PRIFYSGOL
glyndŵr
UNIVERSITY

Module Title: **HE in FE**	Level: 7	Credit Value: 30

Module code: EDS719	Cost Centre: GAPE	JACS2 code: X350

Semester(s) in which to be offered: 1 & 2	With effect from: Sept. 2012

Existing/New: New	Title of module being replaced (if any): Not applicable

Originating Academic area: Education	Module Leader: Dr Peter Gossman

Module duration (total hours) 300 Scheduled learning & teaching hours 30 Independent study hours 270	Status: core/option/elective (identify programme where appropriate): Option

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None

Programme(s) in which to be offered: MA Education MA Education (Learning and Teaching) PG Diploma in Education PG Diploma in Education (Learning and Teaching) PG Certificate in Education	Pre-requisites per programme (between levels): None

Module Aims:
1. To broaden understanding of higher education processes and practices, including the UKPSF, within a further education context.
2. To encourage research and scholarly activity in relation to teaching, learning and assessment.
3. To explore knowledge, skills and attitudes required for effective planning, preparation and facilitation of learning experiences.
4. To consider systematic approaches to improving learning sessions, programmes and their assessment.
5. To promote within the HE in FE context the development of appropriate evaluation and quality assurance processes.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:
1. design, plan, prepare, rationalise, deliver and critically evaluate learning activities in an HE in FE context including the conceptualisation of practice, with specific reference to the UKPSF, and its placement within a range of theoretical paradigms.
2. design, plan, justify, deliver (including providing feedback to learners) and critically evaluate assessment practice in an HE in FE context.
3. appraise and reflect fully on personal educational practice and professional values including recognising areas for further scholarly development, including the preparation of a plan to achieve them.
4. develop, and critically evaluate strategies for effecting change designed to enhance academic practice in HE in FE.

Transferable/Key Skills and other attributes:

- develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer.
- reflect upon and develop practice in order to enhance quality.
- isolate, clarify, assess and manage resolution of most problems;
- engage confidently in academic and professional communication with others within their field.
- develop critical thinking and scholarship.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of<u>indicative</u> assessment tasks must be included***.

Portfolio comprising:

1. *Write a considered and researched personal teaching philosophy that encompasses evidence and theoretically informed approaches to learning and teaching*
2. *Critically review an HE in FE scheme of work and section of delivered sessions (of over 20 hrs teaching) in order to refine the approach to enhance student learning.*
3. *Review one HE in FE assessment for a module you teach. Consider how the assessment is informed by aspects of theory and how it might be modified to improve aspects of its validity, reliability, generalisability, etc*
4. *Develop a comprehensive personal development action plan that identifies areas of HE in FE teaching that you feel you need to enhance in order to promote more effective student learning.*

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	All 1-4	Portfolio	100%	na	4000

Learning and Teaching Strategies:
Learning will be supported through active learning and interactive teaching approaches including blended learning using on-line materials. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be expected to engage actively in workshops and seminars as well as practical work-based tasks. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout, with particular reference to the UKPSF. The teaching approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy and approach in initial and continuing professional learning. All participants can expect to negotiate their learning programme and content of their assessment tasks on the grounds of discussions held both within class and during tutorials. The module outcomes are congruent with the University Learning & Teaching Strategy, in that the Programme seeks to promote self-development and reflective practice within a context of innovation and scholarship.

Syllabus outline:
- UKPSF, its origins, aims and purposes
- Research teaching nexus / The impact of research on teaching and learning
- Quality assurance and enhancement in HE
- Conceptions of teaching
- Schools of psychology in education
- Pedagogical content knowledge / discipline specific teaching / threshold concepts
- Constructing learning by aligning teaching
- Taxonomic levels of thinking about teaching/learning
- Approaches to study / Surface and deep approaches to learning
- Learning theories
- Active teaching methods
- Assessment theories and the functions of assessment (Formative / summative / ipsative, reliability / validity etc, norm / criterion (competence and achievement) referencing)
- Assessment for / of learning
- Solo taxonomy
- Criteria referencing rubrics (styles of achievement based rubrics – pass / merit /

	distinction or boundaries according to marks)
•	Assessment feedback
•	Options for assessment (examinations, multiple choice, etc. Their influence on surface / deep learning)

Bibliography

Students enrolled on the module will be required to engage with current teaching and research literature. As the skills taught are generic it is expected that students will investigate the pedagogical content knowledge of their discipline. To enable students to maintain currency in this work a comprehensive list of publications is provided as a guide to where such literature may be found.

Essential reading:

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university: What the student does* (3rd Ed.). Maidenhead, England: OUP.
Fry, H., Ketteridge, S. & Marshall, S. (2008). *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd Ed.). London, England: RoutledgeFalmer.
Ramsden, P. (2003). *Learning to teach in higher education* (2nd Ed.). London, England: RoutledgeFalmer.
HEA. (2010). UK Professional Standards Framework. York, England. Retrieved February 10, 2010, from
http://www.heacademy.ac.uk/ourwork/universitiesandcolleges/accreditation/ukpsf

Other indicative reading:

BIS. (2009). Higher ambitions: The future of universities in a knowledge economy. London, England. Retrieved February 10. 2010, from
http://www.bis.gov.uk/wpcontent/uploads/publications/Higher-Ambitions.pdf
Bolton, G. (2010). *Reflective practice*. London, England: Sage.
Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, CA: Jossey-Bass.
Cowan, J. (2006). *On becoming an innovative university teacher: reflection in action*. Maidenhead, England: OUP.
HEA. (2009) Academy exchange magazine. York, England. Retrieved February 10, 2010, from http://www.heacademy.ac.uk/resources/publications
HEFC. (2009). Widening participation. Bristol, England. Retrieved February 10, 2010, from http://www.hefce.ac.uk/widen/
Kinchin, I. M., Lygo-Baker, S., & Hay, D. B. (2008). Universities and centres of non-learning. *Studies in higher education, 33(*1), 89-103.
McGhee, P. (2003). *The academic quality handbook*. London, England: Kogan Page.
Macfarlane, B. (2003) *Teaching with Integrity: The Ethics of Higher Education Practice*. London, England: RoutledgeFalmer.
Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice.* London, England: RoutledgeFalmer.
Stephens, J., Hernandez, M., Román, M., Graham, A., & Scholz, R. (2008). Education as a change agent for sustainability in different cultures and contexts. *International Journal of Sustainability in Higher Education* 9(3), 317-338.