Becoming a Better University Teacher

Semester 1: 2017/18

Module Coordinator: David Jennings

Module Code: UTL40180

ECTS 7.5

Level: Masters Level 9

UCD Teaching and Learning, Academic Affairs

Module Handbook

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1 Images courtesy of UCD Media Services & Ross Loughnane
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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 all 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.

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Graduate Administrator</th>
<th>Module Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Barrett</td>
<td>Claire Deighan</td>
<td>David Jennings</td>
</tr>
<tr>
<td><a href="mailto:Terry.Barrett@ucd.ie">Terry.Barrett@ucd.ie</a></td>
<td><a href="mailto:Teachingandlearning@ucd.ie">Teachingandlearning@ucd.ie</a></td>
<td><a href="mailto:David.Jennings@ucd.ie">David.Jennings@ucd.ie</a></td>
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<td>716x8553</td>
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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 design and create their teaching practice using an educationally holistic approach. To facilitate this the module will deal with concepts and practices such as; teaching philosophies, the design of small and large group sessions, the use of educational technology, peer assessment, student evaluation of teaching etc.

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.

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 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 endeavours, 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: Core Theme – Evaluating Practice:
This first session will place an emphasis on appraising one’s teaching practice, with a focus on Student Evaluation and the role of Academic Reflective Practice (incl. The design and implementation of SET, writing Teaching Philosophies, and Teaching Portfolio development).

Session Two: Core Theme – Teaching Methodology 1:
This second session will place an emphasis on the practicalities of teaching practice. Looking to teaching approaches/methodologies and session design and planning (incl. Inclusive and Universal design, aligning your teaching, learning and assessment practice).

Session Three: Core Theme – Teaching Methodology 2:
This third session will place an emphasis on the practicalities of teaching practice. Looking to teaching approaches/methodologies and session design and planning (incl. the design of large and small group teaching, utilising technology effectively to enhance practice).

Session Four: Core Theme – 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.
Module Timetable (at a glance)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>22.09.17*</td>
<td>TBC</td>
<td>Evaluating Practice</td>
<td>Participate</td>
</tr>
<tr>
<td>Evidence 1</td>
<td></td>
<td></td>
<td>Action Plan Blog</td>
<td>Do it on time!</td>
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<table>
<thead>
<tr>
<th>Session 2</th>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Activity</th>
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</thead>
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<tr>
<td></td>
<td>6.10.17</td>
<td>TBC</td>
<td>Teaching Methodology 1</td>
<td>Participate</td>
</tr>
<tr>
<td>Evidence 2</td>
<td></td>
<td></td>
<td>Teaching Philosophy Submission</td>
<td>Do it on time!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Tutorials (1hr duration)</th>
<th>Date</th>
<th>Venue</th>
<th>Activity</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>20.10.17*</td>
<td>TBC</td>
<td>Sign up</td>
<td>Participate</td>
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<th>Session 3</th>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>10.11.17</td>
<td>TBC</td>
<td>Teaching Methodology 2</td>
<td>Participate</td>
</tr>
<tr>
<td>Evidence 3</td>
<td></td>
<td></td>
<td>Literature Wiki</td>
<td>Do it on time!</td>
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</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>24.11.17</td>
<td>TBC</td>
<td>Peer Review</td>
<td>Participate</td>
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</table>

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>1.12.17</td>
<td>Final Summative Submission</td>
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Please note Sessions are 10.00 – 13.00 except those marked with * these are 10.00 – 16.00

Module Workload (as per CMS)

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<tr>
<th>Code</th>
<th>Workload</th>
<th>Description</th>
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<tbody>
<tr>
<td>Seminars</td>
<td>15</td>
<td>Equates to the scheduled sessions (as above)</td>
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<tr>
<td>Online Learning</td>
<td>18</td>
<td>Equates to the dedicated online activities/tasks required</td>
</tr>
<tr>
<td>Tutorial</td>
<td>1</td>
<td>Equates to the scheduled sessions by appointment (as above)</td>
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<tr>
<td>Practical</td>
<td>40</td>
<td>Equates to the implementation/review within one’s practice</td>
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<tr>
<td>Specified Learning Activities</td>
<td>25</td>
<td>Equates to the required activities for progression</td>
</tr>
<tr>
<td>Autonomous Student Learning</td>
<td>80</td>
<td>Equates to the expected research work undertaken outside of session</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td></td>
</tr>
</tbody>
</table>
The Assessment Strategy

There are three 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 they will be completed online. It is the intention that these will enable one to build the framework and evidence required for the final portfolio.

   ~ There are two specific online tasks one is **required** to complete; a Blog page - for the action plan/TOC of portfolio, and a Wiki page - for shared literature.

2. **A Teaching Philosophy**

   The teaching philosophy will evolve from a personal statement to a structured and referenced discussion paper on one’s conceptions of teaching and learning.

   ~ **Required submission c.Week 5**

3. **The Teaching Portfolio** (See note below)

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

   ~ **Examples include:** programme or module evaluation/review, comprehensive session plan, assessment re-design, individual learning activities, feed-forward activities, educational technology integration, peer observation of teaching, UDL, curriculum alignment etc

   The candidate is required to accompany each item of evidence within the portfolio by a short critical commentary citing relevant literature, that 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,

   c. Implementation of change and evaluation (approach) for such.
The final Portfolio submission must not exceed a 5000 word equivalence (this is not incl. of references, or practice evidence/examples).

~ Required submission c.Week 12

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.

**Required Assignments (as per CMS):**

This module is assessed as a Pass/Fail, there are two major required summative submissions (having a weighting of 30/60). In addition there are a number of pieces of work that will derive from in session activities and be presented online (a weighting of 10), these are essential to the development of the final portfolio.

<table>
<thead>
<tr>
<th>Description</th>
<th>Timing</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>1. Continuous</td>
<td>Throughout</td>
<td>10</td>
</tr>
<tr>
<td>2. Teaching Philosophy</td>
<td>c.Week 5</td>
<td>30</td>
</tr>
<tr>
<td>3. Portfolio Collection</td>
<td>Week 12</td>
<td>60</td>
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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.


www.heacademy.ac.uk/assets/York/documents/LinkingTeachingAndResearch_April07.pdf


http://www.heacademy.ac.uk/resources/detail/ourwork/policy/paulramsden_teaching_and_student_experience
