

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

*The Hong Kong University of Science and Technology (Guangzhou), Fall 2023/2024*

### **Course Syllabus**

#### **Class information**

Class	Meeting Time	Meeting Room	Instructors	Notes
T1	Mon. 10:00-11:50	Rm 228, E2	Dr. GUO Jiao	Starting from 9 October.
T2	Mon. 14:30-16:20	Rm 228, E2	Dr. GUO Jiao	Starting from 9 October.
T3	Tue. 14:30-16:20	Rm 228, E2	Dr. GUO Jiao	Starting from 10 October.
T4	Wed. 10:00-11:50	Rm 228, E2	Dr. ZHANG Xuning	Starting from 11 October.
T5	Wed. 14:30-16:20	Rm 228, E2	Dr. ZHANG Xuning	Starting from 11 October.
T6	Thu. 10:00-11:50	Rm 228, E2	Dr. ZHANG Xuning	Starting from 12 October.
T7	Thu. 14:30-16:20	Rm 228, E2	Dr. LI Ran	Starting from 12 October.
T8	Fri. 10:00-11:50	Rm 228, E2	Dr. LI Ran	Starting from 13 October.
T9	Fri. 14:30-16:20	Rm 228, E2	Dr. LI Ran	Starting from 13 October.

#### **Instructors:**

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

Office Hour Fri. 13:00-14:00, E1 612

Dr. ZHANG Xuning, [exuning@hkust-gz.edu.cn](mailto:exuning@hkust-gz.edu.cn)

Office Hour: Thu. 14:00-15:00, W4(C8) 610

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

Office Hour: Thu. 10:00-11:00, E1 316

#### **Course Description**

Introduction to Teaching and Learning in Higher Education is a graduation required course to enhance research postgraduates' teaching effectiveness and professionalism. At HKUST(GZ), all full-time Research Postgraduate students (RPGs) will be taking teaching roles as Graduate Teaching Assistants (GTAs) under the supervision of the hub/thrust. 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. MPhil students need to give at least one 30-minute session of instructional delivery in front of a group of students, and PhD students are required to give two sessions. 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: 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 3: 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 4: 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 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 attendance of the five F2F modules
- Online quizzes and exercises
- Micro-teaching

##### **Assessment Rubrics:**

<b>Criteria</b>	<b>Pass with Excellence</b>	<b>Pass</b>	<b>Fail</b>
<b>Attendance</b>	N/A	The GTA attended all synchronize online modules required by the course.	The GTA missed at least one synchronize online modules 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 5: Oct. 9-13	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 6: Oct.16-20	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>
3	Week 7: Oct. 23-27	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>
4	Week 8: Oct.30-Nov.3	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>
5	Week 9: Nov.6-10	Micro-teaching	<ol style="list-style-type: none"> <li>1. Lesson Plan</li> <li>2. Group demonstration 10-15 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 to 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