

## Teaching, Learning and Assessment in the Higher Education context.

### GENERAL INFORMATION

Title	Teaching, Learning and Assessment in the Higher Education context
Unit code	EDUC63211
Credit rating	15
Level	7
Contact hours	Lectures, Workshops and/or Seminars: 12 hours Directed Reading/exercises (inc. online activities): 48 hours Private Study: 80 hours
Other Scheduled teaching and learning activities*	
Pre-requisite units	New Academics Programme (NAP) or equivalent
Co-requisite units	None
School responsible	SEED
Member of staff responsible	Michael O'Donoghue
ECTS**	7.5
Notional hours of Learning***	150

### AIMS

- Introduce different approaches to teaching to promote learning and to determine their respective purpose, application and limitations in the higher education and local context;
- Explore the needs and experience of adult learners and andragogic approaches in the HE and local context;
- Examine the nature and purpose of assessment, attainment and student feedback;
- Review institutional, Faculty and School policies on teaching, learning and assessment;
- Introduce and apply reflective practice approaches to teaching and learning in the higher education and local context.

### BRIEF DESCRIPTION OF THE UNIT

The variety of experiences that bring administrators (i.e. those who have responsibility for data processing and recording in connection with programmes and course units), teachers (i.e. those who lead a group of students towards one or more specific learning goals) and students together in the HE context varies; some may have little-to-no formal introduction to teaching and instructional practices or course administration experience to those with high levels of experience and certification. The position of this unit considers the ways in which teachers in the higher education context approach and execute their practice and the needs and role of administration in supporting these. It should be noted the aim here is not to provide instruction on the different theories of teaching and learning; rather it is to lead participants to review their own practice and approaches,

to consider how these connect with other stakeholders' needs, and to consider the role of assessment, feedback and support as instruments in this process. Vicarious learning processes and critical review will be employed at appropriate points (e.g. sessions can be examined not only in terms of content but in the way in which they are approached and delivered).

Early sessions on how participants approach to their practice and why initiate this process; differences in approaches are therefore highlighted in a contextual manner which will examine relevance, attainment, and the quality of the student learning experience.

Specifically, the connection between teaching and learning is examined in the context of didacticism and constructivism; pedagogy and andragogy; teaching, coaching and mentoring; active learning, and problem based learning. The place of learning is also considered in respect of the design of specific learning tasks; activities within and outside of the classroom setting; issues in connection with online resources and supportive e-learning and e-mentoring. The nature and purpose of lecturing is considered from both definition and practical application. Connections with the literature in this area are provided to further stimulate individual reflection on professional practice.

Assessment is approached from the perspectives of attainment and feedback. Participants will be asked to review examples of their own feedback and their views on its purpose. This form of reflection will be seeded and structured by thematic questions (e.g. How long do participants spend on student feedback? Do attainment scores tell more about the teaching that has taken place than student learning? What forms of feedback are available and how might they be used to support attainment the quality of the student learning experience?).

Institutional and local policy review will be examined against the themes of discussion and participants will be asked to question and reflect on purpose, implementation and suitability of each. Enhancement to execution, refinement and development of policy (e.g. in respect of e-learning or feedback practice) will be explored as a consequence.

In summary, the outcomes of this unit are:

- \* The introduction of professional reflective practice suitable to the context of each participant;
- \* knowledge and awareness of different teaching styles and approaches and their suitability to context;
- \* a review of the nature of student attainment and the student learning experience and the role of feedback within these processes.

## INTENDED LEARNING OUTCOMES

Category of outcome	<i>Participants should be able to:</i>
Knowledge and understanding	Participants will gain knowledge of different teaching theories in the HE and local context; the connection with teaching and learning and assessment; different forms of feedback and their respective purpose and suitability.
Intellectual skills	Critical review of teaching practice; reflective practice; a considered voice in the debate over the future of HE delivery and its practices.
Practical skills	Design / Review subject curriculum; create strategic assessment; create specific learning and teaching goals; apply different approaches to classroom teaching as appropriate to context and

	objective; design activities which make the most of and complement synchronous and asynchronous learning opportunities
Transferable skills and personal qualities	Improved communication skills; improved presentation skills; improved learning resource design.

### LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Vicarious learning; e-learning as a complementary asynchronous learning opportunity; critical review of feedback processes; in-class group work and discussion; micro-teaching examination (e.g. good and not-so-good personal idiosyncrasies); critical review of policy and purpose.

### ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
<p>Participants will be asked to submit a critical essay based on one or more aspects of their teaching and assessment practice.</p> <p>Alternative and/or collaborative forms of assessment are encouraged, in negotiation with the course unit tutor.</p>	3000 words or equivalent	Within 15 working days of submissions	100%

### INDICATIVE READING LIST

Bain, K. (2004) *What the best college teachers do*, Harvard University Press.

Bates, A.W. (2003) *Teaching and learning with Technology in Higher Education*, Jossey-Bass, SF.

Beard, C. and Wilson, J. (2013) *Experimental learning: A handbook for teaching, learning and coaching*, Third edition, Kogan-Page.

Belenky, M., Tarule, J., Goldberger, N. and Clichy, B. (1996) *Women's Ways of Knowing: 10th Anniversary Edition: The Development of Self, Voice and Mind*, Basic Books.

Bloom, B. et al. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Bransford, J. et al. (2000) *How people learn: brain, mind, body, experience, and school*, National Research Council

Brown, S. and Race, P. (2002) *Lecturing: a practical guide*. Kogan-Page

Cowan, J. (2006) *On becoming an innovative University teacher: reflection in action*, second edition, OU Press.

Dearing, R. (1997) *The National Committee of Inquiry into Higher Education*, Summary report, NCIHE, available online at <http://www.leeds.ac.uk/educol/ncihe/> Last accessed: 17-March-2014).

Dewey, J. (1938) *Experience and Education*, Pocket Books, reprint 1997.

Ford, P. et al. (1996) *Managing change in higher education: a learning environment architecture*, Open University Press.

Freire, P. (1996) *Pedagogy of the oppressed*, second edition, Penguin Education.

Gredler, M. (2005) *Learning and instruction: theory and practice*, fifth edition, Pearson-Merill Prentice hall.

Hobbs, V. (2007) *Faking it or hating it: can reflective practice be forced?*, *Reflective Practice: Internal and Multidisciplinary Perspectives*, volume 8 issue 3 pp 405-417

Jarvis, P. (ed) *The theory and practice of teaching*, Routledge.

Laurillard, D (2001) *Rethinking University Teaching: a framework for the effective use of educational technology*, second edition. Routledge

Laurillard, D. (2012) *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, Routledge.

*Manual of Academic Practice (MAP)*, TLSO, University of Manchester. (Available online at <http://www.leeds.ac.uk/educol/ncihe/> Last accessed: 17-March-2014).

Nathan, R. (2005) *My Freshman Year: what a professor learned by becoming a student*, Penguin.

Palmer, J. (ed) (2001) *Fifty Major Thinkers on Education: from Confucius to Dewey*, Routledge

Palmer, J.(ed) (2001) *Fifty modern thinkers on education: from Piaget to the Present*, Routledge.

Palmer, P. (1997) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, John Wiley and Sons.

Pollard, A. (2002) *Readings for reflective teaching*, Continuum, London.

Pollard, A (2008) *Reflective Teaching in schools*, Bloomsbury (NB: though this is centred on school education and teaching, the structure outlined in chapter one can be applicable to the HE context).

Rhem, J. et al. (2013) *Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy*, Stylus Publishing.

Tight, Malcolm (2012) *Researching Higher Education*. SRHE.

*Studies in Higher Education*. (Journal) SRHE

*Teaching in Higher Education*. (Journal)

Van Nieuwerburgh. C. (2014) *An Introduction to Coaching Skill: A Practical Guide*. Sage Publishing

Warwick, P (2007) *Reflective Practice: some notes on the development of the notion of professional reflection*, The Higher Education Academy (available online at <http://escalate.ac.uk/downloads/3573.pdf> last accessed: 17-March 2014)

For Information and advice on Link2Lists reading list software, see:

<http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/>