## Module Code and Title:  PDY512 Introduction to University Learning and Teaching

**Programme:** Postgraduate Certificate in Higher Education

**Credit Value:** 15

**Module Tutor:** Lhapchu andUgyen Pem

**Module Coordinator:** Lhapchu

**General Objectives**

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.

**Learning Outcomes:** On completion of the module, students will be able to:

1. distinguish amongst the types of learning and their features;
2. create an inclusive and conducive classroom learning environment;
3. exhibit an understanding of concepts and theories of adult learning and principles in the context of higher education settings;
4. identify different learning styles and multiple intelligences of students in their classes;
5. design lesson plans incorporating constructive alignment principles;
6. incorporate appropriate teaching methods and skills in their lesson plans taking into account the context and the diversity of the learners;
7. analyse the appropriateness of different teaching methods in teaching their own subject of specialisation;
8. determine how learning and teaching at tertiary level is different from schools; and
9. articulate a set of personal principles for effective teaching to consider how these might fit with their context and their students’ learning needs.

**Learning and Teaching Approaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Approach** | **Hours per week** | **Total credit hours** |
| **Contact** | Lecture (Team teaching)\* | 2 | 75 |
| Microteaching | 3 |
| **Independent**  **Study** | VLE discussions | 3 | 75 |
| Written assignments | 2 |
| **Total** | | **10** | **150** |

**\*** Team teaching will be used as one of the core teaching approaches in this module especially where close interactions and observations in smaller focused groups are required for microteaching sessions. This will also enable the students to use team teaching and collaboration in their teaching practices later in their colleges.

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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%** |

**Pre-requisite: None**

**Subject Matter**

**UNIT I: Introduction to Learning and Teaching in Higher Education**

In this unit different dimensions of learning and teaching at the tertiary levels, including creating a conducive classroom environment, are explored to help students understand what makes university learning and teaching different from school practices. An appropriate feature of VLE like quizzes will be used to check the prior knowledge and experiences (formative) of the students of the subject matter in the unit.

* 1. Learning and Teaching
     1. Concept of learning and teaching
     2. Understanding learning and teaching at the tertiary levels (college/university

culture)

* + 1. Deep and surface learning
    2. Reflective learning
    3. Helping students to become strategic learners
    4. A comparison: Learning and teaching at school and university levels
  1. Creating conducive learning environment
     1. The classroom environment: seating arrangements; sharing responsibilities; openness; support system
     2. Classroom management: Responding to disruptive or threatening student behaviour; managing disruptive behaviours
     3. Warm up activities: Anticipation activities; Use of energizers

**UNIT II:  Understanding Learning and Teaching Theories**

This unit will enable the students to explore and understand relevant teaching learning theories and learning styles which will help them to adopt, assess and reflect on their own classroom teaching and learning practices in the context of higher education.

* 1. Learning and Teaching Theories
     1. Kolb’s experiential learning theory
     2. Paul Ramsden’s three theories of teaching
     3. Principles of effective learning in higher education
     4. Howard Gardner’s multiple intelligence
     5. Applying Gardner’s MI in higher education teaching and learning.
  2. Adult learning theories
     1. Adult education theories and lifelong learning
     2. Adult learning principles
     3. Self-directed learning theory
     4. Principles for effective adult learning
     5. Diversity awareness and management in adult education

**UNIT III: Teaching Skills**

This unit will help the students to incorporate constructive alignment principles in planning their lessons and practice the skills of questioning techniques and organising learning activities. The skills of questioning in teaching and learning encourage students to think critically and teachers to assess their teaching in the class. The skills of organising learning and teaching materials is crucial for active teaching where the students from diverse learning styles can participate in the teaching learning process and bring significant improvement in their learning.

* 1. Professional development cycle
     1. Meaning and importance
     2. Purpose of professional development cycle
     3. Phases in professional development cycle
  2. Biggs constructive alignment model in university teaching
     1. Concept of constructive alignment
     2. Problems in implementing Bigg’s constructive alignment
     3. Biggs’ adapted constructive model in teaching in the class.
  3. Planning lessons using constructive alignment principles
     1. Stating specific learning outcomes
     2. Designing teaching and learning activities
     3. Feedback and assessment methods relating the constructive alignment model to learning taxonomies
  4. Questioning and handling pupil’s responses
     1. Purpose of  asking  questions
     2. Ways of encouraging students to respond to questions
     3. Ways to motivate students to ask questions
     4. Ways to respond to students’ questions
     5. Reinforcements
        1. Meaning of the concept
        2. Principles: Planning, Contingency, Parsimony, Necessity, and Distribution
        3. Types: positive and negative, Verbal, Gesture, Contact, Proximity, Token, Written, Activity reinforcements
  5. Organising learning and teaching  materials
     1. Purpose of learning and teaching materials
     2. Types of teaching learning materials
     3. Characteristics of teaching learning materials
     4. Design of teaching learning materials

**UNIT IV Teaching Methods**

This unit presents a variety of current teaching methods that are emerging and suitable for teaching and learning in higher education. It will reinforce the students to learn and apply appropriate teaching methods in their teaching by reading, co-teaching, demonstrating, and reflecting. These will be achieved through a series of micro teachings.

* 1. Reality pedagogy
     1. Cogenerative dialogues; co-teaching; cosmopolitanism; context; content; competition; and curation.
     2. Application in higher education teaching and learning
  2. Differentiated Instruction
     1. Define differentiated instruction
     2. Purpose of differentiated instruction
     3. Principles of differentiated instruction
     4. Use of differentiated instruction in teaching.
     5. Application in higher education teaching and learning
  3. Problem Solving
     1. Problem Based Learning
        1. Concept of PBL
        2. Importance of PBL
        3. Steps to use PBL
        4. Application in higher education teaching and learning
     2. Design Thinking
        1. Meaning
        2. Purpose of design thinking
        3. 5 stages in design thinking process
        4. Application in higher education teaching and learning
  4. Project Based learning
     1. Concept and principles of project based learning
     2. Organise project based learning
     3. Assess project work.
     4. Application in higher education teaching and learning
  5. Blended Learning
     1. Meaning and purpose
     2. Types of blended learning
     3. E-learning/E-pedagogy/online pedagogy
     4. Community of inquiry
     5. Flipped classroom
     6. Steps in flipping a classroom
  6. Interactive lecture Strategies
     1. Concept of interactive lecture
     2. Why and when is lecturing effective?
     3. Characteristics of an effective lecture
     4. Planning interactive lectures (Pre-planning, setting the tone, frame and introduce

activities)

* + 1. General strategies (pause procedures, interactive lecture demos, note

review/comparisons, practice homework problems, lecture reactions, and backchannel discussion)

**Note: *There will be a series of micro teaching sessions following the discussions on the different teaching methods.***

**Reading Lists**

**Essential Reading**

Armstrong. T. (2000). *Multiple intelligence in the classroom*. (2nd ed). Association for Supervision and Curriculum Development.

Biggs,J. (2015).*Teaching for quality learning at university: What students does*. McGraw Hill.

Jarvis, P. (2010). *Adult education and lifelong learning* (4th ed). Routledge.

McKeachie,W.J., & Svinicki,M. (2006). *McKeachie’s teaching tips: Strategies, research and theory for college and university teachers* (12th ed). Miffklin Company.

Ramsden, P. (2003). *Learning to teach in higher education*. (2nd ed). RoutledgeFalmer.

Westwood, P. (2008). *What teachers need to know about teaching methods?* ACER

**Additional Reading**

Bash, L. (2005). Best practices in adult education. Anker Publishing Company, Inc.

Fry, T. (2016). *The design thinking handbook*. S.l: Emereo Publishing.

Fry, H., Ketteridge, S., & Marshall, S. (2015). *A handbook for teaching and learning in higher education: Enhancing academic practice* (4th ed). Routledge.

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles and guidelines.* Jossey Bass.

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.

Laurillard, D. (2002). *Rethinking university teaching: A framework for the effective use of educational technology*. Routledge.

Light, G., Calkins, S., & Cox, R. (2009). *Learning and teaching in higher education: The reflective professional*. Sage Publication India Pvt Ltd.

Merriam, S. B., & Bierema, L. L. (2018). *Adult learning: Linking theory and practice.* Langara College.

Tomilson, C. A., & McTighe, C. (2006). *Integrating differentiated instruction and understanding by design. Association for Supervision and Curriculum Development*.

Uebernickel, F., Jiang, L., Brenner, W., Pukall, B., Naef, T., & Schindlholzer, B. (2020). *Design thinking: The handbook*. Singapore WS Professional.

Vella, J. (2002*). Learning to listen, learning to teach: The power of dialogue in educating adults.* Jossey-Bass.

**Date: June 2021**

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