Module Details

Full Title:	Student-centred Learning and Teaching: Models and Strategies		

Module Code:	53665	Duration:	1 Semester

Credits:	15

NFQ Level:	9

Field of Study:	Teacher Training & Education Science

Valid From:	Semester 1 - 2014/15 (September 2014)

Module Delivered in	3 programme(s)

Module Coordinator:	Moira Maguire

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Module Description:	This module aims to support participants in the application of new insights and strategies to practice, bring about improvements in practice, and deepen knowledge and understanding of student-centred learning (SCL). It encourages critical reflection through analysis of evidence from a range of relevant sources, including peers and students. The module introduces participants to relevant theories and research which they will apply and evaluate in the context of their work as academics/teachers. Linking theory and practice, it supports the development of research-informed approaches to learning and teaching.

Learning Outcomes:

On successful completion of this module the learner should be able to

1. Apply relevant aspects of educational theory and research to the practice of teaching.
2. Evaluate own teaching using 'best practice' criteria pertaining to the development of student-centred learning.
3. Evaluate evidence and in turn deepen understanding of key components of teaching and learning effectiveness.
4. Synthesise literature and evidence in order to deepen understanding of learning and teaching processes.
5. Design and evaluate relevant action plans that are in keeping with the overall module aims of of self-development/-improvement and student-centred learning.

Pre-requisite learning

Module Recommendations
This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).

No recommendations listed

Incompatible Modules
These are modules which have learning outcomes that are too similar to the learning outcomes of this module. You may not earn additional credit for the same learning and therefore you may not enrol in this module if you have successfully completed any modules in the incompatible list.

No incompatible modules listed

Co-requisite Modules

No Co-requisite modules listed

Module Content & Assessment

Indicative Content	%
Action Research and Reflective Practice Reflection – in and reflection – on practice: the work of Donal Schon. Action Research and the work of John Elliott. Collecting and analysing evidence within ethical boundaries: methods used to evaluate teaching.	0.00%
Theories of Learning Bloom, Gardner, Biggs, Mezirow, Wenger and Kolb. Constructivist principles and student-centred learning. Teaching for Understanding. Types of Learners: Gregorc's (1982) Style Delineator; Myers-Biggs Type Indicator; Honey and Munford (actionists, theorists; pragmatists; reflectors); VARK.	0.00%
Models of and Styles of Teaching Mosstyn's Teaching Styles Spectrum; the "PAR" model.; didactic versus interactive models and respective/ compared effects on student learning. Collaborative/peer learning and group work.	0.00%
Communication in the Classroom Effective questioning and explaining; set induction and closure; stimulus variation, pacing and effective speech usage; classroom environments and effective teaching.	0.00%
Student-centred Learning Strategies Interactive, flexible and active learning; collaborative/co-operative leearning.	0.00%
Large and Small Group Teaching Planning and management; the roles of students vis à vis participation, collaboration and engagement. From lecturing to presenting and strategies to promote interactive teaching/collaborative learning. Group work for active learning.	0.00%
Inclusion and Diversity Inclusive teaching and inclusive assessment; teaching international students and those with a disability: making use of strategies that will enhance students' educational experiences. Carroll's work on the teaching of international students.	0.00%
Assessment and Learning Inclusive assessment; transparency, manageability and choice; assessment and First Year; forms and methods of assessment; classroom assessment techniques/strategies (CATs: Angelo and Cross). Giving feedback.	0.00%
Evaluating teaching Self-evaluation, peer evaluation, handling and responding to feedback. The criteria to judge effectiveness (teaching evaluation schedules/ Professional Standards Framework DkIT etc.)	0.00%
Designing Curricula Constructive alignment; Bloom's Taxonomy and outcomes writing; the "SMART" principles of planning; catering for different abilities and learning styles; relevance and manageability.	0.00%
The Scholarship of Teaching and Learning The Scholarship of Teaching and Learning (SoTL) promotes teaching as scholarly endeavour and as a focus of ongoing research. It aims to improve teaching through the building of a community of scholarly teachers who share practice thereby adding to the body of knowledge.	0.00%

Assessment Breakdown	%
Course Work	100.00%

Part Time

Course Work							
Assessment Type	Assessment Description	Outcome addressed	% of total	Marks Out Of	Pass Marks	Assessment Date	Duration
Portfolio	Participants will present a Portfolio of evidence demonstrating that all module outcomes have been achieved. The Portfolio will clearly identify, using evidence, areas where development/improvement are sought, the action taken to deepen reflection on and understanding of these areas, and evaluation of the outcomes. The two part portfolio will encompass Planning for Teaching, Learning and Assessment, whilst part 2 involves evaluation of same.	1,2,3,4,5	100.00	0	0	Sem 1 End	0

No End of Module Formal Examination

DKIT reserves the right to alter the nature and timings of assessment

Module Workload & Resources

This course has no Full Time workload.

Workload: Part Time				
Workload Type	**Workload Description**	**Hours**	**Frequency**	**Average Weekly Learner Workload**
Lecturer Supervised Learning	Blended Learning (including face-to-face classes, group and 1:1 tutorials)	36.00	Once per semester	2.40
Directed Reading	No Description	64.00	Once per semester	4.27
Independent Study	No Description	104.00	Once per semester	6.93
Practical	Practice-based learning and reflection	96.00	Once per semester	6.40
			Total Weekly Learner Workload	20.00
			Total Weekly Contact Hours	8.80

Resources

Recommended Book Resources

Biggs, J. 2002, *The Reflective Institution: Assuring and enhancing the quality of teaching and learning HE Academy resource: QUA01 1*

Hargie, O. 2010, *Skilled Interpersonal Communication: Research, Theory and Practice*, 5th Ed Ed., Routledge London [ISBN: 9780415432047]

Exley, K. and Dennick, R. 2009, *Giving a Lecture:from presenting to teaching*, 2nd Edition Revised Ed., Taylor & Francis, Routledge London [ISBN: 9780415471404]

Fry, H., Ketteridge, S. and Marshall, S. 2009, *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 3rd Edition Revised Ed., Routledge London [ISBN: 9780415434645]

Gross Davis, B. 2009, *Tools for Teaching*, 2nd Edition Ed., Wiley San Francisco [ISBN: 9780787965679]

Light, G. and Cox, R. 2009, *Learning and Teaching in Higher Education:The Reflective Professional*, 2nd Revised Edition Ed., Sage Publications London [ISBN: 978184860008]

Schön, D. A. 1995, *The Reflective Practitioner, How Professionals Think in Action*, New Edition Ed., Ashgate Publishing Aldershot [ISBN: 9781857423198]

Supplementary Book Resources

Resources

Recommended Book Resources

Biggs, J. 2011, *Teaching for Quality Learning at University*, 4th Revised Edition Ed., Open University Press Milton Keynes [ISBN: 9780335242757]

Baille, C. and More, I. (Editors) 2004, *Effective Learning and Teaching in Engineering*, Routledge Falmer London [ISBN: 9780415334891]

Bernstein, D., Nelson Burnett, A., Goodburn, A.M. and Savory, P. 2007, *Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching*, John Wiley & Sons Bolton, MA [ISBN: 9781882982967]

Bloom, B. 1956, *The Taxonomy of Educational Objectives*, McKay New York

Brown, G., Bull, J. and Pendlebury, M. 1997, *Assessing Student Learning in Higher Education*, Routledge Falmer London [ISBN: 9780415144605]

Brown, G. and Atkins, M. 1988, *Effective Teaching in Higher Education*, Methuen London [ISBN: 9780416090826]

Burgess, H. and Taylor, I. (Editors) 2004, *Effective Teaching and Learning in Social Policy and Social Work*, Routledge London [ISBN: 978041533496]

Cannon, R. and Newble, D. 2000, *A Handbook for Teachers in Universities and Colleges*, 4th Edition Ed., Routledge London [ISBN: 9780749431815]

Cowan, J. 2006, *On Becoming an Innovative University Teacher: Reflection in Action*, 2nd Edition Ed., Open University Press Milton Keynes [ISBN: 9780335219926]

Elliott, J. 1993, *Action Research for Educational Change*, Open University Press Milton Keynes [ISBN: 9780335096909]

Fox, M.A. and Hackerman, N. (Editors) 2003, *Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering and Mathematics*, National Academies Press Washington [ISBN: 9780309072779]

Gardner, H. 2006, *Multiple Intelligences: New Horizons in Theory and Practice*, 2nd Edition Ed., Basic Books New York [ISBN: 9780465047680]

Habeshaw, S., Gibbs, G. and Habeshaw, T. 1993, *53 Problems with Large Classes*, Technical and Education Services Bristol [ISBN: 9780947885700]

Jarvis, P. 2006, *The Theory and Practice of Teaching*, Taylor & Francis London [ISBN: 9780415365253]

Jensen, E. 2008, *Brain-Based Learning: The New Paradigm of Teaching*, 2nd Edition Ed., Sage Publications Thousand Oaks [ISBN: 9781412962568]

Moore, S., Walsh, G.A. and Risquez, A. 2008, *Teaching at College and University: Effective strategies and key principles*, Open University Press Milton Keynes [ISBN: 9780335221097]

Race, P. 2006, *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*, 3rd Edition Ed., Routledge London [ISBN: 9780415403825]

Race, P. 2014, *Making Learning Happen*, 3rd Edition Ed., Sage London

Squires, G. 2003, *Trouble-shooting your Teaching: A Step-by-step Guide to Analysing and Improving Your Practice*, Routledge Falmer London [ISBN: 9780749437756]

Ramsden, P. 2003, *Learning to Teach in Higher Education*, 2nd Edition Ed., Routledge London [ISBN: 9780415303453]

Hattie, J. 2013, *Visible Learning for Teachers: Maximizing Impact on Learning*, Routledge London [ISBN: 9780415690157]

Illeris, K. (Editor) 2009, *Contemporary Theories of Learning: Learning Theorists ... in Their Own Words*, Routledge London [ISBN: 9780415473446]

Jordan, A., Carlile, O. and Stack, A. 2009, *Approaches to Learning: A Guide for Educators*, Open University Press Milton Keynes [ISBN: 9780335226702]

Recommended Article/Paper Resources

Resources

Recommended Book Resources

Jacklin, A., Robinson, C., O'Meara, L. and Harris, A. 2006, *Improving the experiences of disabled students in higher education,* **Higher Education Academy**

May, H. and Bridger, K. 2010, *Developing and embedding inclusive policy and practice in higher education,* **Higher Education Academy**

Waterfield, J. and West, B. 2010, *Inclusive Assessment: Diversity and Inclusion - the Assessment Challenge,* **University of Plymouth**

Barker, M., Frederiks, E. and Farrelly, B. *Creating a culturally inclusive classroom environment, Excerpt from GIHE Good Practice Resource Booklet, Designing culturally inclusive learning and teaching environments - classroom strategies,* **Griffith University**

Biggs, J. 2002, *The Reflective Institution: Assuring and enhancing the quality of teaching and learning,* **Higher Education Academy Resource QUA011**

Other Resources

HE Academy resource: QUA01 1.: Biggs, J. 2002, *The Reflective Institution: Assuring and enhancing the quality of teaching and learning (Pages 3-5),*

Website: *All Ireland Society for Higher Education (AISHE)*
http://www.aishe.org/

Website: *National Academy for Integration of Research, Teaching and Learning (NAIRTL)*
http://www.nairtl.ie/

Website: *Higher Education Academy (HEA)*
http://www.heacademy.ac.uk/

Website: *Carnegie Foundation for the Advancement of Teaching*
http://www.carnegiefoundation.org/

Website: *The Scholarship of Teaching and Learning Illinois State University*
http://sotl.illinoisstate.edu/

Website: *ESCalate: Education Subject Centre - Higher Education Academy*
http://escalate.ac.uk/

Website: *SEDA(Staff and Educational Development Association)*
http://seda.ac.uk/

Website: *JISC*
http://jisc.ac.uk/

Website: *Higher Education Research and Development Society of Australasia*
http://www.herdsa.org.au/

Website: *VARK*
http://www.vark-learn.com/english/index. asp

Module Delivered in

Programme Code	Programme Title
691	Certificate in Learning and Teaching (Approved)
638	Master of Arts in Learning and Teaching (Approved)
690	Postgraduate Diploma of Arts in Learning and Teaching (Approved)