

## Part 1: PDEV 6800Y - Teaching Training by IEIP

The Hong Kong University of Science and Technology (Guangzhou), Fall 2024-2025

### Course Syllabus

#### Class information

Class	Meeting Time	Meeting Room	Instructors	Meeting dates
T1	Mon 10:00 - 11:50	Rm 228, E2	Dr LI Ran	14/10/2024 - 15/11/2024
T2	Mon 10:00 - 11:50	Lecture Hall B	Dr GUO Jiao	
T3	Mon 14:30 - 16:20	Rm 228, E2	Dr GUO Jiao	
T4	Mon 14:30 - 16:20	Rm 148, E1	Dr LI Ran	
T5	Tue 16:30-18:20	Rm 228, E2	Dr LI Ran	
T6	Tue 14:30 - 16:20	Rm 101, E1	Dr GUO Jiao	
T7	Fri 13:00-14:50	Rm 228, E2	Dr Yi-Lung KUO	
T8	Thu 10:00 - 11:50	Rm 228, E2	Dr Yi-Lung KUO	
T9	Wed 13:00-14:50	Rm 228, E2	Dr Yi-Lung KUO	

#### Instructors:

Dr. GUO Jiao, [jiaoguo@hkust-gz.edu.cn](mailto:jiaoguo@hkust-gz.edu.cn)

Office Hour: Tue. 11:00-12:00, E1-612

Dr. LI Ran, [ranli@hkust-gz.edu.cn](mailto:ranli@hkust-gz.edu.cn)

Office Hour: Fri. 10:00-12:00, E1-316

Dr Yi-Lung KUO, [yilungkuo@hkust-gz.edu.cn](mailto:yilungkuo@hkust-gz.edu.cn)

Office Hour:

3 Sept -8 Oct: Tue. 10:00-12:00, E1-311

17 Oct-5 Dec: Thu. 13:00-15:00, E1-311

*(After the teaching weeks conclude, students wishing to meet can schedule an appointment via email.)*

#### Course Description

Introduction to Teaching and Learning in Higher Education is a graduation required course to enhance research postgraduates' teaching effectiveness and professionalism. PDEV6800 is designed to equip GTAs with necessary knowledge and skills for their teaching-related tasks. It consists of two parts:

Part 1: PDEV 6800Y is organized by the Institute of Education Innovation and Practice (IEIP), VPTLO. It comprises five modules to train GTAs with the necessary theoretical knowledge and skills. The highly interactive teaching approach adopted throughout the course with practical opportunities for application aims to boost up GTAs' teaching techniques and confidence in taking up teaching duties. This syllabus intends to deliver the related information for Part 1.

Part 2: PDEV 6800K-N & S is managed by students' home hub/thrust, and the demonstration of instructional delivery is required to complete this course. The suffix is varied and decided for the four hubs and Redbird MPhil Programs.

**Credit Points: 0**

### **Intended Learning Outcomes**

At the end of the course, students are able to:

1. Identify fundamental theories and good practices in teaching and learning
2. Design appropriate active learning activities to engage students
3. Apply constructive alignment in designing learning sequences
4. Demonstrate teaching and facilitation skills in different teaching settings
5. Formulate constructive feedback to assist students as they progress in their learning

### **Mode of Delivery:**

PDEV6800Y is delivered using a flipped classroom format, consisting of two main components: (1) online through Canvas, and (2) face-to-face sessions.

The online Canvas component includes course materials, such as instructional videos, readings, quizzes, and exercises, that cover key concepts and theories. This online component prepares students for face-to-face sessions, where the focus is on consolidating understanding and applying learned concepts in practical tasks.

To ensure active learning in face-to-face sessions, students must complete all online materials before attending class. Online quizzes and exercises help verify students' comprehension of the main ideas.

### **Face-to-face (F2F) Modules:**

#### **Module 1: Active Learning in Learner-Centered Classroom**

This module focuses on the use of active learning strategies to engage students in both online and face-to-face environment. By the end of the module, students will be able to 1) describe the underlying principles of teaching in a student-centered and outcome-based environment, 2) identify a list of interactive techniques effective to create an active learning environment, and 3) develop a feasible lesson plan to engage students in a class.

#### **Module 2: Effective Presentation and Facilitation Skills**

This module focuses on effective in-class presentation skills and facilitation strategies. By the end of this module, students will be able to 1) develop effective presentations for teaching with confidence, 2) explain abstract concepts with clarity, and 3) facilitate in-class discussions and activities to engage students in learning.

#### **Module 3: Constructive and Actionable Feedback**

This module focuses on the functions and types of assessment in the development of students' learning and discusses what kind of feedback is constructive so that it allows students to act upon and make further improvement. By the end of the module, students will be able to 1) describe the underlying principles of assessment and guidelines for effective feedback, 2) identify the marking criteria for different types of assessment, 3) give constructive feedback that students can act on, and 4) practice the skills needed to facilitate effective feedback.

#### **Module 4: Canvas Basics**

This module focuses on the key features of Canvas, the Learning Management System adopted in

HKUST(GZ), by introducing the essential tips and notes about the workflow of Canvas. By the end of the module, students will be able to 1) handle the basic features; 2) create and manage the course content; 3) set-up the assessment tasks; 4) communicate with students, and 5) monitor students' learning progress within a Canvas course site.

### Module 5: Micro-teaching

This module is a consolidation of all the teaching and learning principles and skills acquired in the previous four modules. Students are to submit a detailed lesson plan with interactive learning components and apply teaching and facilitation skills in a teaching demonstration of about 10-15 minutes in groups. The performance will be assessed and contributed to the pass-fail result.

### Couse Requirements and Grades

#### Grading

The course is graded on Pass/Fail.

#### Assessment Criteria

The following are the integral components of the assessment criteria of the course. To fulfil the course, students are to pass all of them. The details of which are described in the assessment rubrics below.

- Full Participation of the five F2F modules
- Online quizzes and exercises
- Micro-teaching

#### Assessment Rubrics:

Criteria	Pass with Excellence	Pass	Fail
<b>Participation</b>	N/A	The GTA attended and participated in all offline modules (including required teamwork) required by the course.	The GTA missed at least one offline module required by the course.
<b>Online quizzes and exercises</b>	The GTA received a mark of <b>at least 80%</b> from all graded activities in the Canvas course.	The GTA received a mark of <b>at least 60%</b> from all graded activities in the Canvas course.	The GTA received a mark of <b>less than 60%</b> from all graded activities in the Canvas course.

<b>Micro-teaching</b>	The GTA demonstrated an ALS <sup>2</sup> and <b>effectively engaged</b> the learners in their teaching. The GTA prepared a lesson plan with an <b>appropriate</b> ALS <sup>2</sup> and aligned with a <b>well-articulated</b> LO <sup>1</sup> .	The GTA demonstrated an ALS <sup>2</sup> and <b>somehow engaged</b> the learners in their teaching. The GTA prepared a lesson plan with a <b>somewhat appropriate</b> ALS <sup>2</sup> aligned with a <b>clear</b> LO <sup>1</sup> .	The GTA <b>did not engage</b> the learners in a teacher centered lesson. The GTA prepared a lesson plan with an <b>inappropriate</b> ALS <sup>2</sup> and <b>undefined</b> LO <sup>1</sup> .
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<sup>1</sup>LO: Learning Objective, <sup>2</sup>ALS: Active Learning Strategy

### Class Schedule

Module	Date	Topics	Outline (content to cover)
1	Week 6: 14 Oct-18 Oct	Active Learning in Learner-Centered Classroom	<ol style="list-style-type: none"> <li>1. Course introduction: structure and assessment.</li> <li>2. Learning insights: active learning, tutorials, and best practices.</li> <li>3. Intended Learning Outcomes (ILOs): Bloom's Taxonomy, ABCD method, and alignment.</li> <li>4. HKUST-GZ teaching philosophy: integrating active learning in tutorials.</li> <li>5. Group work: creating lesson plans with ILOs and active learning strategies.</li> </ol>
2	Week 7: 21 Oct-25 Oct	Effective Presentation and Facilitation Skills	<ol style="list-style-type: none"> <li>1. Essentials of a good facilitation</li> <li>2. Outcome-based education</li> <li>3. 5E model for activity design</li> <li>4. Bookend model to structure a tutorial</li> </ol>
3	Week 8: 28 Oct-1 Nov	Constructive and Actionable Feedback	<ol style="list-style-type: none"> <li>1. What is feedback in teaching and learning</li> <li>2. Assessment as a process of providing feedback</li> <li>3. Marking and grading fairly</li> <li>4. Actionable feedback</li> <li>5. Housekeeping before Micro-teaching</li> </ol>
4	Week 9: 4 Nov-8 Nov	Canvas Basics	<ol style="list-style-type: none"> <li>1. Overview of Canvas' primary features.</li> <li>2. Interactive practice and assessment of frequently encountered tasks and solutions for GTAs on Canvas.</li> <li>3. Fundamental usage of Smart Classroom (learning through pre-class material).</li> </ol>
5	Week 10: 11 Nov-15 Nov	Micro-teaching	<ol style="list-style-type: none"> <li>1. Lesson Plan</li> <li>2. Group demonstration 10 minutes</li> </ol>

## **Classroom Etiquettes and Ground Rules**

- **Preparation:** You are required to **read the online materials and finish the quiz or exercise** for each module before attending the F2F class.
- **Class time:** You are expected to arrive at class sharp on time.
- **Participation:** The class is highly interactive; you are expected to participate in the activities.
- **Academic Integrity:** Any academic dishonesty of any kind will be officially processed in accordance with the policies of the University.