

**UNIVERSITY OF CAMBRIDGE  
INSTITUTE OF CONTINUING EDUCATION AND  
CENTRE FOR TEACHING AND LEARNING**

**Postgraduate Certificate in Teaching and Learning in  
Higher Education**

**2018-19**

Course code: 1819PCB701

**COURSE GUIDE**

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Welcome to the **Postgraduate Certificate in Teaching and Learning in Higher Education**, a University of Cambridge award offered by the Institute of Continuing Education (ICE) in collaboration with the Centre for Teaching and Learning. The Postgraduate Certificate is taught and awarded at FHEQ level 7 and attracts 60 credits. For further information about academic credit please see our website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

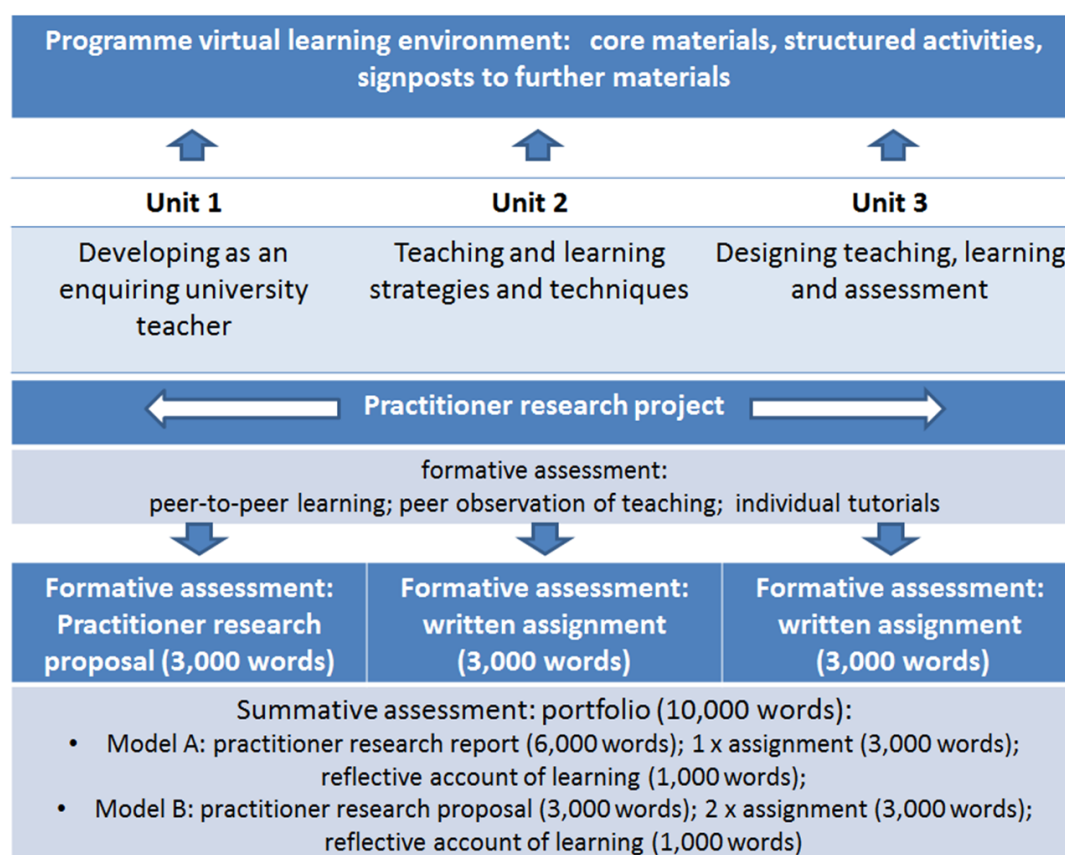
The course offers three units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to enable participants to:

1. extend their understanding of how students learn;
2. extend their repertoire of teaching, learning and assessment methods;
3. develop a cogent personal philosophy of higher education drawing on understanding, use and critical awareness of educational research methods and reflective practice.

In doing so, the course aims to provide opportunities for its participants to address educational challenges and contribute to improvements in the education of students at Cambridge and at tertiary level more broadly. The course is also designed to facilitate cross-disciplinary discussion of teaching, learning and assessment.

All participants design a practitioner research project, which provides an opportunity to integrate learning and practice during the course. Assessment is through a portfolio (10,000 words). Participants will be supported appropriately during the course in determining which model they select for their portfolio (see course structure, below).



The overarching learning outcomes for the Postgraduate Certificate in Teaching and Learning in Higher Education are:

### **Knowledge and understanding**

- how students learn, both generally and within their subject/disciplinary areas;
- appropriate methods for teaching, learning and assessment in the subject area and at the level of the course;
- practical understanding of how research and enquiry are used to create and interpret knowledge in higher education;
- appropriate personal qualities and professional attitudes, including empathy and collegiality.

### **Intellectual skills**

- ability to critically evaluate current research and advanced scholarship in higher education theory and practice;
- ability to reflect critically on individual continuing professional development needs within teaching and independently to identify ways of fulfilling those needs;
- ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data.

### **Practical skills**

- wide variety of practical teaching skills, including small and large-group teaching skills, assessment design;
- evaluation, reflection and practitioner research skills in order to develop own practice;
- clear communication of ideas both in written and oral presentations, to specialist and non-specialist audiences.

## **Teaching staff**

### **Course Director/Tutor**

**Dr Meg Tait:** Meg leads on educational development at the Cambridge Centre for Teaching and Learning, which supports teaching and learning staff; encourages and funds innovation; and provides a strategic focus for institutional, national and international priorities. She leads a team which supports the development of early-career academics, postdoctoral research staff and doctoral students as they take on new responsibilities in the fundamental activities of the University: education, research and academic service. Meg is Official Fellow in Academic Development at Queens' College.

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## **Administrative staff**

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## Venue

The workshop element of the course is taught in the Bowett Room, Queens' College, Cambridge. Queens' supports a large, diverse and thriving community of undergraduates, graduates and academics. The College has been in the heart of Cambridge for more than five centuries, staff are committed to encouraging students to pursue their interests and achieve their full potential.

Full directions may be found on the College website [www.queens.cam.ac.uk/life-at-queens/about-the-college/travel-information](http://www.queens.cam.ac.uk/life-at-queens/about-the-college/travel-information).

The online element will be accessible via the University's Virtual Learning Environment (VLE).

## Contact details of ICE

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*Information correct as at 11/01/2018*

# Course Syllabus

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## Unit 1: Developing as an enquiring university teacher

<b>Start date</b>	29 August 2018	<b>End date</b>	28 September 2019
<b>Day-school dates</b>	Wed 5 September 2018	14.00-17.00	
	Wed 26 September 2018	10.00-16.00	
	Mon 24 June 2019	10.00-16.00	
<b>Venue</b>	Queens' College, Cambridge		
<b>Tutors</b>	Dr Meg Tait, Dr Fran Riga		

### Aims

The unit introduces participants to the Postgraduate Certificate as a whole, to selected practitioner research methods and to theoretical perspectives on how students learn. This unit will address:

- distinct perspectives on teachers' professional expertise;
- reflective and reflexive practice;
- selected practitioner research methods and methodologies;
- how to prepare a literature review for a practitioner research project;
- the ethical dimension of practitioner research.

### Content

University teachers are experts in their subjects. In this unit, we consider what might constitute expertise in teaching in higher education. We draw on theorising and studies of expertise and professionalism of teaching, both in higher education and school teaching, to explore the role played by teachers' experience, personal values and beliefs. We also encounter debates concerning the contribution made by education research to how teachers teach. We consider the notion of 'reflective practice', which has come to be a dominant term in professional education programmes, and the distinction between 'reflective' and 'reflexive' practice. The Postgraduate Certificate is designed to encourage an enquiring approach to teaching and learning in higher education, and we explore the idea of teachers as researchers, as well as considering selected *practitioner* research methodologies and methods, ethical dimensions and the contribution of the literature review to developing and defining a practitioner research project.

### Presentation of the unit

The unit frames the course as a whole and will be delivered through; three day-school elements comprising 15 hours of teaching and learning; defined periods of online study through the VLE and; individual tutorial and supported small-group interactions.

Teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, plenary and small-group debate and constructive critique with guided reading and structured activities and tasks to be undertaken individually by students outside the unit sessions. Participants will give and receive guided feedback with a small number of peer participants, using a developmental

formative assessment framework, as part of the preparation process for the first assignment. The assignment and engagement with peer feedback are formatively assessed by the participant's tutor.

Students are expected to participate actively in both face-to-face sessions at the day-schools and to fully engage in learning opportunities available on the VLE, expecting to spend around 20 hours in total on online activities.

## **Course Structure**

### **Day-school 1: Orientation** (Wed 5 September 2018)

Introduction to the aims and structure of the Postgraduate Certificate in Teaching and Learning in Higher Education and to the device of the learning journal as a device for developing reflective and reflexive practice. Participants will maintain their own learning journals throughout the course.

### **VLE**

Before we come to the first full-day workshop for the unit, we will use the VLE to introduce theoretical perspectives on teachers' professional expertise and reflective and reflexive practice; selected practitioner research methods and methodologies; how to prepare a literature review for a practitioner research project. Readings and structured activities will be available on the VLE from 30 August.

### **Day-school 2:** (Wed 26 September 2018)

During the day, we review and reflect on personal orientations to expertise and professionalism, drawing on theoretical perspectives which we encountered on the VLE. We consider potential lines of enquiry for practitioner research projects, using example questions provided by the course team; and discuss research methodologies and methods and the place of ethics in practitioner research. Participants form small peer-learning groups which will provide collegial learning and support during the remainder of the course.

### **VLE**

Prepare for your individual tutorial by engaging with a range of activities to structure learning reflections and approaches to the practitioner research proposal.

### **Individual tutorial**

Participants will discuss their aims and intentions for their practitioner research proposals with their tutor. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 30 October and 14 December, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 7 January 2019.

### **VLE**

Before we reconvene for the final plenary day, readings and structured activities support participants in preparing personal reflections on particularly significant aspects of personal development during the course. These presentations, and constructive peer and tutor feedback and debate during the final day school, form the basis for the reflective accounts of learning (1,000 words) which are included in the portfolio for summative assessment at the end of the course.

### **Day-school 5:** (Mon 24 June 2019)

This unit, 'Developing as an enquiring university teacher', frames the Postgraduate Certificate as a whole. At this final day-school, participants will give short presentations in which they explore particularly significant aspects of their own development during the course. Constructive feedback on

presentations is facilitated by the course tutors and participants prepare individual plans for completing the portfolio which is submitted for summative assessment at the end of the course. We will also consider further directions in professional learning.

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- recognise distinct perspectives on teachers' professional expertise;
- distinguish between reflective and reflexive practice and identify applications in their own development;
- compare and contrast selected practitioner research methods and methodologies;
- demonstrate a critical evaluation of relevant research by developing a literature review;
- define their own practitioner research proposal, relating methods to methodology and justifying the ethical dimensions of the proposal.

## Student assignment: *Formative assignment 1:*

Participants are required to write a 3,000 word proposal for a practitioner research project that includes the following:

- a practitioner research question devised by the participant;
- a literature review;
- a justification of practitioner research method(s);
- an exploration of the ethical dimensions of the project.

Participants indicate the intention to either:

- A. pursue the project and prepare a report, or
- B. refine the proposal.

The final summative assignment end-of-course portfolio includes either: A; a report on the completed practitioner research project (6,000 words) or B; a developed version of this proposal (3,000 words).

**Closing date for submission of assignments: Monday 7 January 2019 by 12.00 (noon)**

## Reading and resource list

### Teachers' professional expertise and reflective / reflexive practice

Ashwin, P (2015). *Reflective Teaching in Higher Education*. London: Bloomsbury.

Berliner, D C (1988). Implications of studies on expertise in pedagogy for teacher education and evaluation. *New Directions for Teacher Assessment*. 39–67.

Berliner, D C (2004). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology & Society*. 24(3), 200–212.

Berliner, D C (2000). A personal response to those who bash teacher education. *Journal of Teacher Education*, 51(5). 358-371.

Berliner, D C (1994). Expertise: The wonders of exemplary performance. In *Creating powerful thinking in teachers and students* (pp. 141–186) Ft. Worth, TX: Holt, Rinehart & Winston.

Brookfield, S D (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.

Hart, S (2000). *Thinking through teaching*. London: David Foulton Publishers.

Jones, E (2010). Personal theory and reflection in a professional practice portfolio. *Assessment and Evaluation in Higher Education*. 35, 699-710.

McIntyre, D (2000). The nature of classroom teaching expertise. In D Whitebread (Ed.), *Psychology of teaching and learning in the primary school* (pp. 1–14). Florence KY, USA: Routledge.

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

Pollard, A et al. (2008). *Reflective Teaching* (3<sup>rd</sup> edition). London: Routledge.

Ramsden, P (2003). *Learning to Teach in Higher Education* (2<sup>nd</sup> edition). London: Routledge.

Schön, D A (1983). *The Reflective Practitioner: how professionals think in action*. Ashgate: Aldershot.

### Practitioner research

Cousin, G (2009). *Researching Learning in Higher Education: an introduction to contemporary methods and approaches*. London: Routledge.

Giroux, H (1988). *Teachers as Intellectuals*. Bergen and Garvey: Connecticut and London.

Kincheloe, J L (2003). *Teachers as researchers: qualitative inquiry as a path to empowerment*. Routledge Falmer: London

Biesta, G. (2007). Bridging the gap between educational research and educational practice: The need for critical distance. *Educational Research and Evaluation*. 13(3), 295–301.

Laurillard, D. (2008) The teacher as action researcher: Using technology to capture pedagogic form. *Studies in Higher Education*. 33 (2), 139-154.

Winch, C, Oancea, A, & Orchard, J (2015). The contribution of educational research to teachers' professional learning: philosophical understandings. *Oxford Review of Education*, 41(2), 202–216.

### Conceptualising a framework for a literature review

Bell, J (2010). *Doing your research project: a guide for first-time researchers in education, health and social science* (5<sup>th</sup> ed). Maidenhead: Open University Press.

Hart, C (1998). *Doing a Literature Review*. London: Sage Publications.

### Approaches to educational research

Carr, W (1995). Theories of theory and practice. In W Carr, *For Education: towards critical educational inquiry* (pp. 40–51). Buckingham: Open University Press.

Carr, W. (1995). Philosophy, values and an educational science. In W. Carr, *For Education: towards critical educational inquiry* (pp. 87–99). Buckingham: Open University Press.



Cohen, L, Manion, L, Morrison, K and Morrison, K (2007). *Research Methods in Education*. London: Routledge

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage

Pring, R. (2004). Different kinds of research and their philosophical foundations. In *Philosophy of Educational Research* (pp. 31–56). London: Continuum.

Prichard, C and Trowler, P R (eds) (2003). *Realizing Qualitative Research into Higher Education*. Aldershot: Ashgate.

Robson, C (2002). *Real World Research*. Oxford: Blackwell Publishing.

Scott, D and Usher R (eds). (1996). *Understanding Educational Research*. London: Routledge.

Silverman, D (2000). *Doing Qualitative Research: A practical handbook*. London: Sage

Strauss, A L and Corbin, J M (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (2<sup>nd</sup> ed). Thousand Oaks, Calif: SAGE Publications

Tight, M (ed). (2004). *The Routledge Falmer Reader in Higher Education*. London and New York: Routledge.

Tight, M (2012). *Researching Higher Education* (2<sup>nd</sup> edition). Buckingham: Open University Press.

Yates, L (2004). *What does Good Education Research Look Like?* Maidenhead: Open University Press.

## **Journals**

Assessment and Evaluation in Higher Education

British Educational Research Journal

Educational Researcher

Higher Education

Studies in Higher Education

Teaching in Higher Education

# Course Syllabus

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## Unit 2: Teaching and learning strategies and techniques

**Start date** 11 December 2018 **End date** 15 April 2019

**Day-school date** Wed 9 January 2019 *10.00-16.00*

**Venue** Queens' College, Cambridge

**Tutors** Dr Meg Tait  
Dr Fran Riga

### Aims

In this unit, we:

- introduce selected theories of learning;
- consider the strengths and limitations of a range of teaching and learning formats;
- explore the implications of selected theories of learning for teaching practice;
- introduce research into factors influencing students' and teachers' conceptions of feedback;
- introduce selected evaluation methods.

### Content

Teachers aspire for their students to learn. In this unit, we encounter selected, influential theories and theoretical perspectives on what happens when we learn: psychological theories, originating in a conception of learning as an individual process, and perspectives which foreground social interactions. We also explore the influence of social and economic contexts and consider the implications of behaviourist and constructivist theories of learning. We then turn to explore research into teaching and learning formats, in particular lectures and large- and small-group teaching, and the opportunities presented by teaching and learning technologies, in order to develop critical appreciations of the strengths and limitations of each. Recognising the frameworks that shape higher education, such as the Quality Assurance Agency, and acknowledging that university teachers generally have to work within parameters set by their institutions and the expectations of students and colleagues, we also explore practical approaches to make lectures, large-group and small-group teaching more effective. We also investigate students' and teachers' conceptions of feedback, which, research suggests, is often regarded by students and teachers as problematic and yet which can be a major factor in improving student learning. In keeping with the Postgraduate Certificate's focus on enquiry, we consider ways in which teachers can devise and implement evaluation approaches which develop understanding and practice.

### Presentation of the unit

The unit is taught through defined periods of online study through the VLE; one full-day workshop; and individual tutorial and supported small group interactions.

### Course Structure

#### VLE

Before we convene for the full-day workshop for this unit, we use the VLE to introduce influential psychological theories of learning, theoretical perspectives that foreground the social dimensions of learning, and the distinct traditions of behaviourism and constructivism. We then review research

into the challenges and efficacy of lectures and large- and small-group teaching formats. Finally, we explore studies of peer observation of teaching and consider a range of approaches that teachers may use to evaluate aspects of teaching and learning in order to develop both understanding and practice. Readings and structured activities will be available on the VLE from 11 December.

### **Day-school 3: Wed 9 January 2019**

During the day, we explore ways of making lectures, large-group and small-group teaching more effective and appraise the strengths, limitations and practicalities of a selection of approaches to evaluating teaching and learning in order to develop understanding and practice.

### **Small-group review**

During this unit, participants will review with their tutor whether they intend to develop their practitioner research proposal (3,000 words) into a practitioner research report (6,000 words) for inclusion in their summatively assessed portfolios. Discussions are guided using a framework which ensures they are consistent across the course and that all participants understand how to develop their final portfolio so that it addresses the required learning outcomes.

### **Individual tutorial**

Participants will discuss their aims and intentions for their assignment with their tutors. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 4 February and 5 April, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 15 April.

### **Outcomes**

As a result of the unit, within the constraints of the time available, students should be able to:

- describe the tenets of selected theories of learning;
- appraise the strengths and limitations of a range of teaching and learning formats;
- critically evaluate own teaching practice with reference to a selected theory of learning;
- identify factors influencing students' and teachers' conceptions of feedback;
- make informed decisions concerning devising, implementing selected evaluation methods and identify implications for developing understanding and / or practice.

### **Student assignment: *Formative assignment 2:***

Participants may choose one of two models for the portfolios that they submit for summative assessment at the end of the Postgraduate Certificate.

Model A: Participants intending to submit a practitioner research report (6,000 words in the final portfolio) provide a draft, as appropriate to the progress of the practitioner research project.

Or

Model B: Participants intending to include an assignment on this module as part of their portfolio prepare a 3,000-word assignment on an aspect of teaching and learning strategies and techniques as defined by the participant. The particular focus of the assignment is determined by the participant, with support from the tutor and from peers. The final assignment title and format must be agreed with the tutor.

The final summative assignment end-of-course portfolio includes either: A. a report on the completed practitioner research project (6,000 words) or B. a developed version of the assignment on an aspect of teaching and learning strategies and techniques (3,000 words).

**Closing date for submission of assignments: Monday 15 April 2019 by 12.00 (noon)**

## Reading and resource list

### Theories of learning

Ambrose, S, Bridges, M W, DiPietro, M, Lovell, M C , Norman, M K (Eds). (2010). *How Learning Works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass

Baxter Magolda, M (2006). Intellectual development in the college years. *Change*. 38 (3), 50-54.

Kalat, J W (2005). *Introduction to Psychology* (7<sup>th</sup> ed). Southbank, Vic: Thomson/Wadsworth.

Gardner, H (1993). *Frames of mind: the theory of multiple intelligences*. London: Fontana.

Lea, M R and Street, B V (1998). Student Writing in Higher Education: an academic literacies approach. *Studies in Higher Education*. 23 (2), 157-172.

Scott, P (2004). Teacher Talk and Meaning Making in Science Classrooms: A Vygotskian analysis and review. In J. Gilbert (Ed.), *The Routledge Falmer Reader in Science Education* (pp. 74–96). London: Routledge Falmer.

Sinatra, G M (2005). The 'Warming Trend' in Conceptual Change Research: The Legacy of Paul R. Pintrich. *Educational Psychologist*, 40(2), 107–115.

Sinatra, G M, and Pintrich, P R (2003). *Intentional Conceptual Change*. Mahwah, NJ: Erlbaum.

Smith, J P, diSessa, A A, and Roschelle, J (1993). Misconceptions Reconceived: A constructivist analysis of knowledge in transition. *The Journal of the Learning Sciences*, 3(2), 115–163.

Sfard, A (1998). On Two Metaphors for Learning and the Dangers of Choosing Just One. *Educational Researcher*, 27(2), 4–13.

Taber, K S (2006). Beyond Constructivism: the progressive research programme into learning science. *Studies in Science Education*, 42, 125–184.

Vygotsky, L (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L (1986). *Thought and language*. (A. Kozulin, Ed.). Cambridge, MA: Harvard University Press.

Wenger, E. (1998). *Communities of Practice: learning, meaning and identity*. Cambridge: Cambridge University Press

### Approaches to teaching and learning

Alexander, R (2008). Culture, dialogue and learning: Notes on an emerging pedagogy. *Exploring talk in school*, 91-114.

Alexander, R (2008). *Towards dialogic teaching. Rethinking classroom talk*. York: Dialogos, UK.

Ashwin, P (2006). Variation in academics' accounts of tutorials. *Studies in Higher Education*, 31 (6), 651-665.

Bligh, D (2001). *What's the use of lectures?* (5<sup>th</sup> ed ) Exeter: Intellect.

Brookfield, S D and Preskill, S (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. (2<sup>nd</sup> edition). San Francisco: Jossey Bass.

Brookfield, S (2015). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. (3<sup>rd</sup> edition). San Francisco: Jossey Bass.

Cranfield, S (2016). Teaching by leading and managing environments. In H Pokorny and D Warren (Eds), *Enhancing Teaching Practice in Higher Education* (47-68). London: Sage.

Entwistle, N (2009). *Teaching for Understanding at University: Deep approaches and distinctive ways of thinking*. London: Routledge.

Jaques, D and Salmon, G (2007). Studies of group behaviour pp.22-49 in *Learning groups: A handbook for face-to-face and online environments* (4<sup>th</sup> ed.). Oxon: Routledge.

Lyle, S (2008). Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. *Language and education*, 22(3), 222-240.

Mercer, N (2000). *Words and minds*. London: Routledge.

Mercer, N and Hodgkinson, S (2008). *Exploring talk in school*. London: SAGE Publications Ltd.

Mills, D and Alexander, P (2013). *Small group teaching: A toolkit for learning: Literature review parts 1 and 2*. York: Higher Education Academy.

Micari, M and Drane, D (2011). Intimidation in small learning groups: The roles of social-comparison concern, comfort, and individual characteristics in student academic outcomes. *Active Learning in Higher Education*, 12(3), 175-187.

Ramsden, P (2003). Teaching strategies for effective learning. In *Learning to Teach in Higher Education* (2<sup>nd</sup> edition) (145-175). London, Routledge.

Rule, P (2004). Dialogic spaces: Adult education projects and social engagement. *International Journal of Lifelong Education*, 23(4), 319-334.

Solomon, Y and Black, L (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds), *Exploring Talk in School* (pp. 73–90). London: SAGE Publications.

Wells, G (1999). *Dialogic inquiry: Towards a socio-cultural practice and theory of education*. Cambridge: Cambridge University Press.

### Peer observation

Bamber, V, Trowler, P, Saunders, M & Knight, P (Eds). (2009). *Enhancing Learning and Teaching in Higher Education: Theory, Cases, Practices*. Open University Press/SRHE.

Bell, M.(2001). Supported reflective practice: A programme of peer observation and feedback for academic development. *International Journal for Academic Development*. 6(1), 21-28.

Ferman, T (2002). Academic professional development practice: What lecturers find valuable. *International Journal for Academic Development*. 7 (2), 146-158.

Gosling, D. (2002). Models of Peer Observation of Teaching. Retrieved from [https://www.researchgate.net/profile/David\\_Gosling/publication/267687499\\_Models\\_of\\_Peer\\_Observation\\_of\\_Teaching/links/545b64810cf249070a7955d3.pdf](https://www.researchgate.net/profile/David_Gosling/publication/267687499_Models_of_Peer_Observation_of_Teaching/links/545b64810cf249070a7955d3.pdf)

McMahon, T, Barrett, T and O'Neill, G (2007). Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions'. *Teaching in Higher Education*. 12 (4), 499 - 511.

Peel, D (2005). Peer observation as a transformatory tool? *Teaching in Higher Education*. 10 (4), 489-504.

### Evaluation

Angelo, T A and Cross, T P (1993.) *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.

Kember, D and Ginns, P (2012). *Evaluating Learning and Teaching: A practical handbook for colleges, universities and the scholarship of teaching*. London: Routledge.

Light, G and Cox, R (2001). 'Evaluating: Teaching and Course Evaluation', in *Learning and Teaching in Higher Education*. (195-216). London: Paul Chapman.

Ramsden, P (2003). Evaluating the quality of higher education. In *Learning to Teach in Higher Education* (2<sup>nd</sup> edition) (209-232). London, Routledge

### **Journals**

Assessment and Evaluation in Higher Education

British Educational Research Journal

Educational Researcher

Higher Education

Studies in Higher Education

Teaching in Higher Education

# Course Syllabus

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## Unit 3: Designing teaching, learning and assessment

<b>Start date</b>	27 March 2019	<b>End date</b>	15 July 2019
<b>Day-school date</b>	Wed 17 April 2019	10.00-16.00	
<b>Venue</b>	Queens' College, Cambridge		
<b>Tutors</b>	Dr Meg Tait Dr Fran Riga		

### Aims

To investigate theoretical perspectives on curriculum and course design and to consider their implications for teaching, learning and assessment. In this unit, we:

- consider different perspectives on the nature and purpose of higher education;
- draw connections between personal conceptions of 'the curriculum' and selected theoretical perspectives;
- explore the influence of assessment on student learning;
- introduce the notions of reliability and validity in assessment;
- identify methods for evaluating and improving course designs.

### Content

Much has been written and said about the aims of higher education, by theorists, policy makers, teachers and students. In recent decades, policy makers have positioned universities as engines of social mobility; the impact of higher education is discussed in terms of contribution to the national economy and individual career prospects. The liberal tradition, by contrast, emphasises the pursuit of knowledge in its own right and the development of independently minded, critical and informed citizens. In this unit, we consider different perspectives on the nature and purpose of higher education, on the nature of 'the curriculum' and the ways in which the outcomes of higher study may be construed. We draw connections with theoretical perspectives on student learning and learning outcomes that we encountered in unit 1. We consider assessment both in terms of what 'ought' to be assessed and what makes assessment more or less valid and reliable. We explore implications for the design and practices of teaching, learning and assessment.

### Presentation of the unit

The unit is taught through defined periods of online study through the VLE; one full-day workshop; and individual tutorial and supported small group interactions. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 20 May and 21 June to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 15 July.

### Course Structure

#### VLE

Before we convene for the full-day workshop for this unit, we use the VLE to explore a range of perspectives on the purpose of higher education, drawing on policy documents as well as research and theoretical literature. We consider different ways of conceptualising 'the curriculum' and the

role that assessment plays in framing how students approach their studies, with a review of the notions of reliability and validity in assessment. The VLE includes readings and structured activities which are available from Thursday 28 March.

#### **Day-school 4: Wed 17 April 2019**

During the day, we will interrogate the distinctions between assessment *for* learning and assessment *of* learning. Drawing on psychological and social theories, we investigate factors which promote and inhibit learning. We will evaluate what reliability and validity mean in practice and constructively critique the interrelations between assessment, teaching and learning in course designs.

#### **Outcomes**

As a result of the unit, within the constraints of the time available, students should be able to:

- identify and critically evaluate selected conceptions of the nature and purpose of higher education;
- articulate and justify their own conception of 'the curriculum', with reference to a selected theoretical perspective;
- appreciate the influence of assessment on student learning and outcomes and the implications of reliability and validity for their own practice;
- make an informed evaluation of a course design and identify methods for evaluating and improving it.

#### **Student assignment: *Formative assignment 3:***

Participants may choose one of two models for the portfolios that they submit for summative assessment at the end of the Postgraduate Certificate.

Model A: Participants intending to submit a practitioner research report (6,000 words in the final portfolio) provide a draft, as appropriate to the progress of the practitioner research project.

Model B: Participants intending to include an assignment on this module as part of their portfolio prepare a 3,000-word assignment on an aspect of designing teaching, learning and assessment as defined by the participant. The particular focus of the assignment is determined by the participant, with support from the tutor and from peers. The final assignment title and format must be agreed with the tutor.

The final summative assignment end-of-course portfolio includes either: A. a report on the completed practitioner research project (6,000 words) or B. a developed version the assignment on an aspect of designing teaching, learning and assessment (3,000 words).

**Closing date for submission of assignments: Monday 15 July 2019 by 12.00 (noon)**

#### **Student assignment: Summative**

The summative assignment for the Postgraduate Certificate is a portfolio, which participants prepare following formative assessment on assignments submitted during the course. There are two models for the final portfolio. Participants discuss which model they intend to select with their tutors at a small-group review which is held during the second unit of the course. These two models are designed to enable those participants that wish to develop their practitioner research proposal into a project, and are able to do so throughout the course, to complete a practitioner research report (Portfolio Model A). It is understood that some participants may not be able to do so and / or may prefer to develop assignments for the second and third units of the Postgraduate Certificate (Portfolio Model B).



The Postgraduate Certificate has been designed such that participants may demonstrate that they have achieved the overarching learning outcomes, whichever Portfolio Model they select.

#### Portfolio Model A: (10,000 words)

- Practitioner research report (6,000 words)
- Assignment: EITHER an aspect of teaching and learning strategies and techniques OR an aspect of designing teaching, learning and assessment (title developed by participant and agreed with tutor; 3,000 words)
- Reflective account of learning (1,000 words)

#### Portfolio Model B: (10,000 words)

- Practitioner research proposal (3,000 words)
- Assignment: an aspect of teaching and learning strategies and techniques (title developed by participant and agreed with tutor; 3,000 words)
- Assignment: an aspect of designing teaching, learning and assessment (title developed by participant and agreed with tutor; 3,000 words)
- Reflective account of learning (1,000 words)

**Closing date for submission of assignments: Saturday 28 September 2019 by 12.00 (noon)**

#### **Reading and resource list**

##### The purpose of higher education

Barnett, R (2000). *Realising the University in an age of supercomplexity*. Buckingham: SRHE / Open University.

Coffield, F and Williamson, B (Eds). (1997). *Repositioning Higher Education*. Buckingham: Open University Press.

Jarvis, P (2000). 'The Changing University: Meeting a need and needing to change'. *Higher Education Quarterly*. 54 (1), 43-67.

McNay, I (Ed). (2000). *Higher Education and its Communities*. Buckingham: SRHE / Open University.

##### Policy documents

Dearing, R (1997). *Higher Education in the Learning Society*. London: HMSO.

Department for Business, Innovation and Skills (BIS). (2015). *Fulfilling our Potential: teaching excellence, social mobility and student choice*. Green Paper. London: HMSO

Robbins, L (1963). *Report of the Committee on Higher Education*. London: HMSO

##### Course and curriculum design

- Barnett, R, Parry, G and Coate, K (2004). Conceptualising Curriculum Change. *Teaching in Higher Education*. 6 (4), 435-449.
- Biggs, J B and Tang, C S (2011). *Teaching for Quality Learning at University* (4th ed). Maidenhead: McGraw-Hill: Society for Research into Higher Education and Open University Press.
- Hussey, T and Smith, P (2002). The trouble with learning outcomes. *Active Learning in Higher Education*. 3 (3), 220-233.
- Hussy, T and Smith, P (2003). The Uses of Learning outcomes. *Teaching in Higher Education*, 8 (3), 357-368.
- Knight, P T (2001). Complexity and curriculum: a process approach to curriculum-making. *Teaching in Higher Education*, 6 (3), 269-381.
- Lea, M R (2004). Academic literacies: a pedagogy for course design. *Studies in Higher Education*, 29 (6), 739-756.
- Haggis, T. 2006. Pedagogies for diversity: retaining critical challenge amidst fears of 'dumbing down'. *Studies in Higher Education*, 31:5, 521-535
- Toohey, S. (1999). *Designing Courses for Higher Education*. Buckingham: SRHE and Open University Press
- Warren, D (2016). Course and learning design and evaluation. In H Pokorny and D Warren (eds), *Enhancing Teaching Practice in Higher Education*. London: Sage.
- Formative and summative assessment and learning
- Adcroft, A (2001). The Mythology of Feedback. *Higher Education Research & Development*. 30 (4), 405-419
- Biggs, J B and Tang, C S (2011). Teaching according to how students learn. In *Teaching for Quality Learning at University* (4th ed), (16-33). Maidenhead: McGraw-Hill: Society for Research into Higher Education and Open University Press.
- Biggs, J B and Tang, C S (2011). Constructively aligning teaching and assessment. In *Teaching for Quality Learning at University* (4th ed), (95-110). Maidenhead: McGraw-Hill: Society for Research into Higher Education and Open University Press.
- Black, P, Harrison, C, Lee, C, Marshall, B and Wiliam, D (2002). *Working inside the black box: assessment for learning in the classroom*. London: Kings College.
- Black, P and Wiliam, D. (1998). *Inside the black box*. London: Kings College.
- Black, P & Wiliam D (2009). Developing the theory of formative assessment, *Educational Assessment, Evaluation and Accountability*. 21 (1), 5-31.
- Boud, D and Molloy, E (Eds) (2013). *Feedback in Higher and Professional Education: Understanding it and doing it well*. London: Routledge).

Channock, K (2000). Comments on Essays: Do students understand what tutors write? *Teaching in Higher Education*, 5 (1), 95-105.

Fallows, S and Chandramohan, B (2001). Multiple Approaches to Assessment: reflections on use of tutor, peer and self-assessment. *Teaching in Higher Education*, 6 (2), 229-546.

Gibbs, G (2006). How assessment frames student learning. In C. Bryan and K. Clegg (eds.), *Innovative Assessment in Higher Education* (23-36). London: Routledge.

Harlen, W (2004). *A systematic review of the evidence of reliability and validity of assessment by teachers used for summative purposes*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Retrieved from [http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=6\\_1H03rsumM%3d&tabid=116&mid=922](http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=6_1H03rsumM%3d&tabid=116&mid=922)

Harlen, W. (2013). *Assessment & Inquiry-Based Science Education: Issues in Policy and Practice*. Trieste, Italy: Global Network of Science Academies (IAP) Science Education Programme (SEP). Retrieved from [www.interacademies.net/activities/projects/12250.aspx](http://www.interacademies.net/activities/projects/12250.aspx)

Hounsell, D (2007). Towards more sustainable feedback to students. In D. Boud and N. Falchikov (eds.), *Rethinking assessment in higher education: Learning for the longer term* (101-113). London: Routledge.

Knight, P T (2002). Summative assessment in higher education: practices in disarray. *Studies in Higher Education*, 27 (3), 227-285.

Nicol, D and Macfarlane-Dick, D (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education*, 31 (2), 199-218.

Pokorny, H (2016). Assessment for learning. In H Pokorny and D Warren (eds), *Enhancing Teaching Practice in Higher Education* (69-90). London: Sage.

Rust, C (2007). Towards a scholarship of assessment. *Assessment & Evaluation in Higher Education*, 32 (2), 229-237.

Sadler, D R (2010). Beyond feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35 (5), 535-550.

## **Journals**

Assessment and Evaluation in Higher Education  
British Educational Research Journal  
Educational Researcher  
Higher Education  
Studies in Higher Education  
Teaching in Higher Education

# TIMETABLE

Unit 1:	Unit 2:	Unit 3:
<b>VLE Open:</b> 29 August 2018		
<b>Day-school 1:</b> 5 September 2018 14:00 – 17:00		
<b>Day-school 2:</b> 26 September 2018 10:00 – 16:00		
<b>Tutorials:</b> 30 October — 14 December 2018		
<b>Assignment deadline:</b> 7 January 2019		
	<b>VLE Open:</b> 11 December 2018	
	<b>Day-school 3:</b> 9 January 2019 10:00 – 16:00	
	<b>Tutorials:</b> 4 February – 5 April 2019	
	<b>Assignment deadline:</b> 15 April 2019	
		<b>VLE Open:</b> 27 March 2019
		<b>Day-school 4:</b> 17 April 2019 10:00 – 16:00
		<b>Tutorials:</b> 20 May – 21 June 2019
		<b>Assignment deadline:</b> 15 July 2019
<b>Day-school 5:</b> 24 June 2019 10:00 – 16:00		
<b>FINAL PORTFOLIO ASSIGNMENT DEADLINE: 28 September 2019</b>		

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*