# THE UNIVERSITY OF MANCHESTER
## Unit Specification

## 1. GENERAL INFORMATION

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| Title | Teaching, Learning and Assessment in the Higher Education context |
| Unit code | |
| Credit rating | 15 |
| Level | 7 |
| Contact hours | Lectures, Workshops and/or Seminars: 12 hours<br>Directed Reading/exercises (inc. online activities): 48 hours<br>Private Study: 80 hours |
| Other Scheduled teaching and learning activities* | |
| Pre-requisite units | New Academics Programme (NAP)or equivalent |
| Co-requisite units | None |
| School responsible | SEED |
| Member of staff responsible | Steve Jones |
| ECTS** | 7.5 |
| Notional hours of Learning*** | 150 |

## 2. AIMS

- Introduce different approaches to teaching to promote learning and to determine their respective purpose, application and limitations in the higher education and local context;
- Explore the needs and experience of adult learners and andragogic approaches in the HE and local context;
- Examine the nature and purpose of assessment, attainment and student feedback;
- Review institutional, Faculty and School policies on teaching, learning and assessment;
- Introduce and apply reflective practice approaches to teaching and learning in the higher education and local context.

## 3. BRIEF DESCRIPTION OF THE UNIT

The variety of experiences that bring administrators (i.e. those who have responsibility for data processing and recording in connection with programmes and course units), teachers (i.e. those who lead a group of students towards one or more specific learning goals) and students together in the HE context varies; some may have little-to-no formal introduction to teaching and instructional practices or course administration experience to those with high levels of experience and certification. The position of this unit considers the ways in which teachers in the higher education context approach and execute their practice and the needs and role of administration in supporting these.  It should be noted the aim here is not to provide instruction on the different theories of teaching and learning; rather it is to lead participants to review their own practice and approaches, to consider how these connect with other stakeholders' needs, and to consider the role of assessment, feedback and support as instruments in this process. Vicarious learning processes and critical review will be employed at appropriate points (e.g. sessions can be examined not only in terms of content but in the way in which they are approached and delivered).

Early sessions on how participants approach to their practice and why initiate this process; differences in approaches are therefore highlighted in a contextual manner which will examine relevance, attainment, and the quality of the student learning experience.

Specifically, the connection between teaching and learning is examined in the context of didacticism and constructivism; pedagogy and andragogy; teaching, coaching and mentoring; active learning, and problem based learning. The place of learning is also considered in respect of the design of specific learning tasks; activities within and outside of the classroom setting; issues in connection with online resources and supportive e-learning and e-mentoring. The nature and purpose of lecturing is considered from both definition and practical application. Connections with the literature in this area are provided to further stimulate individual reflection on professional practice.

Assessment is approached from the perspectives of attainment and feedback. Participants will be asked to review examples of their own feedback and their views on its purpose. This form of reflection will be seeded and structured by thematic questions (e.g. How long do participants spend on student feedback? Do attainment scores tell more about the teaching that has taken place than student learning? What forms of feedback are available and how might they be used to support attainment the quality of the student learning experience?).

Institutional and local policy review will be examined against the themes of discussion and participants will be asked to question and reflect on purpose, implementation and suitability of each. Enhancement to execution, refinement and development of policy (e.g. in respect of e-learning or feedback practice) will be explored as a consequence.

In summary, the outcomes of this unit are:

* The introduction of professional reflective practice suitable to the context of each participant;
* knowledge and awareness of different teaching styles and approaches and their suitability to context;
 * a review of the nature of student attainment and the student learning experience and the role of feedback within these processes.

* To inform the "Key Information Set".  Defined as 'any activity that a student has to attend or undertake at a fixed point and that has no flexibility for when it is undertaken, and where the student also has access to an available staff member' *("Provision of Information about Higher Education: Outcomes of consultation and next steps" June 2011/18)*

** ECTS (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will equate to 15 ECT.

*** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

## 4. INTENDED LEARNING OUTCOMES

| Category of outcome | Participants should be able to: |
| --- | --- |
| Knowledge and understanding | Participants will gain knowledge of different teaching theories in the HE and local context; the connection with teaching and learning and assessment; different forms of feedback and their respective purpose and suitability. |

| Intellectual skills | Critical review of teaching practice; reflective practice; a considered voice in the debate over the future of HE delivery and its practices. |
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| Practical skills | Design / Review subject curriculum; create strategic assessment; create specific learning and teaching goals; apply different approaches to classroom teaching as appropriate to context and objective; design activities which make the most of and complement synchronous and asynchronous learning opportunities |
| Transferable skills and personal qualities | Improved communication skills; improved presentation skills; improved learning resource design. |

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Vicarious learning; e-learning as a complementary asynchronous learning opportunity; critical review of feedback processes; in-class group work and discussion; micro-teaching examination (e.g. good and not-so-good personal idiosyncrasies); critical review of policy and purpose.

## 3. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

| Assessment task | Length | How and when feedback is provided | Weighting within unit (if relevant) |
|---|---|---|---|
| Participants will be asked to submit a critical essay based on one or more aspects of their teaching and assessment practice.<br><br>Alternative and/or collaborative forms of assessment are encouraged, in negotiation with the course unit tutor. | 4,000 – 5,000 words or equivalent | Within 15 working days of submissions | 100% |

## 4. INDICATIVE READING LIST

Bain, K. (2004) *What the best college teachers do*, Harvard University Press.

Bates, A.W. (2003) *Teaching and learning with Technology in Higher Education*, Jossey-Bass, SF.

Beard, C. and Wilson, J. (2013) *Experimental learning: A handbook for teaching, learning and coaching,* Third edition, Kogan-Page.

Belenky, M., Tarule, J., Goldberger, N. and Clichy, B. (1996) *Women's Ways of Knowing: 10th Anniversary Edition: The Development of Self, Voice and Mind*, Basic Books.

Bloom, B. et al. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Bransford, J. et al. (2000) *How people learn: brain, mind, body, experience, and school*, National

Research Council

Brown, S. and Race, P. (2002) *Lecturing: a practical guide*. Kogan-Page

Cowan, J. (2006) *On becoming an innovative University teacher: reflection in action*, second edition, OU Press.

Dearing, R. (1997) *The National Committee of Inquiry into Higher Education*, Sumary report, NCIHE, available online at http://www.leeds.ac.uk/educol/ncihe/ Last accessed: 17-March-2014).

Dewey, J. (1938) *Experience and Education*, Pocket Books, reprint 1997.

Ford, P. et al. (1996) *Managing change in higher education: a learning environment architecture*, Open University Press.

Freire, P. (1996) *Pedagogy of the oppressed*, second edition, Penguin Education.

Gredler, M. (2005) *Learning and instruction: theory and practice*, fifth edition, Pearson-Merill Prentice hall.

Hobbs, V. (2007) *Faking it or hating it: can reflective practice be forced?*, Reflective Practice: Internal and Multidisciplinary Perspectives, volume 8 issue 3 pp 405-417

Jarvis, P. (ed) *The theory and practice of teaching*, Routledge.

Laurillard, D (2001) *Rethinking University Teaching: a framework for the effective use of educational technology*, second edition. Routledge

Laurillard, D. (2012) *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology,* Routledge.

*Manual of Academic Practice* (MAP), TLSO, University of Manchester. (Available online at http://www.leeds.ac.uk/educol/ncihe/ Last accessed: 17-March-2014).

Nathan, R. (2005) *My Freshman Year: what a professor learned by becoming a student*, Penguin.

Palmer, J. (ed) (2001) *Fifty Major Thinkers on Education: from Confucius to Dewey*,  Routledge

Palmer, J.(ed) (2001) *Fifty modern thinkers on education: from Piaget to the Present*, Routledge.

Palmer, P. (1997) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, John Wiley and Sons.

Pollard, A. (2002) *Readings for reflective teaching*, Continuum, London.

Pollard , A (2008) *Reflective Teaching in schools*, Bloomsbury (NB: though this is centred on school education and teaching, the structure outlined in chapter one can be applicable to the HE context).

Rhem, J. et al. (2013) *Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy*,  Stylus Publishing.

Tight, Malcolm (2012) *Researching Higher Education.* SRHE.

*Studies in Higher Education*.  (Journal) SRHE

*Teaching in Higher Education.* (Journal)

Van Nieuwerburgh. C. (2014) *An Introduction to Coaching Skill: A Practical Guide.* Sage Publishing

Warwick, P (2007) *Reflective Practice: some notes on the development of the notion of professional reflection,* The Higher Education Academy (available online at http://escalate.ac.uk/downloads/3573.pdf last accessed: 17-March 2014)

For Information and advice on Link2Lists reading list software, see:

http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

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| Policy owner: | Louise Walmsley, Head of Teaching and Learning Support Office |
| Lead contact: | Miriam Graham, Teaching and Learning Adviser (Policies and Procedures) |