Aston University

LEARNING AND TEACHING COMMITTEE

Module Specification

Please complete all sections of the form, referring to the guidance notes where necessary.

School and Subject Group	Centre for Learning, Innovation and Professional Practice		
Module Code	SD4015		
Module Title	An Introduction to Learning and Teaching in Higher Education		
Module Type	Taught Module		
Module Replaces (where appropriate)	Revised August 2012		
Date of introduction of new module	September 2012		
Level	7	Credit Value	20
Programme(s) in which module is available			
Involvement of Other Schools	None		

Resource Split		None
Name of Module Co-ordinator		Dr Sandy Cope
Related Modules	Pre-requisites	None
	Co-requisites	None
	Prohibited Combinations	None
	Minimum and Maximum Intake Sizes	6 15

Aims of the Module are to:

- Develop an informed and appropriately student-centred approach to learning and teaching
- Improve the use of teaching and assessment methods, technologies and practices through analysis, research, and reflection on academic literature, work based learning experiences and colleagues
- Develop a reflective approach to praxis and the use of feedback from both colleagues and students to inform and further enhance future performance in terms of students learning

Summary of Content

Through face to face and online sessions, students will consider how they design and plan learning activities and assessment that constructively align with Learning Outcomes and Subject Benchmarks. They will review literature which examines both traditional and online learning and teaching methods together with physical and virtual environments in order to develop a more student centred approach to the ability of the student cohort. Actual teaching practice and peer review of teaching ability will be examined and reflected upon.

Students will consider the reliability and validity of assessment methods used, and how assessment and feedback methods can promote learning, knowledge and skills.

The process of obtaining feedback from students and colleagues will focus on reflection in order to develop and enhance future praxis which will form the basis for future continual professional development.

Summary of Methods and Frequency of Teaching

The study mode is part-time. The module is delivered and supported by a mix of on-site workshops and on-line discussions. Due to the nature of the course and the need to conduct observations of teaching, the module can only be delivered when students are actively delivering teaching.

Taught workshops: 21 hours
Directed study activities, reading and online participation: 29 hours
Work-based activities, observed sessions and work in students in Schools: 100 hours
Assessment activities (evidence collection and writing up): 50 hours

Summary of Methods of Assessment and Feedback, including Formative Feedback

The completion of a work-based portfolio that meets the detailed module assessment requirements

- Evidence against a checklist of activities and requirements
- Critical reflection on evidence from practice and literature

Compulsory
Criterion Referenced (Refer- Pass-Distinction)

Module Outcomes – what the student should gain from successful completion of the module:	Learning and Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
	Learning and Teaching Methods	Assessment Methods

Knowledge and Understanding 1. Contributing to the design and planning of learning activities. 2. Selecting and evaluating appropriate methods for teaching and the support of students' learning in the subject area 3. Selecting and evaluating a range of assessment and feedback methods, appropriate for the subject material being taught and the academic level of the programme, to support students' learning and record achievement. 4. Using marking criteria.	Workshops and seminar inputs, session exercises and small group work, work experience teaching & supporting learners (including teaching observations), reading texts & journals – printed & online, practical online & hands-on activity, peer review of observed teaching sessions, tutorials	Specifically required work evidence in the Portfolio: 1. Evidence of the design of two teaching sessions. Evidence should include the session plans and a rationale 2. Commentaries and evaluations of four different teaching and learning methods. One example should relate to technology enhanced learning. 3. Commentaries and evaluations of four assessment techniques, explaining the appropriate circumstances for their use, one being an example of computer-assisted assessment. 4. Evidence and critical evaluation of two different examples of feedback given to students on their work (this may be formative or summative feedback) 5. Evidence of use of marking criteria with a rationale for their use.

Intellectual Skills 1. Demonstrate engagement with scholarship in learning, teaching and assessment and the particular evidence-based expertise within your discipline area	Tutorial and peer discussion (face to face and/or online), reading (texts, journals – printed & online including material), session-based activities, directed study (online)	The accounts in the Portfolio should together show awareness of theoretical perspectives on how students learn and how these may be applied to promote a student-focused approach and enhance students learning. The accounts should be written so that discipline-specific issues and the evidence related to how students learn can be clearly recognised.
Professional/Subject Specific Skills 1. Demonstrate respect for individual learners, encouraging appropriate student participation that recognises diversity and promotes equality of opportunity. 2. Deliver teaching that provides an effective learning experience for students and which promotes their development. 3. Demonstrate a commitment to continuing professional development.	Tutor and peer support / discussion. Session participation and attendance. Developmental opportunities to enhance teaching practice, formative reviews of peer-observed teaching, use of teaching and assessment methods 'in practice'. Workshop on diversity and inclusivity. Drafting the profile statement. Professional development plan, drafting the profile statement. Seminar on portfolio building	Specifically required work in the Portfolio: 1. A commentary and reflection on how consideration of diversity and inclusivity is integral to best practice in learning and teaching, with reference to appropriate legislation and Codes of Practice. 2. Evidence of two formal observed teaching sessions including your own reflective self-assessment which has drawn upon peer and tutor feedback. 3. Completion of your profile statement in line with the programme handbook criteria
Transferable Skills 1. Reflect on and evaluate the effectiveness of your own work.	Session and /or online activities on reflective practice. Self-reflection of teaching and learning activities. Working with colleagues to develop and enhance the student experience; relevant reading	The accounts in the Portfolio must demonstrate an ability to reflect on and evaluate your own practice.

Please provide either or both of:	
(i) Introductory Learning Resources	Fry, H., Ketteridge, S. & Marshall, S. (2008) A Handbook for Teaching and Learning in Higher Education (3rd edition) Race, P (2006) The Lecturers Toolkit (3rd edition)
(ii) Core Texts	Biggs, J, & Tang C. Teaching for quality learning at university (3rd edition) Exley, K Small group teaching: tutorials, seminars Ramsden, P Learning to teach in higher education
Reading Lists	Attached/Not Attached

Specification completed by:	Dr Sandy Cope
Date	Revised August 2012
Date module approved by Learning and Teaching Committee(s)	
Date module approved by School Board(s)	