1. **Title of the module**

UELT8310 (UN831) Contextualising Higher Education Teaching and Learning

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)**

Taught in multiple iterations during the year to maintain a maximum cohort size of 30. Typically taught twice in Autumn term, twice in Spring term and once in Summer term.

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

Participants would normally be expected to have completed UELT8190 or demonstrated equivalent knowledge and experience.

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

PGCHE (See appendix 1 for the programme outcomes for the PGCHE. In sections 8 and 9, the module objectives are mapped against the programme outcomes for the PGCHE in parentheses.)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students (called “participants” here) will be able to:**
   1. Adapt your teaching to the particular challenges students have with learning your subject (e.g. discipline/field). (PGCHE 1, 2, 4)
   2. Articulate and justify your own purposes/values/aims in teaching. (PGCHE 4, 6)
   3. Critically analyse the impact of key policy and technology developments in UK higher education on students, academics and universities. (PGCHE 3, 5)
   4. Critically engage with ethical issues and values in teaching and evaluate various resolutions to dilemmas you face. (PGCHE 1, 4, 5)
2. **The intended generic learning outcomes.  
   On successfully completing the module, students (called “participants”) will be able to:**
   1. Exercise initiative and personal responsibility in identifying ways to better support student learning. (PGCHE 1, 2, 6)
   2. Make decisions in complex and unpredictable teaching and learning situations that take into account the demands of your context and your own goals and values. (PGCHE 1, 4)
   3. Independently continue their professional development and learning related to teaching in your own discipline. (PGCHE 6)
3. **A synopsis of the curriculum**

This module is intended to help participants situate their teaching within the discipline they teach and within national and institutional higher education policies. The overall aim is to help participants clarify their own values related to their teaching through critical examination of the values embedded in those contexts and the UK Professional Standards Framework for University Teaching (UKPSF). To that end, we will start with dilemmas participants encounter in their teaching practice and analyse them in relation to the responsibilities of and accountabilities on academics in the current context. With support, participants will also individually investigate issues particular to teaching in their own subject area.

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

Fry, H., Ketteridge, S., and Marshall, S, (Eds) (2015). A Handbook for Teaching and Learning inHigher Education: 4th Edition. London: Routledge.

Gurung, R. A. R., Chick, N. L., and Haynie, A. (2009). Exploring signature pedagogies: approaches to teaching disciplinary habits of mind. Sterling, VA: Stylus.

Kirkwood, A. & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is ‘enhanced’ and how do we know? A critical literature review. Learning, Media and Technology, 39:1, 6-36.

Henderson, M., Selwyn, N. & Aston, R. (2017). What works and why? Student perceptions of ‘useful’ digital technology in university teaching and learning. Studies in Higher Education. 42:8, 1567-1579.

Macfarlane, B (2002) Dealing with Dave’s dilemmas: exploring the ethics of pedagogic practice’. Teaching in Higher Education, 7, 2, 167-178.

1. **Learning and teaching methods**

Contact hours: 15.5

Private study hours: 134.5

Total hours: 150

1. **Assessment methods**

**13.1 Main assessment methods**

Report, 1,000 word (50%)

Report, 2,000 word (50%)

**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)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminars** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Individual Tutorial* |  |  |  | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| *Assignment 1* |  | **x** | **x** | **x** |  | **x** |  |
| *Assignment 2* | **x** | **x** |  |  | **x** |  | **x** |

1. **Inclusive module design**

The Centre 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. One iteration per year may be offered in Medway depending upon demand.*

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. One of the roles of the module is to ensure that participants (teachers at the University of Kent) have an understanding of the national (UK and, more specifically, English) context in which they are teaching. Class discussions will benefit from comparisons/contrasts between this national context of higher education and the various backgrounds and experiences participants bring. Readings on discipline-specific aspects of pedagogy may be drawn from a variety of contexts (e.g. American, Australian, European) and participants will be encouraged to critique that literature by examining the contexts of teaching and learning out of which those papers arise.

1. **University School responsible for the programme**

Centre for the Study of Higher Education (Faculty of Social Science, University of Kent)

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

**APPENDIX 1 Programme Outcomes that this module serves**

PGCHE Learning Outcomes are (with UKPSF components indicated in parentheses):

1. appropriate methods for teaching and learning in their own subject area and at the appropriate level;K1,K2
2. models of how students learn;K3
3. the potential application of learning technologies appropriate to the context in which they teach; K4
4. methods for monitoring and evaluating their own practice ;K5
5. the implications of quality assurance/enhancement for their own practice;K6
6. methods for the development of their professional practice as teachers, scholars and/or researchers (as appropriate) A5