Modules

- **Becoming a Better University Teacher**
- **Problem-based Learning**
- **Designing Curricula**
- **Active Learning with Technology**
- **Assessment and Feedback in Higher Education**
- **Teaching Across Cultures**
- **Getting Published in Teaching** available on the Professional Diploma programme only

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**Becoming a Better University Teacher 7.5 ECTS Level 9**

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.

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

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**Problem-based Learning 7.5 ECTS Level 9**

Problem-based learning (PBL) has been described as one of the most important innovations in higher education. Problem-based learning involves students working in small teams on real-life problems. For part of the module participants will experience problem-based learning as PBL students. Participants will also engage in PBL workshops. A key focus of this
module will be students designing a PBL initiative for their context. This module will enable
students to develop their leadership roles in PBL practice. The aim of this module is to
empower students to design, facilitate and evaluate problem-based learning initiatives in
ways that are informed by research, best international practice and students’
understandings of their own education contexts together with the creativity of their
curriculum teams.

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**Designing Curricula 7.5 ECTS Level 9**

(formerly Designing Modules and Programmes for Engaging and Effective
Learning )

This module explores approaches to the design of engaging, creative, 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 programme coherence. It encourages
learners to use design thinking processes for programme development.

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**Active Learning with Technology 7.5 ECTS Level 9**

The aim of this module is to promote active student learning through use of technology in
teaching practice. Participants will engage in a reflective process to identify and develop
potential areas of active learning and participation within their practice. They will then
evaluate and assess technological options to apply within a given session, module or
programme. In evaluating the research literature and appraising new innovative
technologies and pedagogies, it is expected that by the end of this module one should be
able to utilise a chosen technological intervention to support, enhance and promote student
engagement by the provision of creative opportunities for active learning.

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**Assessment and Feedback in Higher Education 7.5 ECTS Level 9**

(formerly Assessing for Teaching and Learning)

This module focuses on the principles, practice and context of assessment and feedback in
higher education today. Participants will critically engage with literature relating to
assessment and feedback in their own and wider disciplines with a view to improving their
current and future practices. It explores, for example, assessment equity and diversity,
assessment load, feedback approaches, context of assessment, academic integrity, grading,
programmatic approach to assessment and feedback. Participants will also experience
different feedback approaches (assessment ‘for’ and ‘as’ learning).
Teaching Across Cultures 7.5 ECTS Level 9

This module aims to foster awareness and understanding around aspects of teaching across cultures, engaging those who teach diverse international and intercultural cohorts in critically reflecting on their personal and professional intercultural competence. In addition, it aims to support: (i) the development of appropriate teaching and learning strategies; (ii) the design and assessment of culturally-inclusive, internationalised curricula; (iii) the scaffolding of opportunities for students to advance their own international and intercultural perspectives.

Participants will be introduced to theoretical models, principles and concepts of intercultural competence. They will explore a range of research-informed and practically-focused strategies for effective teaching and learning across cultures. In critically engaging with case studies and in-class group work activities, participants will consolidate their understanding of: internationalised curriculum design, culturally-aware assessment strategies, disciplinary perspectives, and internationalisation in higher education more broadly.

Getting Published in Teaching 7.5 ECTS Level 9

This module will enable staff to publish a scholarship of teaching paper in a journal/other publication. This blended module combines student participation in face-to-face sessions and online components. The online synchronous activities are designed to support students’ continuous writing throughout the module. Students peer reviewing their work in progress in small learning sets is a key feature of this module. Students undertaking this module need to decide that they are ready for this module and that it is a realistic and timely goal for them to have a paper completed and ready to submit for publication by the end of the module. This may include gaining ethical approval and collecting and analysing data.