

PGCert in Learning, Teaching and Assessment Module Details and Timetable AY24-25

<p>Programme Induction</p> <ol style="list-style-type: none"> 1. Introduction to the programme 2. Introduction to the National Professional Development Framework 3. Becoming a reflective practitioner 	<p>Summer Week 15 Tues 27th Aug 10.30 – 12:30 In-Person ERB001 Plus online activities <i>Coffee/Tea and lunch will be provided</i></p>
<p>Semester 1: TL6011: Curriculum Design and Development: Planning for Learning, Teaching & Assessment (15 ECTS)</p> <p>Module leader: Dr Íde O’Sullivan</p> <p>This module seeks to inspire and empower teachers in higher education to engage in considered curriculum planning in order to construct a learning environment that fosters a positive and inclusive learning experience for students. This module first introduces learning theory and critical reflection as key underpinning principles for effective learning, teaching and assessment practices. It then focuses on the diverse theoretical and practical considerations and processes implicated in pedagogical planning for curriculum design and delivery and highlights the importance of integrated design approaches. It seeks to establish and share best practice in curriculum design that embraces the affordances of all modes of delivery (face to face, blended and online), by empowering higher education teachers to reflect on and develop their practice, including digital literacy, through the curriculum design process. Participants will draw on various lenses to reflect on their practice, including an introduction to the Scholarship of Teaching and Learning to inform their practice.</p> <p>Learning Outcomes <i>Cognitive (knowledge, understanding, application, analysis, evaluation, synthesis)</i> <i>On successful completion of this module, participants will be able to:</i></p>	<p>Summer Week 15 Tues 27th Aug 13.30-15.30 In-Person ERB001</p> <p>Thurs 29th Aug 09.30-13.00 In-Person LC1-016</p> <p>Week 0 Thurs Sept 5th 10.00-12.30 & 13.30-16.00 In-Person LC1-016</p> <p>Fri Sept 6th 10.00-12.00 In-Person LC1-016</p> <p>Week 2 Thurs Sept 19th 14.00-16.00 Appellate Court, Glucksman Library*</p> <p>Week 4</p>

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<ul style="list-style-type: none"> • create a comprehensive module teaching plan that constructively aligns effective learning, teaching and assessment activities with the intended learning outcomes of this module and associated programme(s); • critically assess the effectiveness and appropriateness of a proposed learning, teaching and assessment strategy, and its associated learning outcomes, giving due consideration to the theoretical and practical issues involved in curriculum design across different modes of delivery; • use the affordances of technology for managing learning, teaching, assessment and feedback practices; • demonstrate a scholarly and reflective approach to the curriculum design process, drawing on contemporary learning theory and appropriate reflective models to inform the learning, teaching and assessment approaches and practices adopted. <p>Affective (attitudes and values) <i>On successful completion of this module, participants will be able to:</i></p> <ul style="list-style-type: none"> • adopt a proactive and informed orientation towards preparing for learning, teaching and assessment and building a professional portfolio of teaching approaches, strategies and resources; • develop an approach to professional development which values reflective and cross-disciplinary <p>Assignment details: TBC Week 13: Final Assessment due Week 13/15: Interactive orals</p>	<p>Fri Oct 4th 09.15- 13.00 Appellate Court, Glucksman Library*</p> <p><i>*Non-UL staff will require guest access – please email the Course Director to arrange</i></p> <p>Week 6 Fri Oct 18th 10.00-11.00 Online synchronous/asynchronous (joining details to follow)</p> <p>Week 7 Mon October 21st 09.15-13.00 In-person (Pavilion Meeting Room)</p> <p>Weeks 11/12 Peer feedback on assessment drafts</p>
<p>Semester 2: TL6012 Professional Development: Reflecting on and Evaluating Practice (15 credits)</p> <p>Module leader: Dr Angélica Risquez This module builds on contemporary learning theory in higher education and its practical applicability in the learning environment. It elaborates on the use of professional digital capacity and practice, inclusive</p>	<p>Week - 1 Thurs 16th Jan 09:30-13:00 and 14:30 -16:30 LC1-016 and Fri 17th Jan 09.30-13:00 and</p>

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and ethical teaching practices, and evaluation of impact. The role of critical reflective practice, its rationale, and benefits, will be explored in depth. The principles of teaching in higher education will be examined with a view to introducing the participants to the concept of teaching philosophy. Participants will articulate and share their teaching design and practice while engaging in reflective practice. They will collect and triangulate evidence of their teaching impact (including peer observation, learning analytics, student evaluation, etc.) to understand further the impact of their practice and gain insights to inform their practice. As a result, they will start working on a reflective teaching portfolio that aligns to a suitable professional development framework

Learning Outcomes

Cognitive (knowledge, understanding, application, analysis, evaluation, synthesis)

On successful completion of the module, participants will be able to:

- Apply key teaching, learning and assessment design principles, with particular emphasis on principles of accessibility of materials and content attribution
- Evaluate the impact of their teaching approach in student learning through multiple sources of evidence and evaluation including peer observation of teaching, learning analytics, student evaluation of teaching, etc.
- Critically reflect on teaching-related evidence that articulates progress on professional development goals around academic practice in the context of relevant frameworks
- Develop their teaching identity and apply their teaching philosophy in their practice
- Apply contemporary learning theories, scholarship of teaching and learning (SoTL) and professional frameworks to their approach to

14:00-16.30

LC1-016

Plus online activities

Week 3

Thurs Feb 13th and

Fri Feb 14th

09.30-12.30

Synchronous online

Weeks 5-6

Asynchronous online

Week 7

Thurs March 13th

09.30-13:00 and

14:00-16.30

Synchronous online

followed by asynchronous
online

Week 9

Thurs March 27th

09:30 am-16:30

In-person venue TBC
and

Fri March 28th

09:30-13:00

In-person venue TBC
and

14:00-16:30

online synchronous

Week 12

Feedforward

Week 13

Fri 2nd May

Assignment Submission

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<p>teaching and learning in practice</p> <p>Affective (attitudes and values)</p> <p>On successful completion of the module, participants will be able to:</p> <ul style="list-style-type: none">• Articulate their values, authentic teaching role, identity and philosophy in the higher education context with a reflective and critical attitude.	
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