The University of Hong Kong

Centre for the Enhancement of Teaching and Learning

CERTIFICATE OF TEACHING AND LEARNING IN HIGHER EDUCATION

Course Outline 2017-2018

Overview

The course aims to provide the participants with an introduction to the principles of learning, teaching, assessment and feedback in a university context and to model ways as to how teaching can be continuously improved. It explores how to lead learning experiences for small group settings that actively engage the learners and discusses the kinds of learning experiences typical of tutorials and / or lab-based teaching.

In the first two weeks of the course, participants will first learn practical teaching strategies such as structuring and managing classes, designing high impact tutorial / lab activities and techniques for actively engaging a diverse range of students in their learning. With the above knowledge, participants design and perform their initial teaching practice. Each participant is required to observe one class taught by an experienced one in their departments (or a video-case available in the course Moodle site) and then submit a reflective account based on the class observed (a video-case available in the course Moodle site).

In the last two weeks, participants will learn about assessment and feedback. They will use their initial teaching experiences to plan improvement and to follow through such improvement plans in the final teaching demonstration near the end of the course. In order to learn how to plan teaching improvements, participants will identify 'what went well' and 'what needs improvement' in their initial teaching practice and bring them to the final teaching demonstration in this course.

The course incorporates a teacher development focus. Participants who have teaching duties in their departments could invite lecturers to observe a 1-hour session of their classroom/laboratory teaching. A post-observation feedback meeting will be held in which the observer will share actionable feedback with the observed. **Depending on the timing of this class observation, class observation and post-observation feedback process could be the final assessment of the course in lieu of final teaching demonstration.** This also serves as an opportunity for participants to bring what they learn from the course to the real classroom teaching to reflect on practice, to learn from each other and to share solutions. An important forum for discussion to reflect on practice, to learn from each other and to share solutions. An important forum for discussion. All participants will have access to supplementary learning

resources and further opportunities for ongoing discussion through the Moodle course website, and Teaching Assistant website.

As part of the learning process you will reflect on your own teaching and learning experiences as we introduce and examine current theory and practice in learning, teaching and assessment. Throughout the course you will have the opportunity to meet and interact with other new tutors within your discipline-area.

The course provides opportunities for you to:

- Deepen your knowledge of high quality teaching, assessment, and student learning in higher education, particularly as they relate to small group and laboratory teaching contexts;

- Develop a range of teaching tools and strategies that will assist with the planning and delivery of your tutorials;

- Learn and apply teaching strategies to enhance your students' learning experiences;

- Meet and interact with other tutors in your department/discipline and across the faculty;

- Discuss and improve specific teaching situations that you experience in the initial stages of your teaching;

- Observe a more experienced teacher in a tutorial or lab-session and receive feedback on your own teaching.

Course Learning Outcomes

At the end of the Certificate course, you will be able to:

1. Describe The University of Hong Kong's expectations in relation to teaching, learning, assessment, and the student experience, and explain how the role of tutors contributes to an overall agenda of high quality learning experiences for our students;

2. Relate how tutors'/demonstrators' approaches to teaching, assessment and feedback can influence students' approaches to learning;

3. Structure tutorials/laboratory classes to support the course intended learning outcomes and assessment;

4. Apply a range of teaching and learning strategies for facilitating active learning in tutorials or lab-based settings;

5. Demonstrate effective presentation skills for small group teaching in tutorials or lab-based settings;

6. Provide actionable feedback to students and reflectively plan improvements using feedback of your own teaching.

Programme Requirements and Components of Assessment

To meet the requirements to pass this programme, students are required to satisfy the attendance requirement and the two assessment components:

1. Attendance

   Full attendance ensures your participation as a small group member in this class. It gives you the opportunity to experience small group interactive work as a student. It helps you to become confident and better at structuring your own small group teaching. Under unavoidable circumstances, however, a student may be permitted to miss 1 class. Please be advised that any absences should be supported with a written explanation of the reason for the absence from a third party (supervisor, doctor, etc.) and submitted to your teacher.

2. Assessment: Written Assignment

   In this component, students are required to write reflective accounts on a teaching observation. The observation is to be based on an experienced teacher in their faculties. In case a session with an experienced teacher is unavailable, students could write their reflective account using at least one of the video-cases available in the course Moodle site. The guide for preparation of the reflective account is available in the course Moodle site. The reflective account need be submitted through the course Moodle site on or before the deadline as specified in each class.

Grade Descriptors for Written Assessment:

Proficient	The reflective account moves beyond simple description of the experience to an analysis of how that experience contributes to increasing the tutor's insights into self, others, and course concepts.
	The reflective account includes personal reflection on the design/planning of:
	a) learning activities; AND
	b) assessment (or the way to respond to students)
Developing	The reflective account is descriptive with some attempts to show how the experience contributes to increasing the tutor's insights into self, others, and course concepts.
	The reflective account includes personal reflection on the design/planning of:
	a) learning activities; OR
	b) assessment (or the way to respond to students)
Not Yet Ready	The reflective account is descriptive with no attempt to show how the experience contributes to increasing the tutor's insights into self, others, and course concepts.
	The reflective account does not include any personal reflection on the design/planning of:
	a) learning activities;
	b) assessment (or the way to respond to students)

3. Assessment: Final Teaching Demonstration

In this component, students are required to do a final teaching demonstration in class on a topic of their own choice.

Grade Descriptors for Final Teaching Demonstration:

	Level 0 **Not Yet Ready**	**Level 1** **Not Yet Ready**	**Level 2** **Developing**	**Level 3** **Proficient**
Learning Outcomes	No learning outcomes.	Makes substantial errors in the use of action verbs, (using intrinsic verbs, e.g. Know, Think, Understand), OR Learning outcomes presented as content/outline.	Correct use of extrinsic verbs, though learning outcomes may not be achievable or realistic, or target only low-level thinking such as factual recall (Remembering, Understanding as described in SOLO/Bloom's Taxonomy)	Learning outcomes are presented in the lesson and are specific, measurable, achievable, realistic, testable/observable, with at least one learning outcome that involves the use of application, analysis, synthesis or evaluation.
Active Learning Strategies	No audience participation.	Has (very) little interaction and requires minimal participation with students (e.g. only one of the following: by raising hands, yes/no questions, only one student asked for an answer, or audience participation only unrelated to topic).	Has some interaction with students expecting some participation from students. (e.g. asking questions to a group of students, some attempt for getting all students to participate, may or may not encourage deep thinking, but certainly beyond yes/no questions).	Has meaningful interaction with students facilitating activities where all students take part (e.g. peer-to-peer interaction), aligned with and will help students achieve learning outcomes.
Supporting Materials & Multimedia	No supporting materials/media.	Materials do not allow for any self-learning. Uses only slides and the design of slides is not effective for student learning (e.g. many of: text is too small, text only, not appropriate choice of colour, overlapping objects with text).	Materials do not allow for much self-learning. Uses only slides and the design of slides is mostly effective for student learning (see list in Level 3).	Materials allow for some self-learning. Use of at least one supporting material that is not PowerPoint slides. Effective use of slides (e.g. use of appear/staggered text animation effect, not too many words on slide, appropriate choice of colour, size of text, pictures/charts when necessary, visually attractive, proofread slides and no overlapping on text).
Explanations	No alignment with learning outcomes. Poor explanations, or presenter doesn't understand the topic.	Material sometimes not aligned with learning outcomes, and little use of the attributes described in Level 3.	Explanations aligned with learning outcomes. Some use of the list of attributes described in Level 3.	Explanations aligned with learning outcomes. Consistent avoidance of unnecessary jargon, using layman words, simple language, good structure/logical, calculation examples (if appropriate), real-life examples, metaphors, appropriate technicality, would a non-expert be able to understand?
Structure & Presentation Skills **Structure includes Time management, and structure: e.g. Introduction, Conclusion** **Presentation skills include: eye contact, body language, speaking pace, voice projection, enthusiasm, nervousness/confidence**	Poor presentation skills. Presentation structured poorly (no introduction, no conclusion), drastically under or over time.	Time is poorly managed (within three minutes under or over the allotted time). Presentation does not contain introduction nor conclusion. Presentation skills are a significant area of improvement. For the final presentation: These were not improved upon from the practice presentation.	Time is somewhat well managed (within two minutes under or over the allotted time). Presentation contains an introduction and/or conclusion. Presentation skills may be an area of improvement.	Time is very well managed, within one minute under or over of the allotted time. Good structure to the presentation (effective introduction and conclusion). Presentation skills commented on positively (done well, or improved upon from first presentation), or not commented at all.

Grades

Students will receive one of the three final grades, **Pass**, **Fail**, or **Withdrawal**, at the end of the course, based on 'how' students perform to satisfy the **three** programme requirements:

Programme Requirements:		1. <u>Attendance</u>		2. <u>Written Assignment (i.e. Reflective Account)</u>		3. <u>Final Teaching Demonstration</u>
Grades:	**Pass:**	Not missed more than 1 class	&	'Proficient' or 'Developing' grade earned	&	'Proficient' or 'Developing' grade earned
	Fail:	Even with 'full' attendance	&	'Not Yet Ready' grade earned	or	'Not Yet Ready' grade earned
	Withdrawal:	Not missed more than 1 class	or	Not submitted	or	Not submitted
		Incomplete attendance	or	Not submitted	or	Not submitted

Students who receive a "pass" grade will be awarded a certificate.

Exemption Policy

Depending on previous teaching experience, exemptions may be granted. For details on criteria for exemption and procedure, please see 'Guidelines for exemptions, CTLHE'

Modules: Intended Learning Outcomes (LOs)

Session	Module Title	Hrs	Module LOs	Course LOs
1	HKU landscape for teaching and learning	3	1. Describe an outcomes-based approach to teaching and learning at HKU and relate it to the role of a tutor 2. Describe the principles underpinning teaching and learning in HE 3. Identify impacts of different teaching approaches on student learning approaches	LO1, 2
2	Structuring small group learning	3	1. Plan well-designed small group tutorials or lab-based demonstrations 2. Manage small group activities so that students achieve the intended learning outcomes within allocated time	LO2, 3
3	Active Learning Strategies	3	1. Identify activities and strategies to support active learning that address course outcomes 2. Identify teaching techniques appropriate for small group teaching or lab-based demonstrations 3. Identify effective questioning techniques to facilitate small group active learning 4. Discuss methods to evaluate the effectiveness and use of a learning methods such as for small group learning	LO1, 3, 4
4	Incorporating Active Learning	3	1. Apply activities and strategies to support active learning that address course outcomes 2. Apply teaching techniques appropriate for small group teaching or lab-based demonstrations 3. Use effective questioning techniques to facilitate small group active learning 4. Evaluate the effectiveness and use of a range of active learning methods for small group learning	LO1, 3, 4
5	Planning Teaching & Learning Improvements, Assessment of learning	3	1. Identify methods such as Reflective Practice which would assist in teaching improvement and in a replanning strategy (such as use of 'Stop-Start-Continue') 2. Analyse reflections gathered from initial teaching experiences of previous phase and identify improvement method/s to be applied 3. Describe the assessment policy and assessment practices at HKU 4. Identify a range of available summative assessment strategies and their effects on student learning	LO 3, 4, 6
6	Assessment for learning, Feedback	3	1. Select and use assessment strategies that support active small group learning and address course outcomes 2. Identify a range of feedback strategies for small group teaching 3. Apply actionable feedback delivery methods appropriately to meet students' needs	LO 3, 4, 6
7, 8	Demonstrating methodologies for enhancing teaching practice	3	1. Demonstrate teaching techniques and styles of presentation appropriate for small group teaching or lab-based demonstrations 2. Self- and peer-evaluate the effectiveness of the teaching demonstration 3. Develop action plan for improving teaching in the future 4. Describe the strategy to develop teaching portfolio or teaching philosophy statement.	LO 3, 4, 5, 6