MODULE SPECIFICATION

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

UN819 (UELT8190): An Introduction to Learning, Teaching and the Academic Environment (update to existing module)

1. School or partner institution which will be responsible for management of the module

UELT/Centre for the Study of Higher Education

1. Start date of the module

September 2008 (revised version to run from September 2015)

1. The number of students expected to take the module

120 per year, based on intake over previous 5 years

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

None: this module is an update of an existing module.

1. The level of the module H
2. The number of credits and the ECTS value which the module represents

15 credits, 7.5 ECTS

1. Which term(s) the module is to be taught in (or other teaching pattern)

This module is taught across the academic year

1. Prerequisite and co-requisite modules

None

1. The programmes of study to which the module contributes

ATAP/PGCHE (Current)

and

Associate Fellowship Scheme (subject to approval)

1. The intended subject specific learning outcomes
   1. A sound understanding of a range of approaches to learning and teaching in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF A2,A3,A4,K1,K2,K3,V1,V2)
   2. How these approaches relate to HE practice (contributing to PGCHE Intellectual Skills 1 Subject-specific Skills 2 and UKPSF K4)
   3. An ability to make informed decisions about appropriate methods, such as the use of relevant technology (contributing to PGCHE Knowledge and Understanding 1 and 3 and UKPSF A1,A2,A3)
   4. An understanding of the principles of assessment and evaluation and how these relate to their own immediate practice (contributing to PGCHE Subject-specific Skills 3 and 6 and UKPSF A2,A3)
   5. The development of practical skills as a practitioner in a teaching and/or learning support role (contributing to PGCHE Knowledge and Understanding 1 and 4 ,Intellectual Skills 1 and Subject-specific skills 2)
2. The intended generic learning outcomes
   1. Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a teacher and/or researcher and/or learning supporter using appropriate feedback mechanisms and to plan for continuing professional development (PGCHE Transferable Skills 1 and UKPSF A5,K6,V3
   2. Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (PGCHE Transferable Skills 2and UKPSF K5
   3. Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and research.(PGCHE Transferable Skills 3 and UKPSF K6
3. A synopsis of the curriculum

The module is intended for those with little or no relevant previous teaching experience, and aims to provide an introduction to different theoretical approaches to learning and teaching , how these developed and the assumptions on which on which they are founded. The curriculum focuses chiefly on student-centred approaches to learning and teaching (including, but not only, socially situated learning), including the application of these to evaluation and assessment, but additionally makes reference to the developments associated with earlier (eg behaviourist) approaches. The module seeks to make explicit links between principles and the application of these to participants’ own practice and development. A further central component of the module is the role of early teaching observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one’s own practice are central to the development of the skills of a reflective practitioner and to career development.

1. Indicative Reading List

Armitage A et al. (2003) *Teaching and Training in Post-compulsory Education*  Open University Press 2003

Brockbank A and McGill I (1998) *Facilitating Reflective Learning in Higher Education* Open University Press

Brookfield SD and Preskill S (1999) *Discussion as a Way of Teaching: tools and techniques for university teachers*, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) *Academic Survival Strategies* SEDA

Exley K and Dennick R (2004) *Giving a Lecture: from Presenting to Teaching* Routledge/Falmer \*

Exley K and Dennick R (2004) *Small Group Teaching: Tutorials, Seminars and Beyond* Routledge/Falmer \*

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Knight P (2003) *Being a Teacher in Higher Education* SRHE/Open University Press

McAlpine L and Akerlind G (eds) (2010) Becoming an Academic: international perspectives Palgrave

Walker M (2005) *Higher Education Pedagogies* Buckingham, SRHE/Open University Press

Subject-specific publications eg

Burgess, H and Taylor, I (eds) (2004) *Effective Learning and Teaching in Social Policy and Social Work* London, Routledge

Coleman J and Klapper J (2004) *Effective Learning and Teaching in Modern Languages* London, Routledge

1. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Learning and Teaching Methods:

* This module comprises 15 hours teaching, combining in each session lecture, seminar, workshops, normally taught in either 6-week blocks or in intensive mode across three days. Typically sessions will include up to 40 minutes of direct lecture, followed by seminar and small-group discussion and the completion of a practical workshop task. A combination of these enables participants to meet the module learning outcomes
* 3 hours’ tutorial time
* 6 hours preparing for, undertaking and receiving feedback on teaching observation
* Participants will be expected to engage in 126 hours of independent study, both in preparation for taught sessions and for assessment. The allocation of a large amount of time for independent study allows for reflection on an individual’s current learning and teaching practices, the acquisition of a deeper knowledge of key theories and issues and for development of some of the ideas generated during taught sessions.

* Total study hours: 150.

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes
2. Assessment is via two written assignments totalling 3,000 words, including a portfolio of supporting evidence, not exceeding 1500 words. The structure is individually negotiated but such a portfolio would typically include teaching observations, teaching materials, appropriately anonymised feedback to students, including student work for assessment. The portfolio may be submitted as an e-portfolio or in hard copy. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to learning and teaching (including possible uses of technology) and an ability to evaluate the application of these to their own Higher Education practice. Written work should include a case study illustrating this.

Assignment 1: 1,500 word essay (11c,11d,11e,12b)

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement (12.a)

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical teaching skills at this early stage in their teaching careers and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a teacher in higher education.

1. Implications for learning resources, including staff, library, IT and space

Student numbers have risen steeply in recent years with consequent increases in demand on staff time: teaching, tutorials, teaching observations and assessment. This module is (at the time of writing, November 2014) being taught 6 times in 2014/15, with temporary staff taking additional iterations. We are bidding for these posts to be made permanent in order to meet current and anticipated demand.

1. CSHE/UELT recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered:

Canterbury and Medway

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |