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

Module Handbook 2022/23

Module Code: UTL 40230

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

Module Coordinator: Mr. David Jennings david.jennings@ucd.ie

Updated: 10.5.22*

Please note details may be subject to change.

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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. This module is undertaken over one trimester.

Active and participative learning

Registered students are required to attend each of the <u>four</u> workshops scheduled in semester, <u>one</u> tutorial and complete the online activities in advance of each face-to-face session. Students will work collaboratively, share experiences and participate in individual and group tasks. The asynchronous and synchronous online activities complement and support the assessment process.

Module requirement

This is an in-service teaching development module. Module it is strongly recommended that participants have a <u>minimum</u> of 12 contact hours tutoring/demonstrating in the academic year in which they undertake this module.

Module registration

To register for this module, students must be on a graduate programme in UCD. This module is designed to be taken as an option module on a graduate programme. Students must contact their school/programme office regarding registration and may have to seek consent from their graduate programme supervisor.

If you require further details, please contact the module coordinator.

Key Contacts

Module Coordinator: David Jennings (david.jennings@ucd.ie)

Administrator: Claire Deighan (teachingandlearning@ucd.ie)

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.

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.

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.

Module Content

The module consists of a series of self-directed online sessions, one small group tutorial and four workshops, the last of these focuses on student presentations.

See below for the titles of the key online activities and face-to-face workshops

Eight self-directed online activities

1: The Learning Contract

2: Learning Outcomes: Design and Purpose

3: Approaches to Assessment

4: Effective Feedback: A Methodology

5: Teaching and Learning Activities: Design and Implementation

6: Universal Design: Focus on Student Centered Learning

7: Teaching Materials: The Practicalities

8: Session Design: An Action Plan

Four group face-to-face online sessions

1: Curriculum Alignment: Key Concepts

2: Marking Assignments: Methods and Approaches

3: Issues and Dilemmas: 101 Solutions!

4: Action Plan Presentation

One small group tutorial

Each participant will be invited to register for a 1 hour session.

Your online learning

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

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 you and your learning in addition to the face-to-face sessions.

Module Timetable Spring trimester 2023

Session 1   21st February from 10am to 1pm
Session 2   7th March from 10am to 1pm
Session 3   28th March from 10am to 1pm
Tutorials   11th April from 10am to 1pm
Session 4   25th April from 10am to 1pm

The Tutorials are a 1-hour each per group, details to follow.

The final session is a presentation viva, allotted times will be provided.

The Assessment Strategy

There are a series of online and in session 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 a
  '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 one has developed as a practitioner as a result of undertaking this module (one may utilize the Journal entries to bring this together).

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.

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

Workload: Student Effort hours Total 130, as detailed below;

Face to Face Sessions	12 hours	Equates to the four face-to-face sessions
Online Learning required	14 hours	Equates to the dedicated online activities/tasks
Practical practice	18 hours	Equates to the implementation/review of one's
Specified Learning Activities face-to- face session	11 hours	Equates to the required activities associated with
Autonomous Student Learning	75 hours	Equates to the expected research work undertaken

outside of the scheduled sessions Equates to the expected research work undertaken outside of the scheduled sessions

Initial Reading

These texts are aimed at providing an introductory background to the field.

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

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