AT908-30 Teaching and Learning in Higher Education

22/23

Department
Academic Development Centre
Level
Taught Postgraduate Level
Module leader
Sara Hattersley
Credit value
30
Module duration
52 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

AP908-30 Teaching and Learning in Higher Education

Module web page

Module aims

This programme aims to meet the needs of postgraduates with teaching responsibilities. This course is aligned to descriptor 1 of the UK Professional Standards Framework and subsequently upon completion you be awarded with the Associate Fellowship status of the Higher Education Academy. Further information about the UKPSF and descriptor 1 can be found here - https://www.heacademy.ac.uk/recognition-accreditation/ukprofessional-standards-framework-ukpsf and in appendix 1. The main aims of the programme are to equip participants with:

1. A broad conceptual and practical understanding of the nature of learning in Higher Education, based on relevant educational theory.
2. Skills and competencies in the planning, delivery and evaluation of teaching and learning activities.
3. Open and positive attitudes towards continuing professional development.

4. An understanding of how educational and disciplinary literature can inform your academic and professional development.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Concept about student learning in higher education
2. Approaches to large and small group teaching
3. Undertaking classroom observations
4. Giving and receiving feedback
5. Assessment practices
6. Inclusive education
7. Reflective practice
8. Evaluation techniques
9. Professional development

Learning outcomes

By the end of the module, students should be able to:

- Plan and deliver teaching sessions informed by relevant principles of teaching and learning. (A1)
- Demonstrate how your academic and teaching practice can be informed by relevant educational and disciplinary research. (A2)
- Demonstrate appropriate application of principles of inclusive education. (A2)
- Exercise initiative, professional responsibility and informed judgement in response to the range of situations encountered in your academic and professional role. (A1 and A2)
- Evaluate your practice in response to your own reflections and analysis, feedback from students and colleagues, and relevant educational and disciplinary research. (A1, A2 and A5)
- Review, plan and undertake actions relating to the continuing development of your own teaching and learning practice. (A5)

Indicative reading list

- Ashwin, P (2015) Reflective Teaching in Higher Education: Bloomsbury
- Brookfield, S (2015) Becoming a Critically Reflective Teacher: Jossey-Bass
- Cleaver, E et al (2018) Teaching and Learning in Higher Education: Disciplinary Approaches to Educational Enquiry SAGE
- Exley, K. and Dennick, R. (2004) Small group teaching: Tutorials, seminars and beyond. London: Routledge
- Fry, H., Letteridge, S. Marshall, S., eds (2014) A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. 4th Edition. London: Kogan Page.
- Friere, P (2016) Pedagogy of the Heart: Bloomsbury
- Gibbs. G. & Habeshaw, T. (1992) Preparing to teach : An introduction to effective teaching in

Higher Education. 2nd Edition. Bristol: Technical and Educational Services.
- Harland, T. (2012) University Teaching - An introductory guide. Oxon: Routledge
- Huddleston, Prue and Unwin, Lorna (2013) Teaching and learning in further education: diversity and change. London; New York: Routledge, 4th ed.
- Huston, T.(2009) Teaching What You Don’t Know. London: Harvard University Press.
- Illeris, K, (2018) Contemporary Theories of Learning Routledge, London
- Killick, David (2018) Developing Intercultural Practice: Routledge
- Light, G; Cox, R. and Calkins, S. (2014) Learning and Teaching in Higher Education - The Reflective Professional. London: Sage
- Morss, K. & Murray, R. (2005) Teaching at University: A Guide for Postgraduates and Researchers. London: Sage.
- Price, M (2012) Assessment Literacy: The Foundation for Improving Student Learning: Oxford centre for staff and learning development
- Race, P. (2014) The Lecturer's Toolkit: A practical guide to assessment, learning and teaching. 4th Edition. London: Kogan Page.
- Race, P. (2014) Making Learning Happen - A guide for post-compulsory education. London: Sage
- Ramsden, P. (2003) Learning to Teach in Higher Education. London, Routledge.
- Selwyn, N (2016) Education and Technology: Bloomsbury

Subject specific skills

Participants on the programme will be both enhancing their practical teaching skills and growing their understanding of the underpinning pedagogical rationale for teaching in Higher Education. They will have opportunities to enhance both discipline-specific teaching skills, and more over-arching understanding and skills in group teaching, teaching philosophy, reflective practice, assessment and feedback and inclusive teaching and learning.

Transferable skills

As an accredited programme which leads to a nationally-recognised teaching status, participants will develop skills which will equip them for roles in teaching in Higher Education. In addition, the reflective practice and critical thinking built into the programme are transferable skills which would be beneficial in other, non-teaching related careers.

Study

Study time

Type	Required
Practical classes	4 sessions of 5 hours (7%)
Supervised practical classes	5 sessions of 1 hour 30 minutes (2%)
Total	300 hours

Type	Required
Other activity	2 hours 30 minutes (1%)
Private study	270 hours (90%)
Total	300 hours

Private study description

Private Study 270 hours

Other activity description

1x 0.5 portfolio consultancy = 0.5 hours
Individual support from LDC Advisor = 2 hours

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
E-Portfolio	100%	
Portfolio plus supporting evidence		

- Teaching Philosophy statement (500 words)
- Narrative of Professional Practice (1400 words)
- Three practice-based reflective accounts (3000 words)
  There is additional (non-assessed) evidence of teaching observations which are mandatory as part of the final submission.

Feedback on assessment

Written feedback is given on the portfolio following marking. Verbal and written feedback can be provided on a draft of the portfolio at the participants¿ request.

Availability

Courses

This module is Core for:

- TAPS-X5PA Postgraduate Award in Teaching and Learning in Higher Education
    - Year 1 of X5PA Teaching and Learning in Higher Education
    - Year 1 of X5PA Teaching and Learning in Higher Education
    - Year 2 of X5PA Teaching and Learning in Higher Education