



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **ECR Teach: Course design, development and assessment/evaluation**

**2018/2019 January**

**Course code:  
1819NBRS02**

**COURSE GUIDE**

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University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Welcome to ECR Teach, a University of Cambridge non-award bearing short course offered by the Institute of Continuing Education (ICE) for Early Career Researchers (ECRs). ECR Teach is an experiential course that introduces you to the principles and practices of designing and, potentially, delivering a short course for ICE.

You will learn about the principles of instructional design, teaching strategies and course assessment and evaluation. The course provides you with opportunities to enhance your knowledge of curriculum development and improve your teaching skills as a means to prepare you for future employment in higher education.

ECR Teach is taught at FHEQ level 7 (i.e. Master's level) and successful completion of the course is recognised with an ICE Certificate of Attendance. The programme of study is completed over a four month period.

The programme offers a practical and 'hands-on' education in course design, teaching strategies and matters of assessment and evaluation in higher education. It also introduces you to the principles and theories of adult education as a means to develop your teaching skills, reflect on teaching and improve students' learning. You will work in teams on the programme to develop an innovative short course, either multidisciplinary or interdisciplinary, which synthesises contemporary research findings. Teams will present their course proposals to ICE and, where courses are of an appropriate standard and rigour, teams will be offered a chance to teach their courses to an adult audience.

### **Transferable skills for future employability**

- The capacity to think independently and make informed judgements to promote effective learning drawing on research into higher education teaching;
- The development of critical thinking and evaluation skills related to teaching and learning in higher education;
- The enhancement of independent learning, study and time management skills;
- The ability to work in collaboration with colleagues to develop research-informed and engaging courses of study;
- The development of competence in teaching skills, assessment strategies and evaluation techniques which can be adapted to a variety of audiences and contexts;
- The capacity to research, design and evaluate a course which deploys current research findings and is relevant to student and market demand;
- The ability to engage in reflective practices and peer appraisal to promote improvements in the teaching and learning process in higher education;
- The qualities necessary for employment as an academic in higher education including personal commitment, the ability to motivate students, and professional and ethical conduct in higher education teaching.

### **Commitment to study**

ECR Teach is a non-award bearing course offered at FHEQ level 7 by ICE. It is recognised that Early Career Researchers have demanding research schedules and a wide variety of responsibilities in their employment. You are, however, expected to participate in pre-class preparation and extensive reading whilst studying on the course. The course is also supported through an ICE Virtual Learning Environment (VLE). You are expected to participate actively in discussion forums on the VLE and complete activities set by the Tutor on the VLE. You will also be assigned to a team responsible for designing a short course, potentially for delivery at ICE, and you should participate actively in your team.

Successful completion of all activities and satisfactory attendance is required to achieve the ICE Certificate of Attendance for the course.

## Teaching staff

### Tutors:

**Dr Nigel Kettley** has had a wide ranging teaching and research career in the fields of sociology, education studies, research methods and teacher training. Before joining the ICE in 2007, he was a Research Associate in the Faculty of Education, University of Cambridge, and earlier still a PhD student at Wolfson College. Prior to returning to study he spent ten years as a lecturer in a large Further Education college teaching A levels, Access to Higher Education and Certificate courses in teacher education. He has supervised and lectured in the University of Cambridge for many years in a wide variety of areas including Sociology, Education Studies, Research Methods and Teacher Education. In 2017, Nigel received a Pilkington Prize in recognition of his outstanding teaching at the University of Cambridge.

Nigel is an active researcher in the areas of widening participation, educational attainment and lifelong learning more generally with a particular focus on issues of gender, social stratification and educational practice. Nigel teaches on a variety of courses for the Institute, supervises postgraduate students, and is Academic Director and Senior Lecturer for Education and Social Science courses at the Institute. His major published works are *Educational Attainment and Society* (2007) and *Theory Building in Education Research* (2012). He is also a member of the editorial advisory board for the *British Journal of Sociology of Education* and a Fellow of the Royal Society of Arts.

**Dr Tom Monie** is an ICE Teaching Officer and the Academic Director for Biological Sciences at ICE. A protein biochemist with a long-standing interest in infection and immunity, Tom is a Fellow of Christ's College, University of Cambridge, where he also acts as a Tutor and the Director of Studies in Part 1A Biological Natural Sciences.

Tom oversees and teaches on the Certificate in Genetics, the Diploma in Evolutionary Biology, and the short course on the Innate Immune System in Health and Disease. Tom's extensive experience in teaching within the University includes undergraduate supervisions, practical classes and lectures- he currently delivers the first year "Genes in Action" course for the Biology of Cells. Recent publication topics have included cat allergy- which was a global media story- Crohn's Disease, inherited auto-inflammatory genetic diseases, species variation in immunity and inflammation.

Many students have benefitted from his involvement in a wide range of teaching activities targeted at the provisions of subject-specific and transferable skills for graduate students. Tom is a firm believer that learning should be fun, that student participation is central to this process, and that successful teaching requires responsiveness to the needs of the students. He aims to instill these elements into his teaching and engagement activities.

## Administrative staff

Academic Programme Manager: Jenny Brandham, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge CB23 8AQ, 01223 746476, [jenny.brandham@ice.cam.ac.uk](mailto:jenny.brandham@ice.cam.ac.uk)

## Venues

### Institute of Continuing Education (ICE)

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by ICE as a venue since 1975.

Day schools for ECR Teach will be taught at Madingley Hall in one of 14 classrooms. All classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including sandwiches, snacks and a full-service bar.

The Hall is situated four miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Full directions are given on our website at: [www.madingleyhall.co.uk/contact-us/how-to-find-us](http://www.madingleyhall.co.uk/contact-us/how-to-find-us)

### The Postdoc Centres

The Postdoc Centres provide postdocs with a resource of their own - a space to come together and exchange ideas, a place to access support, and a way to find a sense of belonging and engage with the University beyond their department.

The Postdoc Centres also offer free meeting rooms, event venues and quiet working spaces to postdocs at the Biomedical Campus, Mill Lane, and Eddington (North West Cambridge). They also provide a venue for other services around the University to hold training, talks, and events specifically for postdocs. The workshop sessions for the ECR Teach course will be held in rooms provided by the Postdoc Centres.

The internet site of the Postdoc Centres can be found at: <https://www.opda.cam.ac.uk/postdoc-centres>

## Contact details of ICE

Institute of Continuing Education  
University of Cambridge  
Madingley Hall  
Madingley  
Cambridge CB23 8AQ

Website: [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)  
Email: [pg-wards@ice.cam.ac.uk](mailto:pg-wards@ice.cam.ac.uk)

*Please also refer to the 'information for students' section on ICE's website*  
<http://www.ice.cam.ac.uk/studying-with-us/information-for-students>

*The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 25<sup>th</sup> September 2018*

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# ECR Teach: Course design, development and assessment/evaluation

## Syllabus 2019

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### Overview

ECR Teach introduces you to the principles and skills required to develop and deliver research-informed courses for adult students in higher education. The course begins by exploring issues related to course design and the principles of teaching and learning in higher education. Specifically, you will commence by examining: students' needs and constraints on learning; creativity in course design; issues of academic level, content and pace; models of the curriculum design process; theoretical approaches to teaching and learning; and professional standards and ethics in university teaching. Subsequently, you will examine devising a course appropriate to your audience, the development of appropriate course content and selecting interactive teaching strategies suitable for delivering your course. You will also examine the use of technology in teaching and learning in higher education before considering methods of assessment and evaluation. Contemporary research and theoretical approaches to teaching and learning in higher education will also be assessed to promote effective practice.

ECR Teach provides an experiential and collaborative introduction to developing your knowledge and skills of course design, teaching strategies and assessment and evaluation. The day schools and workshops will be highly interactive, promote discussion and require you to engage in reflection and peer-appraisal. You will work as part of a team from the outset to research, design and, potentially, deliver a short course suitable to adult students at ICE. The programme of study will follow the 'life cycle' of a short course at ICE with teams engaged in activities related to researching, creating, delivering and appraising a programme of study in continuing education. Your learning will also be supported through the ICE Virtual Learning Environment and by the allocation of a mentor to your course design team from either ICEs academic staff or Tutor Panel.

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### Aims

The aims of the ECR Teach course are as follows:

1. To promote students' knowledge and understanding of how adults learn drawing on a broad range of research and scholarship into higher education;
2. To promote meaningful employability skills related to designing a course, teaching, assessment and evaluation strategies, and, potentially, the delivery of a course to adults in a University of Cambridge continuing education context;
3. To develop collaborative learning strategies and to create new courses which deploy current research to progress the Impact and Outreach agendas of ECRs;
4. To develop the capacity of reflective practice and a critical evaluation of research and scholarship into higher education as a route to fostering a personal perspective on (or philosophy of) teaching.

The focus of the short courses developed during ECR Teach will be adult learners as befits ICEs remit. However, the aims and content of the programme will be broadly applicable to many forms of course design and development relevant to ECRs.

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### Content of the course

A programme of day schools, workshops, independent study and VLE activities will be used to deliver the ECR Teach course. You will also be supported through the allocation of a mentor to your group to provide guidance and feedback. The following topics will be covered:

## 1. Programme of day schools, workshops and independent team-oriented study

### ECR Teach: Course design, development and assessment/evaluation

#### **Day school 1 *Designing your course – So much more than choosing a topic.***

**Indicative content:** principles for teaching and learning in HE; recognising students' 'needs' and how students learn; approaches to adult education (e.g. andragogy); getting it right: issues of academic level, content and pace; creativity and innovation in course design (integrating research and teaching); models of the course design process; designing interdisciplinary and multidisciplinary courses; and developing a personal perspective on (or philosophy of) teaching through reflective practice. Working collaboratively on course design. The professional standards framework for HE and the ethics of university teaching.

**Key activities:** getting started on the ICE VLE; getting started with reading assignments; formation of course development teams; developing an understanding of course design principles; and scheduling team activities and meetings.

**Mentoring support:** your team will be allocated a mentor to support group learning.

#### **Workshop 1 *Audience – Who is your course for?***

This workshop will require you to consider the prior knowledge, social background and generational characteristics of learners when proposing a short course for ICE. Issues of diversity and inclusion in teaching and learning will be examined. You will also explore effective market research and competitor analysis, as part of the development process, to foster innovative and market relevant short courses which are attractive to an adult audience for either professional development or personal enrichment purposes.

#### **Workshop 2 *Content – What should your course include?***

In this workshop, you will explore: the writing of aims for a course; the design of a short course syllabus (academic level, appropriate content, reading lists and formative and summative assessments (if appropriate)); and writing learning outcomes. Principles of syllabus design will also be considered: engaging students; issues of sequence; developmental approaches to students' knowledge and skills; enhancing transferable skills; employability; and academic progression. The workshop will also introduce you to the regulatory framework for the development of courses for adults.

#### **Workshop 3 *Delivery – What is the best way to deliver your course material?***

This workshop explores the selection, preparation and delivery of teaching strategies appropriate to achieving the aims and learning outcomes for an interdisciplinary or multidisciplinary course. You will focus on selecting strategies specifically tailored to promote the knowledge and understanding of adults (e.g. lectures, discussions, group projects, independent projects etc.). You will also explore the specific demands of: teaching adult learners on a part-time short course; the relative merits of specific teaching strategies for adults; and managing difficult students. Course development teams will be in a position to make informed academic judgements about appropriate teaching strategies by reference to research related to the teaching of adults in continuing education.

#### **Workshop 4 *Technology – How can technology enhance your course?***

This workshop will enable you to reflect on the use of online and blended learning strategies to support adult learning. It will commence with an activity requiring course design teams to present on innovative teaching technologies in their subject area. Subsequently, a variety of e-learning strategies will be considered (e.g. webinars, the use of lecture capture and discussion forums) and the relative merits of each will be considered. You will be expected

to reflect, in your course development teams, on the relative merits of specific e-learning techniques for achieving the aims and learning outcomes of your proposed course. The management, assessment and evaluation of e-learning for adults will also be examined.

**Workshop 5 Assessment and Evaluation – Did your students learn anything? How can you improve the course next time?**

In this final workshop, you will consider strategies appropriate to assess whether learning has taken place in the short courses you are developing in teams. The session will also explore: basic principles and practices of assessment; the alignment of assessment types with learning outcomes; and the potential pitfalls of assessment. You will also examine methods of gathering evaluative feedback from learners, techniques for analysing evaluative feedback and the integration of responses to feedback in the course development cycle.

**Team Study Period Independent Team-Oriented Course Design.**

In this period, you will work *in your allocated course development teams* to:

1. Prepare a support case for the interdisciplinary or multidisciplinary course including for example market research, competitor analysis and/or budget;
2. Prepare a syllabus for the proposed short course with appropriate aims, content, reading list and learning outcomes;
3. Develop a specimen of teaching materials that could be used in the delivery of the short course;
4. Prepare an assessment and/or evaluation strategy for the proposed short course.

**On an individual basis**, you will produce a written report explaining and justifying – by reference to appropriate research and scholarship in HE – the academic judgements which have informed your course design. In addition, you will produce a short reflective account of your learning on the course and identify any CPD requirements. You will submit the written report and reflective account of learning to your Tutor for feedback.

**Teams submit short course proposals to the Tutor for formative assessment.**

You will be provided with ongoing support from Tutors and your team mentor in the independent study period to review progress and provide feedback on emerging work.

**Day school 2 Promoting your course – What's its unique selling point?**

**Summary session:** Tutors will review the content of the course, the effectiveness of the team approach to short course development, and your emerging perspectives or philosophies of teaching in higher education.

**Presentations:** Teams present their proposed interdisciplinary or multidisciplinary course. What is original and innovative about the course? Brief review of support case, syllabus, specimen teaching materials and assessment strategy. How have research and scholarship informed course design? What are the relative merits of the course and what is the justification for implementing the proposed short course?

**Peer and Tutor review of team presentations. Feedback.**

**Evaluation of the ECR Teach course (questionnaire).**

**Delivery of short courses**

Course commissioning group decides which, if any, short courses to offer. This decision will be based on a combination of the submitted written course proposal, the presentation and the formative assessment of the Tutors. Marketing on ICE website.

Teaching invitation to ECRs for courses successfully recruiting 20 or more students.

Teaching of the course at ICE.

Continuing education students evaluate the short course. Feedback to ECRs.

## 2. Course timetable and submission of formative assessments

Session	Times and Date(s)	Location
Day school 1	Thursday 17 <sup>th</sup> January 2019 9 am – 5.30 pm	ICE, Madingley Hall
Workshop 1	Tuesday 29 <sup>th</sup> January 2019 6.00 pm – 8.00 pm	Postdoc Centre, 16 Mill Lane
Workshop 2	Tuesday 5 <sup>th</sup> February 2019 6.00 pm – 8.00 pm	Postdoc Centre, 16 Mill Lane
Workshop 3	Tuesday 12 <sup>th</sup> February 2019 6.00 pm – 8.00 pm	Postdoc Centre, 16 Mill Lane
Workshop 4	Tuesday 19 <sup>th</sup> February 2019 6.00 pm – 8.00 pm	Postdoc Centre, 16 Mill Lane
Workshop 5	Tuesday 26 <sup>th</sup> February 2019 6.00 pm – 8.00 pm	Postdoc Centre, 16 Mill Lane
Team study period	Monday 4 <sup>th</sup> of March 2019 – Friday 29 <sup>th</sup> March 2019	Team Meetings TBC
Submission of Individual Report and Reflective Statement to Tutor	Friday 29 <sup>th</sup> March 2019	Submitted on VLE. Feedback via VLE.
Submission by Team of Short Course Proposal to Tutor	Friday 29 <sup>th</sup> March 2019	Submitted on VLE. Feedback via VLE.
Day school 2	Thursday 25 <sup>th</sup> April 2019 9 am – 5.30 pm	ICE, Madingley Hall

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### Presentation of the course and Mentoring

ECR Teach will be delivered through 2 day schools and 5 workshops, totaling 24 hours of teaching and learning, with the provision of online activities through the ICE VLE.

Teaching and learning for the course will be delivered through a combination of presentations by the Tutor, a range of interactive and participatory methods of teaching and learning, and through reading and tasks to be undertaken individually by students outside the sessions. Such methods of teaching and learning may include small and whole group exercises, projects, case studies, structured discussions, readings set through the VLE and oral presentations. You are expected to participate actively in both face-to-face sessions and to fully engage in learning opportunities available on the VLE.

You are also expected to collaborate in teams to design a course and to present an overview of the short course your team designs at the second day school.

Tutors will provide support with course design and development at the day schools, whilst team mentors will meet their students as a group between the two day schools. Your group will receive a minimum of one hour of team mentoring between the two day schools.



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## Learning Outcomes

As a result of participating in this course, within the constraints of the time available, you should be able to:

1. Identify, explain and evaluate principles and theories of adult learning which are appropriate to the development and teaching of short courses in the continuing education context;
2. Recognise, justify and deploy a broad range of teaching, learning, assessment and evaluation strategies appropriate to the design and, potentially, teaching of short courses in the continuing education context;
3. Critically appraise short courses designed by colleagues, deploying appropriate techniques of peer appraisal, and evaluate the utility of short courses in disseminating research findings to adults in the continuing education context;
4. Critically reflect on your own practice as a course designer and teacher, justifying your reflections by reference to appropriate scholarship, as a means to enhance your employability and to develop a personal perspective on (or philosophy of) teaching in higher education.

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## Formative assessments

ECR Teach is a non-credit bearing course offered at FHEQ level 7. There are no summative assignments for the programme, because it does not carry credit. However, you will be expected to complete all learning activities provided through the VLE. In addition, there are two major formative assignments for the course.

Firstly, working individually you will produce a written report explaining and justifying the academic decisions and judgements which informed your course design. Your report will critically engage with appropriate principles, research and theories of teaching and learning in higher education to justify your course design. It will also include a short reflective account of your learning on the course and explain any CPD requirements you have identified. You will submit the written report and reflective account of learning via the ICE VLE to your Tutor for feedback. Your report should not exceed 3,000 words, of which 1,000 words should be devoted to your reflective statement, excluding the reference list. A detailed task brief will be provided during the course.

Secondly, working in your course development team you and other team members will produce a short course proposal (working with ICE template paperwork) which constitutes the syllabus for your proposed course. Your team will submit the short course proposal to your Tutor via the ICE VLE for feedback. Teams are also expected to present an overview of the course they have designed at the second day school including reference to: the support case (market research, competitor analysis and/or budget); the short course syllabus; specimen teaching materials; and the assessment and/or evaluation strategy. Your presentation must provide a rationale for your design, drawing on appropriate scholarship, and will be appraised by your peers and Tutor. A detailed task brief will be provided during the course.

Successful completion of both formative assignments is required to earn the ICE Certificate of Attendance for the ECR Teach course. Submission deadlines are given on page 8 (above).

**You are expected to submit formative assignments online and feedback is delivered online.**

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## Indicative reading and resource list (\*recommended)

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

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

Boud, D., Cohen, R. and Walker, D. (1994) *Using Experience for Learning*. Buckingham: SRHE & Open University Press.

Brown, S. and Race, P. (1994) *Assessing Learners in Higher Education*. London: Kogan Page.

Fry, H., Ketteridge, S. and Marshall, S. (eds.) (2003) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Third Edition. London: Routledge.

Knight, P. (2002) *Being a Teacher in Higher Education*. Buckingham: SRHE & Open University Press.

Knight, P. (1995) *Assessment for Learning in Higher Education*. London: Kogan Page.

Miller, A. (1988) *Course Design for University Lecturers*. London: Kogan Page.

Neary, M. (2002) 'Curriculum models and developments in adult education', in M. Neary (2002) *Curriculum Studies in Post-compulsory and Adult Education: A Teacher's and Student Teacher's Study Guide*. (pp. 57-70). Cheltenham: Nelson Thornes Ltd.

Northedge, A. (2003) 'Rethinking Teaching in the Context of Diversity', *Teaching in Higher Education*, Vol. 8, No. 1, pp. 17-32.

<http://www.tandfonline.com/doi/abs/10.1080/1356251032000052302>

Ornstein A.C. and Hunkins, F. P. (2009) *Curriculum Foundations, Principles and Issues*. Fifth Edition. Boston, MA: Allyn and Bacon.

Pokorny, H and Warren, D. (2016) *Enhancing Teaching Practice in Higher Education*. London: Sage.

QAA (2018) *The UK Quality Code for Higher Education*. Available online: <https://www.qaa.ac.uk/quality-code> (accessed 25.09.18).

\*Rogers, A. and Horrocks, N. (2010) *Teaching Adults*. Fourth Edition. Maidenhead: Open University Press.

Schon, D. A. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

South East England Consortium for Credit Accumulation and Transfer (SEEC) (2016) 'Credit Level Descriptors for Higher Education – 2016'. Available online: <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> (accessed 25.09.18)

Stenhouse, L. (1975) *An Introduction to Current Curriculum Research and Development*. London: Heineman.

\*Toohey, S. (1999) *Designing Courses for Higher Education*. Buckingham: SRHE & Open University Press.

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