1. **Title of the module**

UN816: Learning and Teaching Innovation

1. **School or partner institution which will be responsible for management of the module**

Centre for the Study of Higher Education

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits/7.5 ECTS

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring or Summer Term

1. **Prerequisite and co-requisite modules**

Participants will have completed, or been exempt from, PGCHE core modules UN819 and UN820

1. **The programmes of study to which the module contributes**

PGCHE

1. **The intended subject specific learning outcomes.**

On successfully completing the module participants (students) will be able to:

8.1. Critically evaluate the principles and theory of an individual’s innovation in learning and teaching 8.2 Synthesise this knowledge and understanding in the (re-) design of learning environments, learning materials and teaching processes, as appropriate for the innovation undertaken 8.3 Present a critical analysis of the innovation in HE practice

1. **The intended generic learning outcomes.**

On successfully completing the module participants (students) will be able to:

9.1. Improve own learning: the skills of a reflective practitioner who is able to evaluate their own practice, using appropriate feedback mechanisms and to plan for continuing professional development

9.2 Problem-solve: expertise in operating successfully within the constraints and opportunities of the institutional setting and managing change

1. **A synopsis of the curriculum**

This module is project-based, and requires participants to design, implement and evaluate an innovation in their teaching.

It supports academic and teaching staff engaging in the process of educational change. Participants will be planning, implementing and evaluating their project in the course of the academic year in which they take this module. This may be a process of change in their own immediate teaching context; changes in student profile or employers’ expectations; a process of major curriculum development. The innovation may be in any area of learning and teaching, such as the use of learning technology, dealing with gender issues, student learning support, resource-based learning, problem-based learning, teaching of critical thinking skills, or incorporation of key skills in the curriculum. Central to the module is the notion of **deliberated** change, supported by scholarship and critical evaluation. It provides a framework within which participants can engage in research-informed teaching innovation in their disciplinary field. However participants will also have the opportunity to learn from other subject areas and consider alternative approaches.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Biggs J & Tang C (2011) Teaching for Quality Learning at University: what the student does. SRHE/Open University Press

Hannan A and Silver H (2002) Guide to Innovation in Teaching and Learning.

Learning and Teaching Support Network

# Hunt L & Chalmers D (2013) University Teaching in Focus: A Learning-Centred Approach. Routledge

Kreber C ed (2009) The University and its Disciplines: teaching and learning within and beyond disciplinary boundariesRoutledge

Laurillard D (2013) Rethinking University Teaching. Routledge

Pokorny H & Warren D (eds) (2016) Enhancing Teaching Practice in Higher Education. Sage

Since participants are working in a field of their choice, appropriate readings are provided on an individual basis. Examples include:

Kolb A & Kolb D (2005) *Experiential Learning in Higher Education.* Academy of Learning in Management Education, US

Sambell, K. et al (2013). *Assessment for Learning in Higher Education.* Routledge

# Sweet M & Michaelsen LK (2012) Team-based Learning in the Social Sciences and Humanities: Group Work that works to generate critical thinking and student engagement. Stylus Publishing, US

1. **Learning and teaching methods**

Contact hours: 10Private study hours: 140

Total hours: 150

1. **Assessment methods**
   1. Main assessment methods

This module will be assessed by 100% coursework. The coursework comprises a 3,000-word report to include the following:

* a literature review (30%)
* critical review (60%)
* individual reflection.(10%)

13.2 Reassessment methods

Like for like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |
| **Private Study** | *140* |  | **x** | **x** | **x** | **x** |
| **Taught sessions** | *6* | **x** | **x** | **x** | **x** |  |
| **1-1 Tutorials** | *4* | **x** | **x** |  |  |  |
|  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |
| Literature review |  | **x** |  |  |  |  |
| Critical review |  |  | **x** | **x** |  | **x** |
| Individual reflection |  |  |  |  | **x** |  |

1. **Inclusive module design**

The Centre for the Study of Higher Education recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

A large percentage of the participants on the module are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education, including the extent to which innovative approaches to learning and teaching are actively encouraged and recognised in different cultural contexts. In-class discussions and associated preparatory readings e.g. [Zhu & Engels (2013)](https://moodle.kent.ac.uk/2017/pluginfile.php/271031/mod_resource/content/1/Zhu%20Engels%20%282014%29Educational%20innovation%20perceptions%20and%20reactions%20of%20teachers%20and%20students.pdfhttps:/moodle.kent.ac.uk/2017/pluginfile.php/271031/mod_resource/content/1/Zhu%20Engels%20%282014%29Educational%20innovation%20perceptions%20and%20reactions%20of%20teachers%20and%20students.pdf) seek to explore this further. Resources (books, papers and web resources) to support coursework preparation are drawn from a wide range of cultural and disciplinary backgrounds, participants will be encouraged to critique that literature by examining the cultural and disciplinary contexts out of which those papers arise.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/01/2018 | Major | September 2018 | 8, 9, 12, 13 |  |
|  |  |  |  |  |