Designing Modules and Programmes for Engaging and Effective Learning

Module Code: UTL 40200
ECTS credits: 7.5

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Level: Masters Level (Level 9)

UCD Teaching and Learning

Module Handbook

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1. 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
The expectation is that all registered students will attend and actively participate in all sessions. This module involves active participation in group work activities and pair-work. The sessions provide a forum to exchange experiences and ideas about curriculum design.

2. Module Description

The purpose of this module is facilitate lecturers playing a more leading role in curriculum design. This module explores approaches to the design of engaging, creative, and inclusive modules and programmes. It introduces learners to new ideas, recent research and international trends to inform innovative design. It explores different strategies for the sequencing of teaching and learning activities and the development of curriculum coherence. Learners experience design thinking processes in workshops as a way of encouraging their use in curriculum design. For the Professional Certificate and Diploma in University Teaching and Learning, students can choose only ONE curriculum design module. The three curriculum design modules are1) UTL 40210 Problem-based learning 2) UTL 40220 Embedding Research in Teaching 3) UTL 40200 Designing Engaging and Effective Modules.

3. Learning Outcomes

By the end of this module students should be able to:
1. Design engaging, creative and inclusive modules and programmes informed by a critique of research on curriculum development
2. Critically review current modules to inform new design choices
3 Develop modules and programmes informed by higher education and professional body's policies
4. Critically apply new curriculum ideas to the design of modules and programmes
5. Create new modules and programmes using design thinking processes
6. Evaluate your modules and programmes for coherence
7. Critically reflect on the work undertaken on the module in light of your professional development needs and plans

4. Teaching and Learning Strategies

The teaching and learning strategies used on the module will be a combination of workshops, case studies, small group work, pair peer review and independent study including review of relevant research, blackboard resources and education literature. During and following the workshops students will be devising and building an action plan of their curriculum design project in order for them to complete their curriculum design project.

5. Content

Design: Module Design, Programme Design, Models of Curriculum Design, Problem-based learning Design Thinking Processes, Curriculum Alignment
Coherence: Strategies for coherence and sequencing, Integrative Learning, Universal Design,
Curriculum ideas: Threshold concepts, Research-led teaching, Illuminative concepts from neuroscience and psychology of learning

6. Assessment Strategies

Students will be assessed formatively and summatively on their curriculum design project.

Formative Assessment
Students will produce an action plan of their curriculum design project in the form of a Padlet www.padlet.com . This will be peer reviewed and formatively assessed in pairs and in small groups.

Summative Assessment
Curriculum Design Project

Using a specific module, programme or part of a programme and with reference to educational literature and a review of their current practice students will

1) Critically discuss the rationale for the design/redesign of the curriculum
2) Argue for the practice relevance of specific curriculum models and ideas.
3) Present a detailed curriculum implementation plan addressing issues of teaching context, universal design, student learning and curriculum coherence
4) Write a critical reflection on the work undertaken on the module in light of your professional development needs and plans

The assignment will be assessed according to the four above assessment criteria. The assignment will be marked on a pass/fail basis

Word length 5000 words, Deadline 30/11/18. Submit via Brightspace

7. Timetable and Workload

Timetable

Semester 1: 2018

Date	Month	Time	Venue
Friday 14th	September	10.00 – 13.00	H2.40 O'Brien Centre for Science (Hub)
Friday 28th	September	10.00 – 13.00 13.00 – 16.00	1.47 AG (Agriculture) H1.49 O'Brien Centre for Science (Hub)
Friday 12th	October	10.00 – 11.00 11.00 – 13.00	1.18 AG 1.47 AG
Friday 2nd	November	10.00 – 13.00	H2.38 O'Brien Centre for Science (Hub)
Friday 16th	November	10.00 – 13.00	H2.38 O'Brien Centre for Science (Hub)
Friday 30th	November	Summative	Assessment Submission

Workload

Activity	Hours
Seminars/Workshops	18
Practicals	40
Specified Learning Activities	90
Tutorials	2
Autonomous Student Learning	30
Total	180

8. Initial Reading and Resources

Blackshields, D. et al (2014) (eds) Integrative Learning: International Research and Practice. New York: Routledge

Healey, M. and Jenkins, A. (2006) Strengthening the Teaching-Research Linkage in Undergraduate Courses and Programs. *New Directions for Teaching and Learning,* 107, 45-55
http://onlinelibrary.wiley.com/store/10.1002/tl.244/asset/244_ftp.pdf?v=1&t=i8sw490o&s=0c80ef5443276559946edd3b5c7ddbb34c392dc7

Programme Design
http://www.ucd.ie/teaching/resources/programmedesigndevelopment/

Threshold concepts website: generic and discipline specific resources
http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html

Key contacts

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