**Royal University of Bhutan**

**Samtse College of Education**

**Work Plan for Autumn Semester -2021**

**PgCert in HE**

**PDY512 – Introduction to University Learning and Teaching**

**General Objective**

This module introduces the students to learning theories and principles for teaching adult learners in higher education. Students will be challenged to analyse the teaching learning theories and principles by reflecting critically on their own professional practice as higher education academics. Through this module, students will also develop the essential knowledge and skills of applying some of the effective and most commonly practiced methods of teaching, learning, and assessment in higher education. As a result of the theoretical and practical experiences they gain from this module, students will develop deep understandings of learning and teaching practices in higher education which in turn will help them to facilitate high quality learning for their students.

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| **WEEKS** | **Units/topics** | **Learning Outcomes** | **Teaching Strategies** | **Assessments** | | **References/resources** |
| WEEK 1 | Getting to know each other  Introduction to the module, delivery methods and assessment approaches | Familiarize with the students  Discuss module work plan and assessment approach and delivery modes of the whole semester | Use get to know each other activities  Discussion on work plan, PPT | Formative | Summative | DPD 2021  Module work plan  VLE |
| WEEK 1&2 | **UNIT 1: Intro to university learning & teaching in HE**  **Learning & teaching**   * + - Concept of learning and teaching     - Understanding learning and teaching at the tertiary levels (college/university   culture)   * + - Deep and surface learning     - Reflective learning     - Helping students to become strategic learners     - A comparison: Learning and teaching at school and university levels   Creating conducive learning environment   * The classroom environment: seating arrangements; sharing responsibilities; openness; support system   + - Classroom management: Responding to disruptive or threatening student behaviour; managing disruptive behaviours     - Warm up activities: Anticipation activities; Use of energizers | Distinguish amongst the types of learning and their features;  Determine how learning and teaching at tertiary level is different from schools  Create an inclusive and conducive classroom learning environment;  Articulate a set of personal principles for effective teaching to consider how these might fit with their context and their students’ learning needs. | Interactive lecture, PPT  Concept mapping  Independent reading  Forum discussion in VLE  Use relevant Kagan CL techniques  Demo | Question Answer sessions  Forum discussion in VLE |  | Light, G., Calkins, S., & Cox, R. (2009). *Learning and teaching in higher education: The reflective professional*. Sage Publication India Pvt Ltd.  Biggs,J. (2015).*Teaching for quality learning at university: What students does*. McGraw Hill. |
| WEEK 3 | **UNIT II:  Understanding Learning and Teaching Theories**  Learning and Teaching Theories   * + - Kolb’s experiential learning theory     - Paul Ramsden’s three theories of teaching     - Principles of effective learning in higher education     - Howard Gardner’s multiple intelligence     - Applying Gardner’s MI in higher education teaching and learning. | Identify different learning styles and multiple intelligences of students in their classes;  Articulate a set of personal principles for effective teaching to consider how these might fit with their context and their students’ learning needs. | Interactive lecture, PPT  Independent reading  Forum discussion in VLE  Use LSI | Question Answer sessions  Forum discussion in VLE  Peer feedback |  | Bash, L. 2005). Best practices in adult education. Anker Publishing Company, Inc.  Armstrong. T. (2000). *Multiple intelligence in the classroom*. (2nd ed). Association for Supervision and Curriculum Development. |
| WEEK 4 | Adult learning theories   * + - Adult education theories and lifelong learning     - Adult learning principles     - Self-directed learning theory     - Principles for effective adult learning     - Diversity awareness and management in adult education | Exhibit an understanding of concepts and theories of adult learning and principles in the context of higher education settings;  Articulate a set of personal principles for effective teaching to consider how these might fit with their context and their students’ learning needs. | Interactive lecture, PPT  Flipped learning  Independent reading  Forum discussion in VLE | Question Answer sessions  Forum discussion in VLE |  | Knowles, M.S., Holton, E. F., & Swanson, R. A. (2020). *The adult learner: The definitive classic in adult education and human resource development*. Gulf Publishing Company. |
| WEEK 5 | **UNIT III: Teaching Skills**  Professional development cycle   * Meaning and importance * Purpose of professional development cycle * Phases in professional development cycle   Biggs constructive alignment model in university teaching   * Concept of constructive alignment * Problems in implementing Bigg’s constructive alignment * Biggs’ adapted constructive model in teaching in the class.   Planning lessons using constructive alignment principles   * Stating specific learning outcomes * Designing teaching and learning activities * Feedback and assessment methods relating the constructive alignment model to learning taxonomies | Articulate a set of personal principles for effective teaching to consider how these might fit with their context and their students’ learning needs.  Design lesson plans incorporating constructive alignment principles;  Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Interactive lecture, PPT  Independent reading  Forum discussion in VLE  Flipped learning (both in and out class)  Demo on lesson planning | Question Answer sessions  Forum discussion in VLE  Lesson planning  Peer/tutor feedback | Critiquing an article  Lesson planning | McKeachie,W.J., & Svinicki,M. (2006). *McKeachie’s  teaching tips: Strategies, research and theory for college and university teachers* (12th ed). Miffklin Company. |
| WEEK 6 | Questioning and handling pupil’s responses   * Purpose of  asking  questions * Ways of encouraging students to respond to questions * Ways to motivate students to ask questions * Ways to respond to students’ questions   Reinforcements   * Meaning of the concept * Principles: Planning, Contingency, Parsimony, Necessity, and Distribution * Types: positive and negative, Verbal, Gesture, Contact, Proximity, Token, Written, Activity reinforcements | Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Interactive lecture, PPT  Independent reading  Forum discussion in VLE  Demo | Question Answer sessions  Forum discussion in VLE  Peer/tutor feedback | Micro-teaching, Reflection  Video analysis | McKeachie,W.J., & Svinicki,M. (2006). *McKeachie’s  teaching tips: Strategies, research and theory for college and university teachers* (12th ed). Miffklin Company. |
| WEEK 7 | Organising learning and teaching  materials   * Purpose of learning and teaching materials * Types of teaching learning materials * Characteristics of teaching learning materials * Design of teaching learning materials | Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Interactive lecture, PPT  Independent reading  Forum discussion in VLE | Question Answer sessions  Forum discussion in VLE | Micro-teaching, Reflection | McKeachie,W.J., & Svinicki,M. (2006). *McKeachie’s  teaching tips: Strategies, research and theory for college and university teachers* (12th ed). Miffklin Company. |
| WEEK 8 | **UNIT IV Teaching Methods**  Reality pedagogy   * Cogenerative dialogues; co-teaching; cosmopolitanism; context; content; competition; and curation. * Application in higher education teaching and learning | Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Interactive lecture, PPT  Independent reading  Forum discussion in VLE | Question Answer sessions  Forum discussion in VLE | Micro-teaching, Reflection |
| WEEK 9 | Differentiated Instruction   * Define differentiated instruction * Purpose of differentiated instruction * Principles of differentiated instruction * Use of differentiated instruction in teaching. * Application in higher education teaching and learning | Peer/tutor feedback |  | Tomilson, C. A., & McTighe, C. (2006). *Integrating differentiated instruction and understanding by design. Association for Supervision and Curriculum Development*. |
| WEEK 10 | **UNIT IV Teaching Methods**  Problem Solving   * Problem Based Learning * Concept of PBL * Importance of PBL * Steps to use PBL * Application in higher education teaching and learning | Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Interactive lecture, PPT  Independent reading  Forum discussion in VLE | Question Answer sessions  Peer/tutor feedback  Forum discussion in VLE | Micro-teaching,  Reflection |  |
| WEEK 11 | Design Thinking   * Meaning * Purpose of design thinking * 5 stages in design thinking process * Application in higher * education teaching and learning |  | Interactive lecture, PPT  Design thinking  Independent reading  Forum discussion in VLE | Question Answer sessions  Forum discussion in VLE | Micro-teaching, Reflection | Fry, T. (2016). *The design thinking handbook*. S.l: Emereo Publishing. |
| WEEK 12 | Project Based learning   * Concept and principles of project based learning * Organise project based learning * Assess project work. * Application in higher education teaching and learning | Incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;  Analyse the appropriateness of different teaching methods in teaching their own subject of specialisation; | Peer/tutor feedback | Micro-teaching, Reflection |  |
| WEEK 13 | Blended Learning   * Meaning and purpose * Types of blended learning * E-learning/E-pedagogy/online pedagogy * Community of inquiry * Flipped classroom * Types & steps in flipping a classroom | Interactive lecture, PPT  Independent reading  Forum discussion in VLE  Flipped learning  Inquiry  Lecture | Question Answer sessions  Peer/tutor feedback  Forum discussion in VLE | Micro-teaching,  Reflection  Presentation | Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles and guidelines.* Jossey Bass. |
| WEEK 14 | Interactive lecture Strategies   * Concept of interactive lecture * Why and when is lecturing effective? * Characteristics of an effective lecture * Planning interactive lectures (Pre-planning, setting the tone, frame and introduce   activities)   * General strategies (pause procedures, interactive lecture demos, note review/comparisons, practice homework problems, lecture reactions, and backchannel discussion) | Question Answer sessions  Forum discussion in VLE  Peer/tutor feedback | Micro-teaching,  Reflection  Video analysis |  |

***Note: The resources and references and the strategies reflected are not exhaustive and fixed.***

**Learning and Teaching Approach**

**Assessment Approach**

The module will be assessed through the following continuous assessments:

**A.**    **Micro-lesson teaching - 40%**

Individually, the student will design a micro-lesson for 15-20 minutes and teach in a small group of 5- 6 members in a micro setting. Each student is required to carry out four rounds of micro teaching incorporating the skills and any four strategies discussed in the class. This exercise is intended for the students to develop and enhance the skills and strategies of teaching in the classroom. Through the analysis reports that the students write at the end of micro-lesson, they can reflect on their own strengths and weaknesses and work further to improve.

*The following general criteria will be used to assess all the micro-lesson teachings along with specific forms for each strategy.*

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| **Component** | **Criteria** | **Full mark** | **Mark obtained** |
| Lesson planning (Integrating lesson introduction, body, and closure using Bigg’s constructive alignment) | Ability to plan a micro-lesson for 15 -20 minutes. | 10 |  |
| Teaching (Use of teaching method/strategy and materials, appropriateness of the strategy) | Ability to implement | 12 |  |
| Evaluating learning (Aligning student assessment with the learning outcomes) | Ability to evaluate student learning | 8 |  |
| Reflecting the teaching and learning with the feedback  (written and verbal reflection) | Ability to reflect | 10 |  |
| **Total** | | 40 |  |

**B.**    **Video Analysis-20%**

Individual students are required to record video lesson of their first and the last microteaching (with the help of one of the classmates) and they will do a comparative analysis of the two video lessons. The analysis report should focus on the use of teaching skills and strategies and associated components such as confidence, language, teaching learning materials used, etc. The report should be written in about 1500 words.

**Marking criteria for video lesson analysis**

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| **Excelled (comments)** | **Criteria** | **Needs improvement (comments)** |
|  | Comparative analysis of the use of teaching strategies & skills, classroom use of language, and reinforcements in the two videos (8) |  |
|  | Presentation (Confidence level, use of T/L materials, pace, etc.) (8) |  |
|  | Writing mechanics (Grammar, syntax, vocabulary, spelling, punctuation, etc.)  (4) |  |
| **Total score** | **20** |  |

**C.**    **Critiquing a journal article – 20%**

Individual students will review/critique a journal article related to contemporary teaching methods and strategies relevant to higher education context. They have to analyse article based on the theories learnt in the module and their own teaching experiences between 800- 1000 words. The following rubric will be used to assess the task:

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| **Criteria** | **0 (unsatisfactory)** | **1** | **2** | **3** | **4** | **5 (exemplary)** |
| **Introduction** | Vague introduction of the subject and the author; no clear information on what is to be discussed |  |  |  |  | Clear introduction of the subject of critique and the identity of the writer is given; Gives clear preliminary information indicating the main point to be discussed |
| **Content discussion** | Summary is too subjective and at times can confuse the reader; plain analysis like a report; could not draw out the author’s assumptions |  |  |  |  | Objective summary of the arguments of the author is outlined; well-critiqued points of the author is reflected; Responds to the presentation or focus upon the assumptions the author makes. |
| **Critique or review of the subject** | Reactions & opinions are not critical and could not connect to what was pointed out and what was experienced. |  |  |  |  | Stated one’s own reaction to, opinion of, and evaluation of the above assumptions or assertions based on the personal experiences, observations, and logic; concluded with an overview of the article and with one’s on stand |
| **Writing quality** | Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. |  |  |  |  | Well written and clearly organised using standard English, characterised by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors. |

**D.   Presentation – 20%**

Students in groups of 4-5 members will be given a topic on teaching methods which is not practised in the micro-teachings. The groups will design the activities using the VLE features and share it in the form of presentation in the class. This is focused on reinforcing the use of VLE features in future in their teaching and also to promote team work.

**Marking criteria for presentation work:**

1. Appropriate feature of the VLE is used to design the strategy: 4 marks
2. Strategy is well demonstrated in a logical flow (incorporating all steps/phases, principles, and application in real classroom): 10 marks
3. Evidence of each group member’s contribution in the group work: 3 marks
4. Appropriateness of response to the questions of other students: 3 marks

**Overview of the Assessment Approaches and Weighting**

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| **Areas of Assessment** | **Quantity** | **Weighting** |
| A.     Microteaching | 4 | 40% |
| B.    Video analysis | 1 | 20% |
| C.    Critiquing a journal article | 1 | 20% |
| D.  Presentation | 1 | 20% |
| **Total** | **7** | **100%** |

**Module tutors**

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| --- | --- | --- | --- |
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| 1. Mr. Karma Gayphel | kgayphel.sce@rub.edu.bt | 17676344 | Contemplative Counselling and Psychology Education |
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