in the mandatory training for postgraduate tutors and demonstrators or the Academic Staff Development Programme for new academics. You will engage with a wider range of topics, considered in more depth, and explore how theory underlies good practice. For those who plan to pursue a career in academia, it is an opportunity to begin your academic professional development at an early stage and enhance your C.V. You may also wish to consider module ID5102 (Introduction to University Teaching 2: Curriculum Design and Assessment).

This module is accredited by the Higher Education Academy (HEA) as aligning with Descriptor 1 of the UK Professional Standards Framework (UKPSF), a nationally recognised framework of professional development for those interested in a career in higher education. Successfully completing the module should provide participants with ample opportunity to demonstrate their engagement with the framework and thus achieve Associate Fellowship of the HEA.

Please note that this a “stand-alone” professional development module which cannot be used as a module option in any of the University’s degree programmes.
Key Dates

Note that you can make an appointment to see me at any time during the semester if you want to discuss any of the module elements or you have any questions or concerns.

September

- 22nd September, Thursday (2-5pm) – Module Introduction (week 2)
- 29th September, Thursday – Submit Linking Activity 1 and comments on required readings (week 3)

October

- 6th October, Thursday (2-5pm) – Lecture/Seminar 2 (week 4)
- 10th October, Monday – Submit reflective log (week 5)
- 13th October, Thursday – Submit Linking Activity 2 and comments on required readings (week 5)
- 20th October, Thursday (2-5pm) – Lecture/Seminar 3 (week 6)
- 24th October, Monday – Submit article review (week 7)

November

- 31st October, Monday – Submit rough draft of reflective essay (week 8)
- 3rd November, Thursday – Submit Linking Activity 3 and comments on required readings (week 8)
- 7th November, Monday – Submit teaching observation report (week 9)
- 10th November, Thursday (2-5pm) – Lecture/Seminar 4 (week 9)
- 28th November, Monday – Final deadline for submission of reflective essay and completion of all required elements of module (week 12)

December-January

- 19th December, Monday – Essay feedback returned
- 18th January 2017, Wednesday – Module grades released

Aims

The overall aims of this module are to:

- Introduce some of the core knowledge, understanding, skills and values required to teach effectively in higher education.
- Provide an opportunity for participants to discuss the implementation of selected techniques and to gain feedback on performance.
- Encourage participants to develop as reflective practitioners and engage in a community of practice.
Depending on your role you may support student learning in a variety of ways: delivering (perhaps designing) tutorials or lectures; supporting laboratory practicals; marking assessments and giving feedback; designing and running academic skills workshops; encouraging students to engage with your discipline and with the whole university experience. All of this takes place in a dynamic environment where the government and society regularly set new priorities and expectations on universities, and in which the nature of the student population (and their technological and social context) is steadily evolving.

This module aims to provide an opportunity to reflect on and evaluate the teaching methods appropriate in such a diverse and changing environment. You will be encouraged to think about your approach to teaching and how this relates to the literature on teaching in higher education, to experiment with new techniques and to reflect on this whole process. It is important to emphasise that successful completion of the module involves not just demonstrating that you can teach, but also that you have thought critically about what it means to teach well and that you seek to continue developing as a teacher.

**Intended Learning Outcomes (ILOs)**

This module is set at level 11 of the Scottish Credit and Qualifications Framework (taught postgraduate). You are expected to demonstrate a critical understanding of key theories, and to be able to reflect critically on your own practice and relate this to relevant literature and issues covered in the course. In other words, your writing for this module needs to show not only that you understand the key concepts, etc, but that you can apply them to your own circumstances as appropriate.

The ILOs for this module are designed to align with the core knowledge, activities and professional values outlined in the UKPSF, which can be found at: [http://www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf). All 6 UKPSF core knowledge domains are covered to some extent in this module (and ID5102), but the ILOs of this module align particularly with domains 2-4.

After successfully completing this module you should be able to:

1. Critically reflect upon and evaluate the effectiveness of your teaching.
2. Apply effective methods for teaching and supporting learning, both generally and within your discipline, taking account of theories of how students learn.
3. Explain how selected technologies could be used to support learning and teaching and how they could be applied within your discipline.
4. Provide an effective learning environment that takes account of the needs of students from varying backgrounds (e.g. disabled, international, mature) within the context of your discipline.
In addition participants should be able to demonstrate the following UKPSF values:

- Respect individual learners and diverse learning communities.
- Promote participation in higher education and equality of opportunity for learners.
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

The table in Appendix 1 indicates how the various elements of the module align with the dimensions of the UK Professional Standards Framework. You may find it helpful to refer to this when reflecting on your engagement with the UKPSF when completing the Assignment Front Sheet. (This informs the decision regarding the award of Associate Fellowship.)

### Learning and Teaching Methods

This module emphasises critical reflection on practice, therefore you must be actively engaged in some form of teaching or supporting student learning in order to enrol.

The module involves a combination of face-to-face lecture/seminars, other required activities (e.g. peer observation), e-learning activities and resources on the VLE, peer pair meetings, ongoing formative feedback from the module co-ordinator, mentoring within the School (as outlined in the Policy for supervisors and students in research postgraduate programmes, section 12.2.7 Research students as teachers) and substantial self-directed study and reflection.

There is a strong emphasis on self-directed learning and you are expected to actively engage with all readings, teaching sessions, and other activities.

#### Face-to-Face Teaching Sessions

1) **Introduction to the UKPSF and ID5101** (Lecture/Seminar 1):

- Group introductions
- UK Professional Standards Framework and the Higher Education Academy
- Explanation of the module content, delivery and assessment
- Linking Activity 1 (on VLE): Post a short profile of yourself.

2) **Getting Started as a University Teacher** (Lecture/Seminar 2):

- Higher education in context
- Introduction to key learning theories
- Learning styles – help or hindrance?
- Linking Activity 2 (on VLE): Introduce a new approach or method to your teaching and reflect on how it went. (More details online.)
3) **Creating Supportive Learning Environments** (Lecture/Seminar 3):
- Discuss Linking Activity and required readings
- Equality and diversity (Mr Sukhi Bains, Human Resources)
- Internationalisation (Ms Ally Malcolm-Smith, English Language Teaching)
- Linking Activity 3 (on VLE): Complete a digital capabilities profile modelled on the example provided. (More details online.)

4) **Technology-Enhanced Learning and Effective Lecturing** (Lecture/Seminar 4):
- Discuss Linking Activity in the context of the required readings.
- Technologies to support learning (Ms Margaret Adamson, Head of Learning Technology & IT Skills Development)
- What makes a good lecture? (Dr Heather McKiggan-Fee)

### Additional Set Activities (required but not graded)
- Prepare/update a sketch of the key concepts from all of the required readings, and post a critical reflection on a subset of the required readings by the week before the relevant lecture/seminar. (*Contributes to ILOs 2, 3 & 4.*)
- Post a response for each Linking Activity by the week before the relevant lecture/seminar. (*Contributes to ILOs 1, 2 & 3 and potentially 4.*)
- Post a critical review (maximum 500 words) of a teaching-related journal article, online report or resource. You might focus on the teaching of your own discipline, or explore one of the topics we have touched on in more depth. (*Contributes to any ILO, depending on article.*)
- Undergo a teaching observation session according to the scheme in place within your School. See section on *Teaching Observation.* (*Contributes to ILOs 1 & 4.*)
- Peer Pairs must meet at least twice to discuss set topics, and then post a brief account online. See section on *Peer Pairs.* (*Contributes to ILOs 2 & 4.*)
- Keep a Reflective Log of your teaching practice. See section on *Reflective Log.* (*Contributes to ILOs 1 & 4.*)
- Attend at least one Tutor/Demonstrator Networking Lunch (see dates in the online course booking system) or other teaching event. (*Contributes to ILOs 1 & 2.*)

### Approximate breakdown of 100 notional hours of study

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/seminars</td>
<td>12</td>
</tr>
<tr>
<td>Teaching observation (with discussion pre &amp; post)</td>
<td>2</td>
</tr>
<tr>
<td>Peer Pair meetings</td>
<td>2</td>
</tr>
<tr>
<td>Networking lunch</td>
<td>1</td>
</tr>
<tr>
<td>Mentoring (in School)</td>
<td>2</td>
</tr>
<tr>
<td>Teaching/Marking (including prep)</td>
<td>20</td>
</tr>
<tr>
<td>Activities on VLE / Reading / Study</td>
<td>55</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>6</td>
</tr>
</tbody>
</table>
The time you spend tutoring, demonstrating and marking counts \textit{in part} towards the 100 notional hours of study, as this module is explicitly linked to your teaching practice. However, please note that the time allocations above are suggestive; the proportion of time spent on the various activities, particularly time spent teaching and being mentored, time spent reading and writing, etc., will of course vary between participants, and will not be evenly distributed over the course of the semester.

The University’s \textbf{Policy for Supervisors and Students in Research Postgraduate Programmes} states that all research postgraduates who teach must be assigned a \textbf{mentor} by their School, who will:

- provide a recognised point of contact in the School,
- advise on subject-specific aspects of teaching and learning,
- observe and comment constructively upon the student’s performance,
- introduce them to the policies and procedures of the School.

If you have not yet been assigned a mentor, approach the Director of Teaching in your School and ask that a mentor be arranged. You are entitled to this support. New lecturing staff and teaching fellows should also be assigned a mentor within their School (see \url{http://www.st-andrews.ac.uk/staff/policy/hr/mentoringacademicstaff/}).

\textbf{Teaching Observation}

Teaching observation (sometimes known as peer observation or peer review of teaching) is an excellent developmental opportunity – a chance to get an independent perspective on your teaching, what works well, and what might benefit from a different approach. (See also \textbf{SEDA blog item 22.}) It is University policy that all probationary academic staff, and all postgraduates who teach, should have at least one of their teaching sessions observed by an experienced colleague. This is also one of the required activities in ID5101. Each School has its own scheme in place for managing teaching observations, and you should familiarise yourself with the approach used in your School.

Speak to your module co-ordinator, mentor or the Director of Teaching \textbf{early on} to arrange a teaching observation session. This is not something you should leave to the last minute, as it might take some time to co-ordinate schedules. If your School’s teaching observation scheme permits observers from outside the School, Dr Heather McKiggan-Fee is happy to act as an observer (schedule permitting).

For more information on teaching observation (peer review), including practical advice on how to structure a session and forms that can be used during a session, see: \url{http://www.st-andrews.ac.uk/staff/teaching/teacherstalk/observation/}

You may find the "Strengths and improvements" forms (self and peer versions) the most intuitive, but you are free to select the approach that your prefer, with the agreement of your School.

After your teaching observation session you should have a meeting with your observer to "de-brief", i.e. to discuss how the session went. Ask your observer to email you a brief summary of these discussions, and/or to complete one of the forms. You will need to post the details of your teaching observation (what and when), your observer’s
feedback plus your own reflection on the whole process in the VLE. (This will only be visible to the module co-ordinator.)

Your reflection should include a specific action point that you set for yourself as a result of the feedback you received. The report on your teaching observation session (observer’s feedback, your reflection and action point) must be posted in the VLE by 7th November. If you have any questions, please contact the module co-ordinator.

Not only is it helpful to get feedback from a colleague who has sat in on your teaching, it can be really useful just to watch a more experienced colleague at work. Don’t be afraid to ask lecturers and fellow tutors if you can sit in and watch them teaching.

Peer Pairs

After the introductory lecture you will be asked to select a Peer Pair partner. You may approach classmates directly to establish pairs, or wait to be assigned a partner by the module co-ordinator. I will match up anyone who hasn’t already chosen a peer pair by Lecture 2.

It is helpful to be able to discuss your teaching with supportive colleagues, if only to reassure yourself that the difficulties you are facing aren’t unique! Conversations with colleagues in different disciplines can lead to a greater appreciation of alternative methods and approaches, so interdisciplinary pairs are encouraged. Peer pairs should try to meet occasionally for informal discussion and support (eg for another perspective on how to deal with a tricky teaching situation, or how to balance the module workload with your research and teaching commitments).

At a minimum, peer pairs must meet twice to discuss the following set topics:

1. Give an example of how you’ve supported a student who had specific needs or who presented a particular challenge (eg a disability, international student, uninterested in subject, first in family to attend university, etc). You may find the required readings for Lecture 2 helpful.

2. Assessment isn’t a topic that we cover in depth in ID5101 (we do that in ID5102), but you will be marking student work, so it’s worth considering. What impact do you think the mode of assessment in the module you teach on (both coursework and exam) has on the learning of students on the module? Does it affect what topics they focus on, how they approach their studies, etc?

One member of each pair will post a short summary of the discussions on the relevant Peer Pair Activity discussion board. (Each pair member should then manually mark that activity as completed.)

Note that if a face-to-face meeting with your peer pair proves difficult to arrange, your contact can be via email or telephone.

Peer pairs are encouraged to sit in on each other’s teaching at least once. This is optional, and would be in addition to the teaching observation done by a member of your School or the ID5101 module presenter.
The Reflective Log

Over the course of the semester you will keep a log or diary in which you regularly reflect on and evaluate your teaching practice. One aim of keeping the log is so that you can evaluate the impact that taking this module has had on your thinking and teaching practice. The other is to give you a chance to practice writing reflectively, and to provide evidence to which you can refer when writing your final reflective essay, which will be summatively assessed.

Students sometimes wonder why it is necessary to write down their thoughts about teaching (as compared to just having them), and I feel that President Barack Obama summed it up nicely: "The process of converting a jumble of thoughts into coherent sentences makes you ask tougher questions." (TIME, December 31, 2012 | Vol. 180, No. 27)

At a minimum, your log should include the following entries:

- Reflect on at least two tutorials, lab classes or other teaching situations; one near the start of the semester, and one near the end. (If you can find the time, you might wish to do an entry after most teaching sessions.) What worked – or not – and why? How could the session have been improved? For the later entries, consider whether there has been a change in your approach over the course of the semester, and if so, why?

- Reflect on any particularly difficult situations or issues you encounter, and consider how well (or otherwise) you feel you handled yourself, and how you might do things differently if it were to happen again.

Formative feedback on your reflective writing will be provided at two points during the semester.

- On 10th October you will submit your reflective log to date (this can be an edited version), and you will receive formative feedback on your log entries by 24th October.

- On 31st October you will submit a rough draft of your reflective essay, and you will receive formative feedback on this draft by 14th November.

For those who are unsure about how to write reflectively, this will provide an opportunity to get guidance on whether you are being sufficiently reflective and analytical, and making appropriate references to the literature.

There are several guides on how to write reflectively available in the VLE as well as a sample of previous student work. You may also find the following chapter useful:


Assessment (see also Academic Regulations)

Achievement on the module overall is recorded simply pass or fail, rather than as a numerical grade. (This is common practice in the sector for this type of module). In order to pass the module, you must pass the final reflective essay, and engage with all
of the lecture/seminars and additional set activities outlined above. Although not assessed, these are required elements of the module, as they contribute to the final reflective essay and the HEA recognition judgement (see below). Not completing an ungraded, required element will result in a fail on the module. The reflective essay is graded pass/fail, not on the 20-point Reporting Scale. (See sub-section on Reflective Essay.)

The pass/fail system at St Andrews does not allow for the recognition of particularly good performance on the transcript – eg with an award of merit. However, the markers will highlight excellent performance in their written feedback on the reflective essay, and the phrase “This is an excellent piece of work” is used to formally recognise what is deemed to be a first-class assignment. Note that if an assignment significantly exceeds the word limit it cannot be recognised as ‘Excellent’.

The reflective essays are second marked and grades for each piece of work are then agreed at an internal moderation meeting. All final module grades are provisional until verified by the External Examiner at the module board.

The final deadline for completing all required elements of the module and submitting the reflective essay is Monday, 28th November.

Submission Guidelines

The final assignment for this module is a reflective essay, which you submit via the Module Management System (MMS), using the Summative Assignment tool. Click the “Browse” button in the “File” column to search for and then upload your essay (see screenshot below). Once the first and second markers have met to agree grades, the feedback pro-forma will be uploaded to the “Feedback” column for you to read.

Your essay must be at least 2500 words and no more than 3000 words long. Your name should not appear anywhere on your submission. Please submit a Word document rather than PDF.

The Assignment Front Sheet must be included at the start of your essay. (Download from the Supporting Documents section of Moodle, see also Appendix 2.) Be sure to provide all of the information requested, including an answer to all four questions. (One sentence answers will not usually be sufficient.)
• Submissions without the Assignment Front Sheet will not be marked.

Please respect the word limit: being able to craft a suitable answer to the question at hand, in a concise and articulate manner, is an important skill for everyone to develop. The markers will not read substantially beyond the word limit, so anything past that will not be considered when the assignment is being graded. An assignment that exceeds the word limit cannot be marked as excellent. The Assignment Front Sheet, and any footnotes, endnotes, bibliography and/or reference list in your essay do not count towards the word limit.

The module co-ordinator and second marker will both provide feedback on your essay using a standard pro-forma (see Appendix 3).

You are encouraged to seek feedback on your essay from colleagues other than the module co-ordinator. On the Front Sheet you must include a brief account of how you responded to the feedback you received. Note that you may not necessarily agree with the feedback – consider it critically and decide if a change is warranted. If you decide not to make a suggested change, explain why.

The Reflective Essay

The summative assignment consists of a reflective essay in which you must critically evaluate how your teaching practice has evolved over the course of the semester and relate it to the theory covered in the module. You might choose to do an overall review of your teaching, or to focus on a particular topic or theme as it relates to your teaching. However you choose to structure your essay, you should draw on evidence from your reflective log to inform and support your narrative. For example, you might provide a short extract from your log to set the context for the discussion that follows, or use extracts to illustrate particular points.

As part of the introduction of your essay, please indicate your teaching context, eg the School you are in, name of the module, number of tutorial groups / lab classes, group size. This is for the benefit of the second marker and external examiner.

There must be evidence in the essay that you have engaged with the literature so at least three references must be cited. You may use your choice of referencing system; indicate which system you have chosen on the Assignment Front Sheet. Your bibliography/reference list does not count towards the essay word limit.

Remember that successful completion of the module involves not just demonstrating that you can teach, but also that you have thought critically about what it means to teach well, that you can relate this to the relevant literature, and that you seek to continue developing as a teacher.

The markers will be looking for evidence that you are able to evaluate your teaching and integrate theory with practice, that your teaching practice has (or will) develop because of your reading and new understanding, and that you have taken an integrated look at your learning “journey”. Give specific examples and be sure to demonstrate the full reflective cycle. The essay is graded on a pass/fail basis; structured feedback will be provided using the pro-forma in Appendix 3. Note that the different sections of the pro-forma are not weighted equally; the structure and presentation of your essay are not as significant as the quality of your reflection and application of theory.
Marking Criteria

An essay that simply describes your teaching (what you did), with no attempt to explain why things happened in that way and how your teaching might be improved, and that doesn’t explicitly link your teaching practice to the literature, would be noted as “Not achieved” on the relevant sections of the pro-forma and would receive a Fail grade.

An essay that makes some attempt at explaining the rationale for your approach to teaching, and/or to explain why you got particular outcomes, using passing references to the literature is likely to be noted as “Satisfactory” and would be a bare Pass.

“Good” or “Excellent” evidence of reflection will require a clear explanation of the rationale behind your teaching choices, why you think you got the outcomes you did, and how you would try to improve the outcomes next time (ie demonstrating the full Gibbs’ reflective cycle). With respect to engagement with the literature, you should explain how you have applied particular concepts in practice in your own teaching, and you will likely make references to reading beyond that assigned for the module for this element to be noted as “Excellent”.

HEA Recognition Judgement

This module has been carefully designed such that passing the module should provide participants with ample opportunity to demonstrate their engagement with the UKPSF at Descriptor 1 and therefore earn Associate Fellowship of the HEA. However, the recognition judgement (has met criteria for Descriptor 1) is still separate from the academic judgement (ie pass/fail on the module). Your answers to question 4 on the Assignment Front Sheet will help the markers make their judgement about whether you have met the criteria for Associate Fellow of the HEA.

To achieve Associate Fellow of the HEA you must meet the following criteria – this is taken directly from Descriptor 1 of the UKPSF.

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

I. Successful engagement with at least two of the five Areas of Activity.
II. Successful engagement in appropriate teaching and practices related to these Areas of Activity.
III. Appropriate Core Knowledge and understanding of at least K1 and K2.
IV. A commitment to appropriate Professional Values in facilitating others’ learning.
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.
VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.
Academic Regulations: Absence, Extensions, Academic Misconduct

For general information on all academic policies, procedures and regulations please refer to the academic advice pages of the website: http://www.st-andrews.ac.uk/students/advice/academic/

If you know that you will be absent from any of the teaching sessions it is important that you contact the module co-ordinator in advance to explain the situation. If you have missed a teaching session for any reason you need to complete a self-certification of absence as well as contacting the module co-ordinator directly. You will also need to do a make-up exercise. It is a module requirement to attend at least three of the four lecture/seminars.

If there are good reasons for being unable to meet a submission deadline an extension can be arranged. The module co-ordinator should be informed of any concerns and the extension requested before the deadline is reached. Note that computer issues (eg lack of internet access) do not constitute an acceptable reason for failure to meet a deadline – you should allow for this possibility when planning the submission of assessed work.

You are expected to be familiar with the University’s Good Academic Practice policy. All work that you submit should be your own and should represent good academic practice.

Module Reporting / Resubmissions

The final deadline for submitting all assessed written work and completing all required activities is Monday, 28th November 2016. The Module Board will meet in January to confirm the grades to be awarded, and the outcomes of the module will be reported to students on 18th January 2017 via MMS and the University’s student record system.

Failure in any given element of the module will result in failing the module overall. (Not completing an ungraded, required element constitutes failing that element.) Students who fail on a particular element will be given the opportunity to re-submit a similar piece of work by a set deadline. If the re-submission is received within the deadline and achieves a pass grade, the overall module grade can be adjusted to a pass.

Reading List

The recommended texts for this module are A Handbook for Teaching & Learning in Higher Education, 3rd edition (2009, Fry, Ketteridge & Marshall) and Teaching for Quality Learning at University, 3rd edition (2007, Biggs and Tang). These are available in electronic book form and print copies are also available in the Main Library and Physics Library.

Following are the required readings that should be completed prior to each workshop. All required and suggested further readings are available online via the Library’s Talis reading list service.

You are expected to engage in additional readings beyond the required readings for each workshop.
**Lecture 1: Introduction to ID5101 and the UKPSF**

- UK Professional Standards Framework: [http://www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf)
- The [SEDA 53 Powerful Ideas blog](http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf) entries 12 & 13 (Graham Gibbs, 2014):
  - Teaching is driven by beliefs and assumptions
  - Teachers' beliefs and practices are framed by their social setting
- ID5101 Module Handbook

**Supplementary Reading** (optional, elaborates and expands on required readings):


**Lecture 2: Getting Started as a University Teacher**

- The [SEDA 53 Powerful Ideas blog](http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf) entries 8 & 21 (Graham Gibbs, 2014):
  - It has more impact on educational effectiveness to change learners...
  - The most useful training of university teachers does not involve ‘training’
    (includes a different way of expressing the research that underlies the “Levels of thinking about teaching” mentioned in Biggs & Tang chapter 2)
**Supplementary Reading** (optional, elaborates and expands on required readings):


- The [SEDA 53 Powerful Ideas blog](http://www.et.kent.ac.uk/fpdc-db/entry/?entry_id=56) entry 4 (Graham Gibbs, 2014):
  - Good student performance is achieved in different ways than learning gains

**Lecture 3: Creating Supportive Learning Environments**


**Supplementary Reading** (optional, elaborates and expands on required readings):

- Have a look through some of the University’s equality briefings and information available at [Equality and Diversity Inclusion](http://www.et.kent.ac.uk/fpdc-db/entry/?entry_id=56).

- The [SEDA 53 Powerful Ideas blog](http://www.et.kent.ac.uk/fpdc-db/entry/?entry_id=56) entries 1, 6 & 7 (Graham Gibbs, 2014):
  - Students are trying to get different things out of being at university
  - Learning takes effort
  - Students’ expectations are formed early

**Lecture 4: Effective Lecturing and Technology-Enhanced Learning**


• Carter Ching, C. (2010) *Identity tensions among teachers as online professional development participants and novice bloggers*, *Proceedings of the 9th International Conference of the Learning Sciences - Volume 2*


**Supplementary Reading** (elaborates and expands on required readings):


• The [SEDA 53 Powerful Ideas blog](http://seดา53powerfulideas.com) entries 9, 20 & 34 (Graham Gibbs, 2014):
  - Many patterns of teaching in HE simply follow conventions
  - Lectures are used far too often
  - Courses work as integrated systems
Appendix 1

This table indicates how the various elements of the module align with the dimensions of the UK professional standards framework. Further ticks may be possible in some cases, eg in column 2 depending on the subject of the article chosen for review.

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Module Elements *</th>
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<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Design and plan learning activities and/or programmes of study</td>
<td>✓</td>
</tr>
<tr>
<td>2. Teach and/or support learning</td>
<td>✓</td>
</tr>
<tr>
<td>3. Assess and give feedback to learners</td>
<td></td>
</tr>
<tr>
<td>4. Develop effective learning environments and approaches to student support and guidance</td>
<td>✓</td>
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<tr>
<td>5. Engage in continuing professional development in subjects/disciplines..., incorporating ...the evaluation of professional practices</td>
<td>✓</td>
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<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Module Elements *</th>
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<tr>
<td>1. The subject material</td>
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<tr>
<td>2. Appropriate methods for teaching and learning in the subject area &amp; level of academic programme</td>
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</tr>
<tr>
<td>3. How students learn, both generally and within their subject/disciplinary area(s)</td>
<td>✓</td>
</tr>
<tr>
<td>4. The use and value of appropriate learning technologies</td>
<td>✓</td>
</tr>
<tr>
<td>5. Methods for evaluating the effectiveness of teaching</td>
<td>✓</td>
</tr>
<tr>
<td>6. The implications of quality assurance and enhancement...with a particular focus on teaching</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Module Elements *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Respect individual learners and diverse learning communities</td>
<td>✓</td>
</tr>
<tr>
<td>2. Promote participation in higher education and equality of opportunity for learners</td>
<td>✓</td>
</tr>
<tr>
<td>3. Use evidence-informed approaches and the outcomes from research, scholarship and CPD.</td>
<td>✓</td>
</tr>
<tr>
<td>4. Acknowledge the wider context in which HE operates, recognising the implications for professional practice</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Module Elements:
1 = Comments on Required Readings
2 = Article Review
3 = Linking Activities
4 = Lectures & Seminar Discussions
5 = Networking lunch or other teaching event
6 = Peer Pair Meetings
7 = Teaching Observation in School
8 = Reflective Log/Essay
Module ID5101

Summative Assessment

Matriculation Number:
(Your name should not appear anywhere on your submission.)

Provide Word Count:
(No less than 2500 words, no more than 3000 words. This Front Sheet, footnotes/endnotes, bibliographies and/or reference lists do not count towards the word limit.)

Referencing System Used:
(eg Harvard, Chicago, APA, etc)

You must provide an answer to the following questions.

1. How have you changed your assignment in response to feedback that you have received from the module co-ordinator, and any other sources?

2. Are there any aspects you feel could be improved or developed further?

3. Is there anything in particular you would like feedback on?

4. On the grid below, please indicate all of the elements of the UKPSF that you have engaged with and that you feel you have evidenced in your essay (give the page #) and/or other work on this module (specify the task).

Be sure to read the requirements for Descriptor 1 of the UKPSF (you do not need to cover every element!), and you may also find it helpful to refer to Appendix 1 in the module handbook.

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan</td>
<td>K1 Subject material</td>
<td>V1 Respect learners</td>
</tr>
<tr>
<td>A2 Teach/support learning</td>
<td>K2 Appropriate methods</td>
<td>V2 Promote participation</td>
</tr>
<tr>
<td>A3 Assess / give feedback</td>
<td>K3 How students learn</td>
<td>V3 Evidence-informed</td>
</tr>
<tr>
<td>A4 Learning environments</td>
<td>K4 Learning technologies</td>
<td>V4 Wider context</td>
</tr>
<tr>
<td>A5 Engage in CPD</td>
<td>K5 Evaluating effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K6 Implications of QA/QE</td>
<td></td>
</tr>
</tbody>
</table>
ID5101 Introduction to University Teaching 1
Feedback Pro-forma for: Reflective essay on one’s teaching practice

The reflective essay was assessed in line with the criteria outlined in the module handbook. The markers looked for critical evaluation of practice, with appropriate reference to the literature covered in the module. The assignment was independently marked by a second marker without sight of the module co-ordinator’s comments. The module co-ordinator and second marker then met to agree grades, and the second marker’s comments were added to the pro-forma.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

1) **Structure and presentation of essay:**

| Overall: Not achieved / Satisfactory / Good / Excellent |

2) **Evidence of critical reflection on practice:**

| Overall: Not achieved / Satisfactory / Good / Excellent |

3) **Application of theory to practice (engagement with literature):**

| Overall: Not achieved / Satisfactory / Good / Excellent |

4) **Feed forward:**

5) **Overall comments:**

6) **Second marker’s comments:**

**First Marker:**

**Date:**

**Second Marker:**

**Date:**