Becoming a Better University Teacher

Semester 1: 2018/19

Module Coordinator: David Jennings

Module Code: UTL40180

ECTS 7.5

Level: Masters Level 9

UCD Teaching and Learning, Academic Affairs

Module Handbook

Updated: 1.7.18

Contents

Introduction to Programme Modules

Level 9 Modules

This Level 9 module can be undertaken as a stand-alone module for the award of Certificate in Continuing Professional Development or as a module for the Professional Certificate/Diploma in University Teaching and Learning. As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students' learning from these modules will facilitate them initiating new teaching and learning activities.

Active and Participative Learning: Becoming a Better University Teacher

The expectation is that all registered students/learners will attend and actively engage in <u>all</u> sessions. There are only c.4 scheduled face-to-face sessions where learners will work collaboratively, share experiences and participate in individual and group tasks. There are also online activities that aid and support both the sessions and assessment process. Therefore it is required that one would act autonomously to complete and participate fully in all key learning activities.

Key Contacts

Any queries relating to the programme should be directed to the Programme Director, Terry Barrett.

Any questions relating to registration should be directed to the Graduate Administrator, Claire Deighan.

Questions relating to the module may be directed to the module Co-ordinator, David Jennings.

Programme Director	Graduate Administrator	Module Co-ordinator
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Module Description

The aim of this module is to enable those in an academic role to reflect, review and analyse their teaching, learning and assessment strategies within the classroom and beyond. Participants will deconstruct their current practice, appraise appropriate methodologies and explore theoretical concepts with a view to developing future educational interventions.

At its core this module provides developmental opportunities in **teaching**, **assessing**, **session planning** and **teacher evaluation skills**, it enables the participant to adapt, design and create; to review, amend and develop their teaching practice.

By the end of the module one should be able to employ a range of teaching methods and materials innovatively; that prompt critical thinking; engage formative and summative assessment to promote improvements in learning; create opportunities for active learning; and relate the choices made in practice to the research literature on teaching and learning in Higher Education.

The core aim is to facilitate this approach by creating a practice portfolio, enabling the participant to document their continuing professional development.

Module Learning Outcomes

Having successfully completed this module, you will have demonstrated the ability to:

1. Critically review and improve the clear alignment between learning outcomes, teaching methods and assessment regimes of a module or other coherent set of learning activities.

2. Analyse a range of appropriate teaching materials and methods that prompt critical and creative thinking.

3. Evaluate current learning theories and recent research to inform your teaching initiatives.

4. Demonstrate an ability to promote inclusive teaching strategies informed by an understanding of students' diverse learning needs.

5. Create a fledgling teaching practice portfolio, developing your teaching philosophy and gathering relevant materials to demonstrate and support teaching and learning approaches.

Teaching and Learning Strategies

There are **four core elements** one must accommodate in undertaking the Becoming a Better University Teacher Module.

1. Autonomous engagement – primarily self-directed action research

2. Collaborative engagement – working collectively with peers in session and online

3. Utilising online resources and activities – developing strategies for the portfolio

4. Application to professional practice – authentic assignment/s

Module Structure

1. The Four face-to-face Sessions

There are four scheduled face-to-face group sessions one must attend. Each of these will have a series of supplemental resources and activities with which to engage and ideally apply to one's professional practice. Independent objectives and outcomes will be articulated for each Session.

2. Your Online Learning

The information and activities available within Blackboard and the UCDOER website will provide a focal point for much of your own autonomous study, you will be prompted to keep a reflective journal, undertake online activities and tasks and post contributions for you and your peers.
It is primarily designed to be a starting point from which you will begin your own explorations – the web resources are not intended to contain all the information you will need to successfully complete this module, they are merely designed as an aid to support you in your endeavors, and point you in the right direction in the design, development and acquisition of materials for your portfolio.

3. The Group Tutorials

These provide the opportunity for a dedicated session to discuss in detail; the progression of the portfolio and the development and acquisition of the documentary evidence; clarifying how these fulfil the specified programme and/or module learning outcomes; and any other issues that may arise.
These are scheduled as 1-hour small group sessions. Participants will be required to enroll in advance.

The Module Content

N.B. these are meant as a guide, session details may vary according to learning needs.

Session One – Academic Reflective Practice

This first session will place an emphasis on appraising one's teaching practice, with a focus on the role of Academic Reflective Practice (Evidence arising incl. Teaching Philosophies/statements, Teaching Portfolio structure).

Session Two – Gathering Evidence

This second session will place an emphasis on the practice of peer observation. Investigating teaching approaches/methodologies (Evidence arising incl. Peer observations, action research, session and activity designs etc.).

Session Three – Teaching Methodology

This third session will place an emphasis on the practicalities of teaching and assessment practice. Looking to aligning your teaching, learning and assessment practice (Evidence arising incl. student centred assessment and feedback strategies, Student Evaluations etc.).

Session Four – Peer Review

This forth session will focus on undertaking a review of one's portfolio development. Emphasis may be placed on the nature of critical commentaries and the literature to support these. (Evidence arising incl. critical commentaries, literature reviews, etc.)

Module Timetable (at a glance)

Session 1	21.09.18	Evaluating Practice	*Participate*
Session 2	5.10.18	Gathering Evidence	*Participate*
Group Tutorials (1hr each)	19.10.18*	*Sign up*	*Participate*
Session 3	9.11.18	Teaching Methodology	*Participate*
Session 4	23.11.18	Peer Review	*Participate*
Portfolio	30.11.18	Final Summative Submission	*Do it on time!*

Please note Sessions are 10.00 – 13.00 except those marked with * these are 10.00 – 16.00

Module Workload (as per CMS)

Code	Workload	Description
Seminars	12	Equates to the scheduled sessions (as above)
Online Learning	8	Equates to the dedicated online activities/tasks required
Tutorial	1	Equates to the scheduled sessions by appointment (as above)
Practical	30	Equates to the implementation/review within one's practice
Specified Learning Activities	30	Equates to the required activities for progression
Autonomous Student Learning	60	Equates to the expected research work undertaken outside of session
Total	**121**	

The Assessment Strategy

There are two key sections to the assessment:

1. **Continuous Formative Individual and Group Work undertaken in session and online**

These activities will occur in session as individual and collaborative activities, the expectation is that some activities may be completed online. It is the intention that these will enable one to build the framework and evidence required for the final portfolio assignment

~ Examples include; An action plan for portfolio development, A table of contents/evidence for the portfolio, Specific evidence pieces i.e. comprehensive session plans, learning activities, assessment re-design, feed-forward activities student feedback (gathering and analysis), programme or module evaluation/review educational technology integration, peer observation of teaching, and a teaching philosophy and/or statement etc.

2. **The Teaching Portfolio**

The candidate will collate materials throughout the module that they may include/develop for their teaching portfolio (NB no more than five examples are required).

The candidate is required to accompany <u>each</u> item of evidence within the portfolio by a critical commentary citing relevant literature, which reflects one's

a. Interpretation of current practice (e.g. disciplinary and/or institutional context, programme or module evaluation, alignment etc.),

b. Analysis of learner/teacher needs (i.e. articulation why one has responded/developed/chosen a particular path)

c. Implementation of change and evaluation (approach) for such.

   The final Portfolio submission must not exceed the 5000-word equivalence (this is not incl. of references, or the practice evidence/examples)

The **assessment criteria** for the final portfolio assignment are articulated as the module learning outcomes (see pg4). Thus one must demonstrate within their portfolio assignment how these are ably met.

Description	Timing	Indicative Weighting
Portfolio Collection	End of Semester	100

Required Assignment (as per CMS): This module is assessed as a Pass/Fail

Initial Reading:

Please note the following are recommended, as they are considered seminal or pertinent! – It is not expected you read them all or in their entirety for the completion of the module, but they are a good starting point…

Guidance and further references will be available throughout the module (within Blackboard and the UCDOER) and via the sessions.

Barnett, R. (2010). Being a University (Foundations and Futures of Education). Routledge.

Biggs, J and Tang, C. (2011) Teaching for Quality Learning at University (Society for Research into Higher Education) 4th Edition, Open University Press.

Boud, D and Molloy, E. (Eds) (2013) Feedback in Higher Education: Understanding it and doing it well. London and New York: Routledge.

Brookfield, S.D. (2015) The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom. 3rd Edition. Jossey-Bass

Elkington, S and Evans, C. (2017) Transforming Assessment in Higher Education A Case Studies Series. The Higher Education Academy. https://www.heacademy.ac.uk/knowledge-hub/transforming-assessment-higher-education

Jarvis, P. (2006). The Theory and Practice of Teaching. 2nd Edition. Routeledge.

Ketteridge, S, Marshall, S, Fry, H. (eds) (2015). A Handbook for Teaching and Learning in Higher Education. 4th Edition. Routeledge.

Laurillard, D. (1993). Rethinking University Teaching: A Framework for Effective use of Educational Technology. Routledge, London and New York.

Su, F and Wood, M. (2012) What makes a good university lecturer? Students' perceptions of teaching excellence. Journal of Applied Research in Higher Education Vol. 4 No. 2.