



Institute of Continuing Education

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

Postgraduate Certificate in Teaching and Learning in  
Higher Education

**2022-23**

Course code: 2223PCB411

**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>.

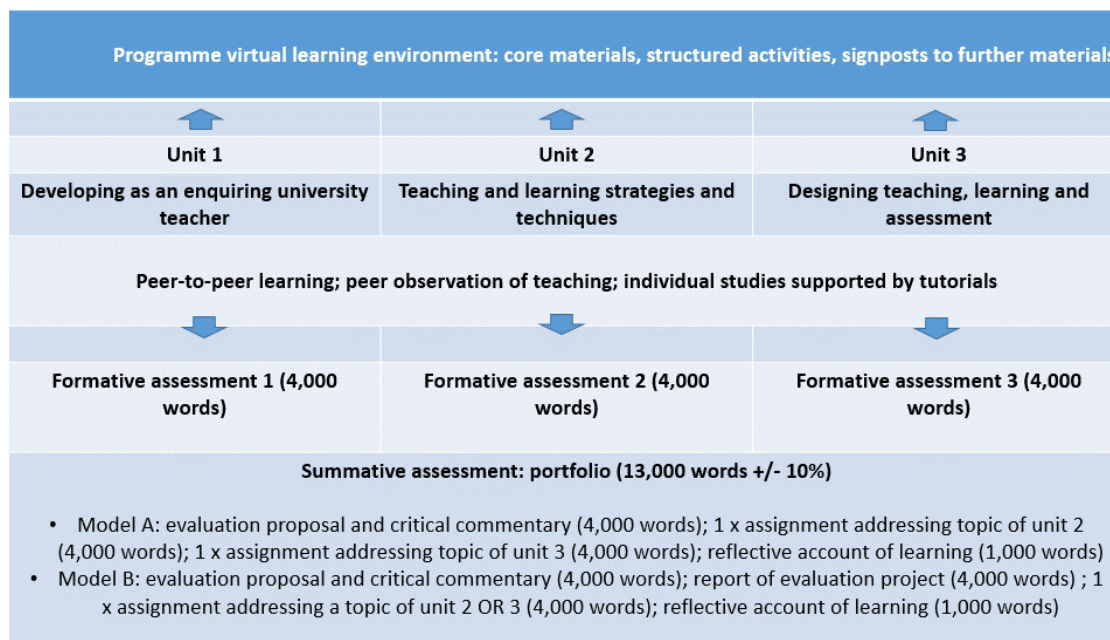
The course offers three units and a syllabus and reading and resource list for each of these units are included in this course guide.

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 scholarly approaches to evaluating teaching, learning and assessment, 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 develop a proposal for a research-informed evaluation of practice and a critical commentary on two selected articles published in peer-reviewed educational journals, providing an opportunity to integrate learning and practice during the course. Assessment is through a portfolio (13,000 words +/- 10%) 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; teaching using a VLE;
- 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 is the Head of the Cambridge Centre for Teaching and Learning, which supports teaching and learning staff; encourages innovation, and provides a strategic focus for complex educational priorities. Meg is Official Fellow in Academic Development at Queens' College.

[mebt1@cam.ac.uk](mailto:mebt1@cam.ac.uk)

## **Administrative staff**

During your studies you will be support by the Professional Studies administrative team who can be contacted using the details below.

<b>Professional Studies Enquiries – Education Courses</b>
E: <a href="mailto:education@ice.cam.ac.uk">education@ice.cam.ac.uk</a> T: +44 (0)1223 768952 / 760861 / 746227

## Venue

*We plan to deliver our postgraduate qualifications in-person in the academic year 2022-23. Please note that this will be reviewed in line with the latest public health guidance available at the time. If required, to ensure the health and safety of students, we may look to utilise alternative teaching formats and will contact students if we expect changes to the course delivery.*

The workshop element of the course is taught in the Student Services Centre on the New Museums site. The Student Services Centre is located at: Bene't Street, New Museums Site, CB2 3PT. The main entrance to the building is located off of Bene't Street.

Full directions may be found on the University map: <https://map.cam.ac.uk/Student+Services+Centre>

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

## Contact details of ICE

Institute of Continuing Education  
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Maddingley Hall  
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Cambridge  
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T: 01223 746222  
[www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

*Information correct as at 07/09/2022*

# Course Syllabus

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## Unit 1: Developing as an enquiring university teacher

<b>Start date</b>	10 August 2022	<b>End date</b>	2 October 2023
<b>Day-school dates</b>	Wed 7 September 2022	14.00-17.00	
	Wed 28 September 2022	10.00-16.00	
	Wed 12 July 2023	10.00-16.00	
<b>Course Director</b>	Dr Meg Tait		

### Aims

The unit introduces participants to the Postgraduate Certificate as a whole, to debates concerning professional expertise and to scholarly approaches to developing expertise and practice. This unit will address:

- distinct perspectives on 'expertise' and 'professionalism' in teaching and supporting learning
- developing a scholarly understanding of educational practices, including identifying your own values and practices in teaching and understanding the purpose of educational research, including different disciplinary perspectives and traditions
- critically engaging with educational research to develop an understanding of appropriate research design, methods and ethical issues

### Content

Colleagues who teach / support learning in higher education are experts in their subjects. In this unit, we consider what might constitute expertise in teaching and supporting learning in higher education. We draw on theorising and studies of expertise and professionalism of teaching to explore the role played by teachers' experience, personal values and beliefs.

The Postgraduate Certificate is designed to encourage an enquiring approach to teaching and learning in higher education. We encounter debates concerning the contribution made by education research to how teachers teach and explore perspectives on 'reflective practice'. We consider some of the challenges arising from distinct disciplinary perspectives on what constitutes worthwhile knowledge and we discuss what is involved in engaging critically with educational research. We introduce 'practitioner' or 'insider' research and reflect on ethical challenges. All participants prepare a critical commentary on two selected education publications and a proposal for a research-informed evaluation of practice.

### 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 tutors, 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 day-school sessions 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 7 September 2022)

Introduction to the aims, structure and ethos of the Postgraduate Certificate in Teaching and Learning in Higher Education, including resources and support available from the Faculty of Education Library. Participants meet members of their peer learning groups and work together to develop their perspectives on professional expertise.

### **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 'good' teaching / learning support; reflective practice and the significance of educators' beliefs, values and practices, and debates on the nature and purpose of educational research.

Between the first and second day schools, participants meet with their peer learning groups to discuss approaches to reviewing literature in their disciplines or fields.

Readings and structured activities will be available on the VLE from 10 August.

### **Day-school 2:** (Wed 28 September 2022)

We begin the day school with students' perspectives on their experiences of studying at Cambridge. During the day, we start to think about approaches to evaluating practice in teaching / learning support and engaging critically with educational research. Participants start to develop ideas for the first assignment, presenting initial ideas to members of their peer learning groups and giving and receiving constructive feedback

### **Individual tutorial**

Participants discuss their aims and intentions for their first assignments with their tutor. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 24 October and 9 December to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 9 January 2023.

### **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:** (Wed 12 July 2023)

This unit, 'Developing as an enquiring university teacher', frames the Postgraduate Certificate as a whole. At this final day-school, participants in their peer learning groups 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 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;
- compare and contrast selected evaluation methods;
- demonstrate a critical evaluation of relevant research through a critical commentary on two selected articles published in peer-reviewed education journals;
- define their own proposal for a research-informed evaluation of practice, justifying the selection of methods and the ethical dimensions of the proposal.

## Student assignment: *Formative assignment 1:*

Participants are required to write 4,000 words in total for the two-part assignment:

(1) a proposal for a research-informed evaluation of practice (2,000 words) that includes the following:

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

(2) a critical commentary on two articles in peer-reviewed education journals which are relevant to the proposed evaluation of practice (2,000 words). *Selection of articles and the proposed evaluation design must be confirmed as appropriate by a tutor.*

Participants indicate the intention to either:

- A. report on the completed research-informed evaluation of practice, or
- B. develop a version of this assignment.

The final summative assignment end-of-course portfolio includes either: (A) a developed version of this assignment (4,000 words) and a report on the completed research-informed evaluation of practice (4,000 words) or (B) a developed version of this assignment (4,000 words).

**Closing date for submission of assignments: Monday 16 January 2023 by 12.00 (noon)**

## Reading and resource list

### Required reading and resources

Note: All required reading and resources are accessible through the PGCTLHE VLE

- PGCTLHE introductory paper: Perspectives on 'good' and 'excellent' teaching
- PGCTLHE introductory paper: 'Professionalism' in university teaching
- PGCTLHE introductory paper: Reflective practice
- Kane, R, Sandretto, S & Heath, C. (2004). An investigation into excellent tertiary teaching: Emphasising reflective practice. In *Higher Education*, pp. 47, 203-310
- PGCTLHE introductory paper: The purpose of educational research

- Bridges, D. (2017). 'Two cultures' revisited: Science ('scientism') and the humanities in the construction of educational understanding. In *Philosophy in Educational Research*. Cham: Springer, pp. 35-55
- Tight, M. (2012). Introduction. In *Researching Higher Education*. Maidenhead: McGraw-Hill Education, pp. 3-12
- PGCTLHE introductory paper: Writing a literature review
- PGCTLHE introductory paper: Searching higher education journals
- Atkins, L & Wallace, S. (2012). Insider research. In *Qualitative Research in Education*. London: Sage
- Trowler, P (2011). Researching your own institution. British Educational Research Association online resource
- PGCTLHE introductory paper: Methods for evaluating teaching
- PGCTLHE introductory paper: Validity, reliability and trustworthiness
- PGCTLHE introductory paper: Ethical dimensions of evaluating learning and teaching
- Hammersley, M. & Traianou, A. (2012) Ethics and Educational Research. British Educational Research Association online resource

### Further reading and resources

Note: This selection of items may provide some starting points for participants when beginning to develop approaches to the first assignment.

#### *Professional expertise and reflective practice*

Ashwin, P. (Ed) (2020). *Reflective Teaching in Higher Education*. London: Bloomsbury, 2<sup>nd</sup> edition.

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge MA: Harvard University Press

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

Crook, D. (2008). Some historical perspectives on professionalism, in B Cunningham (Ed). *Exploring Professionalism*. London: Bedford Way Papers

Deem, R. (1998). 'New managerialism' and higher education: The management of performances and cultures in universities in the United Kingdom. *International Studies in Sociology of Education*, 8 (1), 47-70

Devlin, M & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development*, 29:2, 11-124

Hart, S. (2000). *Thinking through Teaching: A framework for enhancing participation and learning*. Abingdon: Routledge.

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

Korthagen, F. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching*, 23:4, 387-405

Little, B, Locke, W, Parker, J & Richardson, J. (2007). *Excellence in Teaching and Learning: a review of the literature for the Higher Education Academy*. Higher Education Academy



Locke, W. (2014). *Shifting Academic Careers Implications for enhancing professionalism in teaching and supporting learning*. Higher Education Academy

Mälkki, K and Lindblom-Ylänne, S. 2012. From reflection to action? Barriers and bridges between higher education teachers' thoughts and actions. *Studies in Higher Education*, 37:1, 33-50

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

Robson, J. (2006). *Teacher Professionalism in Further and Higher Education*. London: Routledge

Schön, D. (1983). *The Reflective Practitioner: how professionals think in action*. London: Temple

Whitty, G. (2008). Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic, in B. Cunningham, (Ed). *Exploring Professionalism*. London: Bedford Way Papers, 28- 49

Wood, M. & Su, F. (2017). What makes an excellent lecturer? Academics' perspectives on the discourse of 'teaching excellence' in higher education. *Teaching in Higher Education*, 22:4, 451-466

#### *Engaging critically with educational research*

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.

Biesta, G. (2007). Why 'what works' won't work: evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57:1.

Coe, R. (2012). The nature of educational research – exploring the different understandings of educational research. In Arthur, J, Waring, M, Coe, R & Hedges LV. *Research Methods and Methodologies in Education*. London: Sage, pp. 5-14

Cohen L, Manion, L. and Morrison, K. (2018). *Research Methods in Education*, 8th Edition, Oxon & New York: Routledge

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

Moses, J W & Knutson, T L. (2007). *Ways of Knowing: Competing Methodologies in Social and Political Research*. Basingstoke: Palgrave Macmillan

Poulson, L., & Wallace, M. (2004) *Learning to Read Critically in Teaching and Learning*. SAGE

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

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

Tight, M. (2018). Higher education journals: their characteristics and contribution, *Higher Education Research & Development*, 37:3, 607-619

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.

### Evaluating teaching & learning

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

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

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.

### **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

<b>Start date</b>	14 December 2022	<b>End date</b>	17 April 2023
<b>Day-school date</b>	Wed 11 January 2023	<i>10.00-16.00</i>	
<b>Course Director</b>	Dr Meg Tait		

### Aims

In this unit, we introduce:

- introduce selected theories of learning and explore their implications for teaching and learning;
- literature on the strengths and limitations of a range of teaching and learning formats and techniques
- research into formative feedback and students' learning

### Content

Educators aspire for their students to learn, but what is meant by 'learning'? 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 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.

### 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 theoretical perspectives on learning, including psychological perspectives, 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 large- and small-group

teaching and learning. Readings and structured activities will be available on the VLE from 14 December.

### **Day-school 3: (Wed 11 January 2023)**

During the day, we explore perspectives on 'learning' and consider the beliefs about learning and knowledge (whether explicit or implicit) which inform different approaches to teaching. We consider different ways of thinking about and 'doing' formative feedback on students' learning. Participants start to develop ideas for their second assignments, to aid preparations for individual tutorials. In peer learning groups, participants also begin to plan for developmental activities (with options including peer observation of teaching and classroom assessment techniques)

### **Individual tutorial**

Participants 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 6 February and 7 April, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 17 April 2023.

### **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;

### **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 include an assignment on this module as part of their portfolio prepare a 4,000-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.

Or

Model B: Participants intending to submit a report on research-informed evaluation of practice (4,000 words in the final portfolio) provide a draft, as appropriate to the progress of the evaluation project.

The final summative assignment end-of-course portfolio includes either: (A) a developed version of this assignment (4,000 words) and a report on the completed research-informed evaluation of practice (4,000 words) or (B) a developed version of this assignment (4,000 words).

**Closing date for submission of assignments: Monday 24 April 2023 by 12.00 (noon)**

### **Reading and resource list**

#### Required reading and resources

Note: All required reading and resources are accessible through the PGCTLHE VLE

- PGCTLHE introductory paper: Theorising 'learning'
- Taber, K. 2016. [Constructivist perspectives on learning](#) (31 mins)

- Sfard. 1998. [On two metaphors for learning and the dangers of choosing just one.](#) Educational Researcher, 27(2), 4-13.
- Mazur, E. 2014. [Peer instruction for active learning \(14 mins\)](#)
- Mercer, N. 2018. [Making the most of educational dialogue](#) (48 mins)
- PGCTLHE introductory paper: [Perspectives on large- and small-group teaching](#)
- PGCTLHE introductory paper: [‘Digital’ education](#)
- PGCTLHE introductory paper: [Formative assessment and feedback](#)
- Carless, D. & Boud, D. (2018). [The development of student feedback literacy: enabling uptake of feedback](#)

### Further reading and resources

Note: This selection of items may provide some starting points for participants when beginning to develop approaches to the first assignment.

### 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

Ashwin, P. (Ed) (2020). *Reflective Teaching in Higher Education*. London: Bloomsbury, 2<sup>nd</sup> edition.

Aubrey, K., & Riley, A. (2019). *Understanding & using educational theories* (Second ed.). London: Sage

Gleitman, H., Gross, J., & Reisberg, D. (2011). *Psychology* (8th ed.). Chapter 7. London: W. W. Norton & Company, Inc.

Jordan, A, Carlile, O and Stack, A. (2008). *Approaches to Learning: A guide for teachers*. Maidenhead: Open University Press

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

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.

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

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

### Large- and small-group teaching and learning

Ashwin, P. (2005). Variation in Students’ Experiences of the ‘Oxford Tutorial’. *Higher Education* 50, 631–644.

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

Ashwin, P. (Ed) (2020). *Reflective Teaching in Higher Education*. London: Bloomsbury, 2<sup>nd</sup> edition.

Bligh, D. (1998). What's the Use of Lectures. Intellect Limited. Web

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 Skilful 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.

Dipiro J. T. (2009). Why do we still lecture? American journal of pharmaceutical education, 73(8), 137. 8

Fregona, C. & Sadza, A. 2016. Chapter 5: Blended learning, in Pokorny and Warren, *Enhancing Teaching Practice in Higher Education*, London: Sage, pp. 91-105.

French, S. & Kennedy, G. (2017). Reassessing the value of university lectures. *Teaching in Higher Education*, 22 (6), 639-654.

Gaston, A. & Duschinsky, R. (2020). Students' experiences of the Cambridge supervision system: performance, pedagogy and power. *British Journal of Sociology of Education*.

Grant, B. (1999). "Talking back" about lectures: A plea for lectures as transformative moments', *Research and Development in Higher Education*, 21, pp. 145-157

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.

Lindblom-Ylänne, S., Trigwell, K., Nevgi, A. & Ashwin, P. (2006) How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31 (03), 285-298.

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.

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.

Mills, D. & Alexander, P. (2013). Small-group teaching: a toolkit for learning. The Higher Education Academy.

Perez-Adamson, C. & Mercer, N. (2016). How do different types of schools prepare students for life at Cambridge? *Cambridge Journal of Education*, 46 (1), 19-35.

Race, P. (2014). *The Lecturer's Toolkit: A practical guide to assessment, learning and teaching*. Routledge: Abingdon

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

### Formative feedback

Adcroft, A. 2011. The mythology of feedback. *Higher Education Research & Development*, 30:4, 405- 419.

Ashwin, P. [& 12 others]. (2020). *Reflective teaching in higher education*, 2nd edition. London: Bloomsbury

Boud, D., & Falchikov, N. (2007). *Rethinking Assessment in Higher Education: Learning for the longer term*. London: Routledge.

Boud, D and Molloy, E. 2013. *Feedback in Higher and Professional Education: Understanding it and doing it well*. London: Routledge

Carless, D. & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*.

Hattie, J and Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77:1, 81- 112.

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

### Peer observation of teaching

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.

## **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>	15 March 2023	<b>End date</b>	24 July 2023
<b>Day-school date</b>	Wed 19 April 2023	10.00-16.00	
<b>Course Director</b>	Dr Meg Tait		

### 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 and introduce the principles 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 2. 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 8 May and 30 June, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 24 July 2023.

### 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. We introduce national and institutional policies on quality in higher education and consider how we, as university educators, can investigate and improve the quality of our courses. The VLE includes readings and structured activities which are available from 15 March.

#### **Day-school 4:** (Wed 19 April 2023)

During the day, we consider conceptualisations of 'curriculum' in higher education, exploring the roles of assessment and other influences on students' learning. Working individually and with peer learning groups, participants develop outlines for a course and give and receive constructive feedback. Participants begin to develop ideas for their third assignments.

#### **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 include an assignment on this module as part of their portfolio prepare a 4,000-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.

Or

Model B: Participants intending to submit a report on research-informed evaluation of practice (4,000 words in the final portfolio) provide a draft, as appropriate to the progress of the evaluation project.

The final summative assignment end-of-course portfolio includes either: (A) a developed version of this assignment (4,000 words) and a report on the completed research-informed evaluation of practice (4,000 words) or (B) a developed version of this assignment (4,000 words).

**Closing date for submission of assignments: Monday 17 July 2023 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. 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 report on research-informed evaluation of practice (Portfolio Model B). 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 A).

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: (13,000 words)

- 4,000-word assignment: a research-informed proposal for evaluating practice (2,000 words) and a critical commentary on two articles published in peer-reviewed education journals and relevant to the proposed evaluation of practice (2,000 words).
- Assignment: an aspect of teaching and learning strategies and techniques (title developed by participant and agreed with tutor; 4,000 words)
- Assignment: an aspect of designing teaching, learning and assessment (title developed by participant and agreed with tutor; 4,000 words)
- Reflective account of learning (1,000 words)

#### Portfolio Model B: (13,000 words)

- 4,000-word assignment: a research-informed proposal for evaluating practice (2,000 words) and a critical commentary on two articles published in peer-reviewed education journals and relevant to the proposed evaluation of practice (2,000 words).
- Report on research-informed evaluation of practice (4,000 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; 4,000 words)
- Reflective account of learning (1,000 words)

**Closing date for submission of assignments: Monday 2 October 2023 by 12.00 (noon)**

### **Reading and resource list**

#### Required reading and resources

Note: All required reading and resources are accessible through the PGCTLHE VLE

- PGCTLHE introductory paper: Recent history of British higher education
- Young, M. & Mueller, J. (2016). Disciplines, skills and the university. In Young & Mueller, *Curriculum and the Specialization of Knowledge: Studies in the sociology of education*. London: Routledge
- PGCTLHE introductory paper: Curriculum
- Ashwin 2017. Knowledge, curriculum, and student understanding (37 mins)
- Barnett, R., Parry, G. & Coate, K. (2001) Conceptualising curriculum change. *Teaching in Higher Education*, 6:4
- PGCTLHE introductory paper: Assessment
- Ellefson 2019. Desirable difficulties: Slowing down helps learning (43 mins)
- PGCTLHE introductory paper: Quality and higher education

### 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.

Lowe, R. 2002. Higher Education, in R. Aldrich (Ed). *A Century of Education*. London: Routledge Falmer, pp. 75-92

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

Scott, P. 1993. The Idea of the University in the 21st Century: A British perspective, *British Journal of Educational Studies*, 41 (1), 4-25

Shattock, M. 2012. *Making Policy in British Higher Education 1945-2011*. Maidenhead: McGraw Hill / Open University Press

### Course and curriculum design

Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., . . . Tooher, M. (2020). *Reflective teaching in higher education*. (The reflective teaching series). London: Bloomsbury Academic

Barnett, R, Parry, G and Coate, K (2004). Conceptualising Curriculum Change. *Teaching in Higher Education*. 6 94), 435-449.

Barnett, R., & Coate, K. (2005). *Engaging the curriculum in higher education*. Maidenhead, England ; New York: Society for Research into Higher Education : Open University Press

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.

Blackmore, P, & Kandiko, C. (2012). *Strategic curriculum change global trends in universities* (Research into higher education (SRHE)). Milton Park, Abingdon, Oxon; New York: Routledge

Bovill, C., Woolmer, C. (2019). How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. *Higher Education* 78, 407–422

Fraser, S. P. & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education*, 31:3, 269-385.

Fung, D and Gordon, C. (2016). *Rewarding educators and education-leaders in research- intensive universities*. Higher Education Academy

Fung, D., Besters-Dilger, J and van der Vaart, R. (2017). *Excellent education in research-rich universities*. League of European Research Universities

Healey, M. (2005). Linking research and teaching exploring disciplinary spaces and the role of inquiry-based learning, in Barnett, R. (Ed.) *Reshaping the University: New relationships between research, scholarship and teaching*, pp. 30-42. Maidenhead: McGraw-Hill / Open University Press

Hussey, T and Smith, P (2002). The trouble with learning outcomes. *Active Learning in Higher Education*. 3 (3),220-233.

Hussey, T and Smith, P (2003). The Uses of Learning outcomes. *Teaching in Higher Education*, 8 (3), 357-368.

Hussey, T. & Smith, P. (2008). Learning outcomes: a conceptual analysis. *Teaching in Higher Education*, 13:1, 107-115

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

Quality Assurance Agency. (2014). The Frameworks for HE Qualifications of UK Degreeawarding Bodies

Schoepp, K. (2019). The state of course learning outcomes at leading universities, *Studies in Higher Education*, 44:4, 615-627

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

Anderson, L. W., et al. (2014). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's* (Pearson new international ed.).

Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., . . . Tooher, M. (2020). Reflective teaching in higher education. (The reflective teaching series). London: Bloomsbury Academic.

- 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.
- Bloxham, S., & Boyd, P. (2007). *Developing effective assessment in higher education a practical guide*. Maidenhead: Open University Press.
- 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. (2000). Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, 22:2, 151-167.
- Boud, D., & Falchikov, N. (2007). Rethinking assessment in higher education: Learning for the longer term. London: Routledge
- 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.
- Knight, P. (2007). Grading, classifying and future learning. In Boud & Falchikov, Rethinking assessment in higher education: Learning for the longer term. London: Routledge.
- McArthur, J. (2016). Assessment for social justice: the role of assessment in achieving social justice. *Assessment & Evaluation in Higher Education*, 41:7, 967-981
- 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.
- Sambell, K., McDowell, L., & Montgomery, C. (2013). Assessment for learning in higher education. London: Routledge
- Schoepp, K. (2019). The state of course learning outcomes at leading universities. *Studies in Higher Education*, 44:4, 615-627
- Tai, J., Ajjawi, R., Boud, D. et al. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education* 76, 467–481.
- Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education: Principles, Policy & Practice*, 14:3, 281-294.
- Quality in higher education
- Ashwin, P., McLean, M. and Abbas, A. 2012. Quality and Inequality in Undergraduate Courses: A guide for national and institutional policy makers. Nottingham: University of Nottingham Press
- Blackmore, J. 2009. Academic pedagogies, quality logics and performative universities: evaluating teaching and what students want. *Studies in Higher Education*, 34:8, 857-872
- Chen, J H S and Marsh, H W. (2010). National Student Survey: are differences between universities and courses reliable and meaningful? *Oxford Review of Education*, 36: 6, 693- 712.
- Cunningham, B. 2014. Enhancing 'quality' in the academy: some tensions and contradictions. In B. Cunningham and University of London. Institute of Education (Eds), *Professional life in modern British Higher Education*, Ch. 4, pp. 45-60, London: IOE Press

Land, R. (2004). *Educational Development: Discourse, identity and practice*. Maidenhead: SRHE and Open University Press

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Quality Assurance Agency. (nd). Subject benchmark statements.

Rowland, S. (2006). *The Enquiring University: Compliance and contestation in higher education*. Maidenhead: Open University Press

Shevlin, M., Banyard, P., Davies, M & Griffiths, M. (2000). The Validity of Student Evaluation of Teaching in Higher Education: Love me, love my lectures? In *Assessment & Evaluation in Higher Education*, 25: 4, 397-405

Yorke, M. (2009). 'Student experience' surveys: some methodological considerations and an empirical investigation', in *Assessment & Evaluation in Higher Education*, 34:6, 721-739,

## **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> Wednesday 10 August 2022		
<b>Day-school 1:</b> Wednesday 7 September 2022 14:00 – 17:00		
<b>Day-school 2:</b> Wednesday 28 September 2022 10:00 – 16:00		
<b>Tutorials:</b> Monday 24 October – Friday 9 December 2022		
<b>Assignment deadline:</b> Monday 16 January 2023		
	<b>VLE Open:</b> Wednesday 14 December 2022	
	<b>Day-school 3:</b> Wednesday 11 January 2023 10:00 – 16:00	
	<b>Tutorials:</b> Monday 6 February – Friday 7 April 2023	
	<b>Assignment deadline:</b> Monday 24 April 2023	
		<b>VLE Open:</b> Wednesday 15 March 2023
		<b>Day-school 4:</b> Wednesday 19 April 2023 10:00 – 16:00
		<b>Tutorials:</b> Monday 8 May – Friday 30 June 2023
		<b>Assignment deadline:</b> Monday 17 July 2023
<b>Day-school 5:</b> Wednesday 12 July 2023 10:00 – 16:00		
<b>FINAL PORTFOLIO ASSIGNMENT DEADLINE:</b> Monday 2 October 2023		

*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.*