

## MODULE SPECIFICATION

**Code:** UTLG99-20-3 **Title:** The Practice of Teaching in Higher Education **Version:** 7

**Level:** 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

**Module type:** Professional Practice

**Owning Faculty:** SSH **Field:** Secondary Education and Lifelong Learning

**Faculty Committee approval:** QSC **Date:** 20/01/10

*Approved for Delivery by:* indicate name of affiliated institution if module will only be delivered by them

**Valid from:** January 2010 **Discontinued from:**

**Contributes towards:**

- MA Teaching and Learning in Higher Education
- MA Education
- MA Lifelong Learning
- PG Dip Teaching and Learning in Higher Education
- PG Dip Education
- PG Cert Teaching and Learning in Higher Education
- PG Cert Education

**Pre-requisites:** None

**Co-requisites:** None

**Entry requirements:** *If the module is offered as CPD or stand alone, indicate the entry requirements*

**Excluded combinations:** None

### Learning outcomes:

On successful completion of this module, participants will:

1. Have successfully completed at least 150 hours of teaching activity in higher education (Component B);
2. Be able to evaluate their own and others' teaching in terms of their own and pre-specified criteria and published work. They will be able to discuss and have critical awareness of fundamental aspects of good practice and suggest ways in which practice can be improved (Component B);
3. Have demonstrated to their tutor a professional level of competence in preparation and planning in support of learners, in using a range of classroom management methods, in use of appropriate learning spaces, in knowledge, use and management of reference materials and resources, in assessment of students, and in monitoring the effectiveness of teaching (Component A);
4. Have demonstrated they work within a professional value base, conform to relevant agreed codes of professional practice and adapt appropriately to changes in their professional environment (Components A and B);
5. Have demonstrated in an assignment a professional level of knowledge and methodological awareness in teaching and learning methods (Component B);
6. Have shown a range of appropriate personal attributes such as enthusiasm, commitment, creativity, openness to ideas and empathy with learners (Components A and B);

7. Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (Components A and B);
8. Able to work effectively as an independent and self-motivated learner (Components A and B).

**Syllabus outline:**

- Methods of practical teaching in the professional context
- Extended self and peer evaluation
- Personal teaching log.

**Teaching and learning methods:**

In this module, participants maintain a comprehensive log of teaching and related activities. They receive feedback on six practical teaching sessions, after observations by a University tutor and a course colleague, each of whom will make three observations. (In agreement with the module tutor, up to half of these observations may be substituted by observation visits from a suitably qualified and experienced person).

For the purposes of this module, 'teaching' can be taken to include a wide range of activities within which the participant's intention is to foster the learning of others. The range would include: lecturing to large and small groups; conducting seminars and tutorials with groups and individuals; group and team-based work of various kinds; one-to-one support; inducting learners into an organisation; electronic communication to foster learning, whether in 'real time' or in a 'virtual' environment; telephone tutorials. Participants should ensure that as far as possible their logged and observed activities reflect a range of such situations, and observers will negotiate with participants as to the kinds of teaching activity they visit, so as to achieve a balance.

**Video-recording of practical teaching: Tutor observation:**

Unless issues of practicality, ethics, or confidentiality forbid it, the basis of one of the three tutor observations will normally be a video-recording of a single, minimum of one hour, maximum of two hours, session of the participant's own teaching. It is expected that shared viewing of the recording will contribute uniquely to participants' awareness of strengths and weaknesses in their teaching. The participant will choose whether this should be the first, second, or third observation. Video recording equipment is available provided it is booked well in advance.

For many participants, it is likely that this aspect of the module is most easily achieved by recording a conventional teaching session with a group of students. If so, the recording may be made by a colleague and freely follow movement and action during the session. However, this will not always be possible and a standing camera and tripod may be placed by the participant in appropriate positions in the teaching environment and moved from time to time, for example, recording teaching in the introductory and closing stages and associated student activity in the middle of the session. The recording should, however made, show principal phases, certainly including any teacher exposition and some related student action or response.

Participant and university tutor will normally view the video recording together at the University, using video playback facilities. It is recognised that observing a recording is significantly different from a live observation. Although participants are expected to bring a plan of the session as usual, the tutor will still need to spend some time clarifying the context of the session, which may not be totally apparent in a recording. Video-observation also offers opportunities for detailed analysis of processes that are unavailable in the conventional live observation, and tutors will wish to stop and discuss the recording as it is played back. It will therefore normally be impossible to view an entire recording. Participants are therefore asked to come to video observations prepared to share a maximum of 30 minutes viewing and having decided which episodes they wish to show. They should also be prepared to 'rewind' or 'fast forward' at the tutor's request. Recordings need not be of the highest technical quality, though this is obviously desirable, but events should be clearly visible and audible.

**Video-recording of practical teaching: Course-colleague observation:**

A similar procedure may be followed, should the participant so choose, using a video recording as the basis for one of the course colleague observations for this module.

**General procedures and paperwork:**

At the beginning of the visited session (or video-observation) the participant will give a copy of their 'Teaching Activity Plan' to the observer. Plans should normally follow the standard form issued at programme Induction. This will help the observer give appropriate feedback. Each visit must result in a consultation with the observer. The consultation must include an oral self evaluation by the participant and a discussion of written feedback from the observer, given in relation to the five categories below and in relation to any other criteria requested by the participant. The participant will then complete a 'teaching activity self appraisal' form, which will also go into the assignment together with the plan and written feedback. The discussion between the participant and the University tutor will include a consideration of assignment requirements, including relevant readings. All observers provide written feedback, which becomes the property of the participant and is used by them in completing assignment tasks.

All the forms for this module are accessible electronically from Blackboard which is explained in section 2.17 below.

Those on the Nursing and Midwifery Council route will use paperwork and forms specific to that route.

### **Conditions:**

It is a condition of participation in this module that participants agree to visit a colleague to observe teaching, and that they are available for observation of their own teaching. The peer observation is a necessary part of the experience of this module, but it should be understood that a fellow course member's evaluation of teaching competence does not contribute to the final assessment. The assignment will include records of the above activities, as well as of unobserved teaching and an evaluation of the colleague and an extended self-evaluation. Full details of what must be included are given below.

### **Reading Strategy**

There is no essential reading for this module; but students are expected to make use of the specified readings from the previous module (UTLG95-20-M). Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given in the handbook or made available on the University virtual learning environment. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out particularly that relating to the student's subject teaching. It is important that students can identify and retrieve appropriate reading.

### **Indicative sources:**

BIGGS, J. (2003) *Teaching for Quality Learning at University: what the student does*, Buckingham: Open University Press  
BOUD D., COHEN R. & SAMPSON J. (eds.) (2001), *Peer learning in higher education learning from and with each other*, London: Kogan Page  
BROOKFIELD, S. & PRESKILL, S. (1999), *Discussion as a Way of Teaching. Tools and Techniques for University Teachers*, Buckingham: Open University Press  
CANNON R. & NEWBLE D. (2000), *A handbook for teachers in universities and colleges a guide to improving teaching methods*, London: Kogan Page  
EDWARDS H., SMITH B. & WEBB G. (eds.) (2001), *Lecturing case studies, experience and practice*, London : Kogan Page  
EXLEY, K. & DENNICK R. (2004), *Small group teaching: tutorials, seminars and beyond*, London: RoutledgeFalmer  
HARTLEY P., WOODS A. & PILL M. (eds.) (2004), *Enhancing teaching in higher education: new approaches for improving student learning*, New York: RoutledgeFalmer  
JENKINS A., BREEN R. & LINDSAY R. with BREW A. (2002), *Reshaping teaching in higher education linking teaching with research*, London : Kogan Page  
KETTERIDGE S., MARSHALL S. & FRY H. (2002) *The effective academic: a handbook for enhanced academic practice*, London: Kogan Page  
KNIGHT, P. (1998) *Masterclass: Learning, Teaching and Curriculum in Taught Master's Degree*, London: Cassell  
PROSSER, M. & TRIGWELL, K. (1999), *Understanding Learning and Teaching. The Experience in Higher Education*, Buckingham: Open University Press

RACE P. (2001), *The lecturer's toolkit a practical guide to learning, teaching & assessment*, London: Kogan Page  
RAMSDEN, P. (1992) *Learning to Teach in Higher Education*, London: Routledge  
SAVIN-BADEN M. (2004), *Foundations of problem-based learning*, Buckingham: Open University Press

#### Journals and Websites

*Active Learning in Higher Education*

*Journal of Further and Higher Education*

*Reflective Practice*

*Studies in Higher Education*

*Teaching in Higher Education*

[www.hefce.ac.uk](http://www.hefce.ac.uk) (The Higher Education Funding Council for England)

[www.ilt.ac.uk](http://www.ilt.ac.uk) (the Institute for Learning and Teaching in Higher Education)

[www.ltsn.ac.uk](http://www.ltsn.ac.uk) (for access to all 24 Learning and Teaching Support Network Subject Centres and the Generic Centre)

[www.qaa.ac.uk](http://www.qaa.ac.uk) (the Quality Assurance Agency)

#### **Assessment**

**Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)**

#### **Assessment**

**Weighting between components A and B:      A: Pass/fail B: 100%**

#### **First Assessment Opportunity(Sit)**

##### **Component A**

**Weighting: Pass/fail**

Participants must receive a final satisfactory report from their tutor on their practical teaching (awarded on a pass/fail basis). The final summary report form to this effect should be included with the assignment. The criteria will relate to the finding of high professional standards in the following categories:

- Preparation and planning
- Class management
- Knowledge, use and management of reference materials and resources
- Monitoring the effectiveness of teaching
- General appraisal

##### **Component B**

**FINAL**

**Weighting: 100%**

A written assignment which includes a log of their own teaching, an evaluation of a course colleague's teaching, and a self-evaluation, and for which a single mark will be provided.

Contents of the Log (approximately 1000 words equivalent)

##### **i) Reports of unobserved teaching activities:**

- Two 'Teaching Activity Plans' demonstrating contrasting aspects of the course member's teaching activities over the period of the module.
- Two completed 'Teaching Activity Self Appraisal' forms - one for each of the two occasions above

##### **ii) Reports of observed teaching activities:**

- Three 'Teaching Activity Plans', one relating to each tutor observation.
- Three tutor's written feedback statements, one for each of the above observations.
- Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions.
- Three 'Teaching Activity Plans', one relating to each time they were observed by a course colleague.
- Three colleagues' 'feedbacks' - one for each of the above observations.

- Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions.

Summary of i) & ii):

|                 | <b>Unobserved Teaching</b> | <b>Tutor Observed</b> | <b>Peer Observed</b> | <b>Observing peers *</b> |
|-----------------|----------------------------|-----------------------|----------------------|--------------------------|
| Teaching Plan   | 2                          | 3                     | 3                    | 0                        |
| Self Appraisal  | 2                          | 3                     | 3                    | 0                        |
| Report/feedback | 0                          | 3                     | 3                    | 3                        |

\* The 'observing peers' reports are given to the peer and do not appear in your file.

iii) **The following details of all teaching activities comprising the required 150 hours of experience (presented as a list):**

- Date and time of beginning and ending of every teaching activity.
- Where held (including full address for first entry).
- Title of course, or client group;
- Name of course leader or equivalent.
- Title of the session.

***Evaluation of a Course Colleague's Teaching***

A 500 word evaluation of the strengths and weaknesses of the course colleagues teaching, based on direct observation and discussion.

***Self evaluation***

A 2000 word self evaluation of their own strengths and weaknesses in teaching, drawing on evidence, reflection and reading associated with the module.

**Assessment Criteria for Component B**

**A L3: Conceptual Domain (Core)**

The assignment demonstrates that the participant can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

**B L3: Literature Domain**

The assignment demonstrates that the participant can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

**G L3: Action Domain**

The assignment demonstrates that the participant can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

Participants will provide a witnessed declaration of authenticity.

Documentation generated in the process of producing the assignment will be made available upon request.

**Assessment Opportunities**

There is only one assessment opportunity for Practical Teaching Modules. Further opportunities are at the discretion of an Award Board. The University Academic Regulations and Procedures 2009/10 state the following:

'In a professional practice module students do not have a right to automatic referral after the first assessment opportunity. Referral is subject to the discretion of the award board. Where a practice component has not been passed students are normally offered at most one further opportunity for referral.'

**SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is not required.**

**Component A**

**Weighting: Pass/fail**

Participants must receive a final satisfactory report from their tutor on their practical teaching (awarded on a pass/fail basis). The final summary report form to this effect should be included with the assignment. The criteria will relate to the finding of high professional standards in the following categories:

- Preparation and planning
- Class management
- Knowledge, use and management of reference materials and resources
- Monitoring the effectiveness of teaching
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**Component B**

**Weighting: 100%**

A written assignment which includes a log of their own teaching, an evaluation of a course colleague's teaching, and a self-evaluation, and for which a single mark will be provided.

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Summary of i) & ii):

|                 | <b>Unobserved Teaching</b> | <b>Tutor Observed</b> | <b>Peer Observed</b> | <b>Observing peers *</b> |
|-----------------|----------------------------|-----------------------|----------------------|--------------------------|
| Teaching Plan   | 2                          | 3                     | 3                    | 0                        |
| Self Appraisal  | 2                          | 3                     | 3                    | 0                        |
| Report/feedback | 0                          | 3                     | 3                    | 3                        |

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Participants will provide a witnessed declaration of authenticity.

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**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.**

**Specification confirmed by.....Date.....  
(Associate Dean/Programme Director)**