



Introduction to University Teaching and Learning for Tutors, Demonstrators and TAs

**Module Handbook
Semester 1: 2017/8**

Module Code: UTL 40230

UCD Level 4 (NQF level 9)
ECTS Credits: 5

Module Coordinator: Dr. Sheena Hyland sheena.hyland@ucd.ie
Co-lecturer: Mr. David Jennings david.jennings@ucd.ie

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1. Introduction to the module

This elective 5 ECTS blended learning module is designed for tutors, demonstrators, teaching assistants and others who support the teaching of accredited modules at UCD.

Participants undertaking this UCD Level 4 (Masters) module are expected to be able to review educational literature in the field of teaching and learning, reflect on their teaching practice in the classroom, and explore strategies to enhance the student learning experience.

Active and participative learning

Registered students are required to attend each of the four face-to-face learning sessions scheduled in semester, one tutorial and complete online activities in Blackboard.

Students will work collaboratively, share experiences and participate in individual and group tasks. The online and face-to-face activities complement and support the assessment process.

Module requirement

This is an in-service teaching development module. Module participants must have a minimum of 12 contact hours tutoring/demonstrating in the academic year in which they undertake this module.

As part of the assessment requirement for this module, you must submit a teaching practice journal including a verified record of tutoring/demonstrating hours completed.

Module registration

To register for this module you must complete a module registration form which is available from your School/Programme Office after agreement with the module co-ordinator and your supervisor.

This form should then be returned to your School/Programme Office who will register you to this module.

Key Contacts

Module Coordinator:	Sheena Hyland (sheena.hyland@ucd.ie)
Co-Lecturer:	David Jennings (david.jennings@ucd.ie)
Administrator:	Claire Deighan (teachingandlearning@ucd.ie)



2. Module Description

The aim of this module is to enable those who are responsible for supporting teaching at UCD, in their capacity as tutors, demonstrators or teaching assistants, to reflect, review and enhance their teaching, learning and assessment practices.

Students will appraise their current teaching practice and develop new approaches to enhance student learning. Participants will be introduced to the key principles of module design, session planning, assessment, and the use of educational technology.

3. Module Learning Outcomes

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

1. Based on your own experience and peer discussion, critically reflect on the application of the educational literature in your teaching practice.
2. Analyse the relationship between the key principles of module design and develop strategies that support the alignment of teaching methods, assessment regimes and learning outcomes.
3. Critically assess a variety of teaching methods, learning activities and materials used in small group learning contexts,
4. Evaluate the value of educational technology and explore ways to embed its use in your teaching practice.

4. Teaching and Learning Strategies

This module supports participants to develop a range of practical skills to enhance learning through a range of self-directed online resources, formative online exercises and activities, four face-to-face sessions and a summative assessment.

Workload: Student Effort hours

Code	Student effort hours	Description
Face to Face sessions (Seminars)	12	Equates to the four face-to-face sessions
Online Learning	14	Equates to the dedicated online activities/tasks required
Practical	18	Equates to the implementation/review of one's practice
Specified Learning Activities	11	Equates to the required activities associated with face-to-face sessions
Autonomous Student Learning	75	Equates to the expected research work undertaken outside of the scheduled sessions
Total	130	



5. Module Content

The module consists of 8 self-directed online sessions and 4 face-to-face workshops. The table (below) maps the online and face-to-face sessions to the module content.

<i>Eight self-directed online sessions</i>	1: The Learning Contract		
	2: Learning Outcomes: Design and Purpose	1: Curriculum Alignment: Key Concepts	<i>Four group face-to-face workshops</i> <i>And One small group tutorial</i>
	3: Approaches to Assessment		
	4: Effective Feedback: A Methodology	2: Marking Assignments: Methods and Approaches	
	5: Teaching and Learning Activities: Design and Implementation	3: Issues and Dilemmas: 101 Solutions!	
	6: Universal Design: Focus on Student Centered Learning		
	7: Teaching Materials: The Practicalities		
	8: Session Design: An Action Plan		
4: Action Plan Presentation			

6. Your online learning

The information and activities within Blackboard will provide a focal point for much of the self-directed study. One will be required to undertake online activities and tasks throughout the semester.

The online resources are not intended to contain all of the information you will need to successfully complete this module rather they are designed to support your learning in addition to the face-to-face sessions.



7. Module Timetable

<i>Semester 1:</i>	<i>Time</i>	<i>Venue</i>
S1: 19.09.17	10am to 1pm	B154A SCW O'Brien Centre for Science (West)
S2: 3.10.17	10am to 1pm	232 SCN O'Brien Centre for Science (North)
S3: 17.10.17	10am to 1pm	B006 HEA Health Sciences Centre
Ts*: 7.11.17	10am to 1pm	232 SCN O'Brien Centre for Science (North)
S4: 21.11.17	10am to 1pm	H2.38 SCH Centre for Science (Hub)
S4.2: 21.11.17	13pm to 4pm	1.18 AG Agriculture & Health Science

*The Tutorials are a 1-hour session only for small groups, details to follow.

8. The Assessment Strategy

There are a series of online and face-to-face tasks and activities that one will undertake individually and collaboratively throughout the module. These will be formatively assessed and will feed into the final summative assessment, a composite portfolio.

To pass the module:

- One must complete/undertake a minimum of **60% of the online activities**.
- In addition one must also demonstrate an ongoing commitment to the **Practice Journal (≥8 entries)**
- And finally produce the portfolio entry

The portfolio should include:

- A session plan that demonstrates a comprehensive and inclusive approach to a variety of student learning needs and the use of different teaching methods;
- A meta-reflection on how you have developed as a practitioner as a result of taking this module.
- A verified record of tutoring/demonstrating hours completed (minimum of 12 hours required);

And acknowledgement/evidence of:

- The online tasks/activities completed throughout the module
- The Practice Journal maintained throughout the module

The final assignment is designed to provide students with an action plan for future teaching practice.

Final Assignment Deadline: 28.11.17

Please note that assessment for this module is PASS/FAIL.



9. Initial Reading

These texts are aimed at providing an introductory background to the field. The digital resources provide a great starting point.

Ketteridge, S, Marshall, S, Fry, H. (eds) (2009). A Handbook for Teaching and Learning in Higher Education. 3rd Edition. London: Kogan Page.

Exley, K and Dennick, R. (2009) Giving a Lecture: From Presenting to Teaching. 2nd Edition. London: RoutledgeFalmer.

Rennie, F and Morrison, T. (2013) e-Learning and Social Networking Handbook Resources for Higher Education, 2nd Edition. London and New York: Routledge

Digital resources:

Phil Race, Assessment, learning and teaching in higher education
<https://phil-race.co.uk/>

UK organisation promoting digital resources in higher education
<https://www.jisc.ac.uk/>