



Queen's University Belfast

School of Education

and

Centre for Educational Development

**Postgraduate Certificate in Higher Education Teaching
(PGCHET)**

Foundation Module:

**EDU7260 - An Introduction to Teaching, Learning and Assessment
in Higher Education**

Module 1 Handbook

September 2015

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1. Introduction

The Postgraduate Certificate in Higher Education Teaching (PGCHET) consists of three 20 credit M level modules. For your group, the dates are:

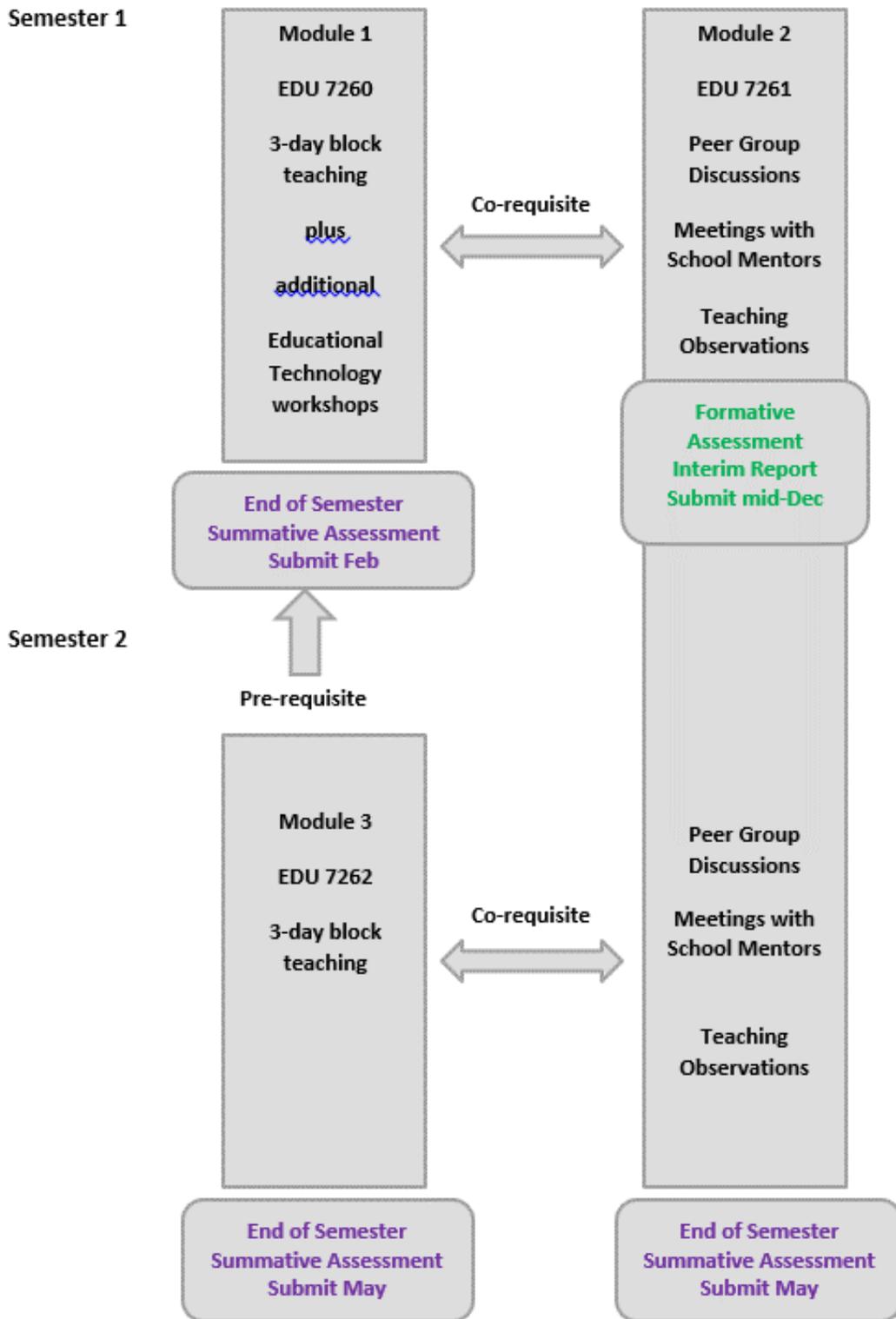
- **The Foundation Module: an introduction to teaching, learning and assessment in higher education (1st – 3rd September 2015)**
- **Module 2: Teaching, Learning and Assessment in Disciplinary, Multidisciplinary and University Contexts (September 2015 – April 2016)**
- **Module 3: Student Learning and Student Support in Higher Education (12th -14th January 2016)**

- **The relevant Module Codes are:**
- **Module 1 EDU7260 - An Introduction to Teaching, Learning and Assessment in Higher Education**
- **Module 2 EDU7261 - Teaching Learning and Assessment in Disciplinary, Multidisciplinary and University Contexts**
- **Module 3 EDU7262 - Student Learning and Support in Higher Education.**

The curriculum is designed as a set of three 20-credit interlocking modules, two of which are taught in sequence, (one in Semester 1 and the other in Semester 2 for the September intake), and one is taught contemporaneously with the other two (stretching over both semesters).

The diagram below gives an overview of how the modules work together over the course of the academic year.

2. PGCHET Module Design Flow Diagram
 (Assumes Semester Structure and Cohort beginning in September)



3. PGCHET Higher Education Contexts

The PGCHET is jointly organised by the School of Education, who accredit the course and the Centre for Educational Development. The course has recently been redesigned and revalidated by the University (2015) and the new structures have also been re-accredited by the Higher Education Academy which means that on successful completion of the course, you are automatically eligible to become a Fellow of the Academy.

The course accreditation is based on a mapping with the Higher Education Academy's **UK Professional Standards Framework (UKPSF)**, Descriptor 2. The areas of activity, core knowledge and professional values of the UKPSF are listed below:

UK Professional Standards Framework Descriptor 2		
Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/ disciplinary area(s)	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	
	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

The Certificate is primarily targeted at new or relatively new Queen's academic staff; other staff (e.g., research staff) with teaching responsibilities can be admitted if numbers and funding permit. This booklet refers to the **Foundation Module**. Participants are normally

expected to undertake the Foundation Module before Module 3 and concurrently with Module 2, except in exceptional circumstances.

The module will involve three days in September 2015 and one half-day session, chosen by participants, on using technology to enhance learning and teaching (22 contact hours in total). The module is worth 20 M-level credits. The dates for September 2015 are as follows:

Tuesday 1st September to Thursday 3rd September (inclusive) 9.30 a.m. -- 5.00 p.m.

One workshop selected from the courses on using technology in learning and teaching (see page 6).

The venue for PGCHET sessions will normally be the School of Education.

You are **normally expected to attend all the sessions**. (Exceptions can only be made in unusual circumstances.) There is a **minimum attendance requirement of 75%** of the sessions, in line with School of Education guidelines. Attendance will be taken on the course and participants are asked to inform staff if they are unable to attend. Participants who fall below this requirement will not normally be eligible to pass the module, unless there are extenuating circumstances.

Adherence to the values of professionalism on the course is deemed very important by the School of Education. You are expected to participate and contribute positively to all teaching sessions in the PGCHET and not to act in any manner that may adversely affect the learning experience of other colleagues on the programme. Any undesirable behaviour may result in the participant being asked to leave with details of the incident forwarded to the appropriate Head of School and Personnel.

4. The Module Team

Coordinator:

Dr Joe Allen, School of Education
Joe.allen@qub.ac.uk

Guest tutors from the School of Education, the Centre for Educational Development and the wider University

PGCHET secretary:

Ruth McKittrick, School of Education
r.mckittrick@qub.ac.uk

A number of other staff members from a range of schools and departments will conduct microteaching and lectures/workshops. A number of these colleagues will have successfully completed the PGCHET themselves.

5. Overall aims of the PGCHET programme

Aims of the Programme

- To provide a route for academic practitioners to meet the requirements of the *UK Professional Standards Framework* for teaching and supporting learning in higher education (Descriptor 2);
- To develop competent and confident academic practitioners who can bring a critically reflective and evidence-based approach to their practice of teaching, learning and assessment in higher education;
- To create a learning environment for academic practitioners that contributes to their professional development in supporting excellence in higher education teaching and student learning;
- To provide opportunities for dialogue within and between disciplines across the university about the best practices for enhancing the learning environment;
- To promote core professional values related to evidence-based scholarship, respect for diversity, and commitment to continuous professional development.

6. Overview of Module 1

The first module is characterised as foundational because it essentially introduces some core concepts about curriculum/module design and assessment (e.g., constructive alignment), some standard methods of teaching such as lectures and small group teaching, and provides participants with opportunities to receive feedback about their teaching in a standard lecture format (through microteaching sessions). It also introduces participants to one method of formative evaluation of their teaching through peer observation and feedback, albeit in a group setting. Participants are also introduced to the concept and practice of reflection with which many participants may not be familiar, at least not in a formal sense. A range of educational technologies will be used on the module, and each participant will also be required to attend an educational technology workshop from a list of options. This can be scheduled at the participants' convenience and will be linked specifically to the learning outcomes with Module 1. Evidenced-based approaches, and accessing relative educational literatures, are also key components of this foundational module. This module is also foundational in the sense that it invites participants to reflect on the idea of what constitutes excellence in higher education teaching and how they can begin to meet external professional standards (e.g., UK Professional Standards Framework) and to position themselves as emerging academic practitioners. See Table 1 Module 1 Learning Outcomes Mapped to UK Professional Standards Framework below.

7. Module 1 Learning Outcomes Mapped to UK Professional Standards Framework

<p>UK Professional Standards Framework Descriptor Level 2</p>	<p>Learning Outcomes at Module Level</p> <p>PGCHET Module 1</p> <p>An Introduction to Teaching, Learning and Assessment in HE (20 credits)</p>
<p>UKPSF Core Knowledge</p>	<p>Module 1 Core Knowledge Learning Outcomes and Assessment</p>
<p>K1 The subject material</p>	<p>K1 The subject material</p>
<p>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p>	<p>Drawing on the educational literature and their own experience, critically evaluate and reflect on models of curriculum design and development and how they relate to aims, learning outcomes, assessment, delivery and evaluation of HE Teaching.</p> <p>Discuss a variety of methods and resources available for effective teaching and learning (e.g., lecturing, small group teaching, use of educational technology, innovative approaches) and reflect on the relative merits of these for different learning contexts and purposes. Discuss and evaluate the most commonly used methods of assessment in HIM as well as emerging and innovative approaches.</p> <p>Discuss effective ways of providing written and oral feedback to students.</p> <p>Drawing on the discipline specific educational literature and their own experience, analyse and reflect on any distinctive approaches to teaching, learning and assessment that are associated with their discipline or cognate disciplines.</p> <p>Make connections between what are called generic approaches and discipline orientated approaches (e.g. signature pedagogies), including the use of educational technology.</p>
<p>K3 How students learn, both generally and within their subject / disciplinary area(s)</p>	<p>Share their understanding of what is distinctive about teaching in their own discipline with peers from cognate disciplines and discuss emerging issues related to disciplinary teaching, student learning and assessment.</p>
<p>K4 The use and value of appropriate learning technologies</p>	<p>Discuss a variety of methods and resources available for effective teaching and learning (e.g., lecturing, small group teaching, use of educational technology, innovative approaches) and reflect on the relative merits of these for different learning contexts and purposes.</p>
<p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>Recognise the importance of evidence-based approaches, feedback from colleagues and students, and the role of reflection and self-evaluation for their own professional development, for quality assurance and quality enhancement</p> <p>Recognise the role of the UKPSF in their own professional development</p>

UKPSF Areas of Activity	Module 1 Areas of Activity
A1 Design and plan learning activities and/or programmes of study	Apply the principles of constructive alignment to planning learning activities and or/modules in their own practice.
A2 Teach and/or support learning	Use a range of teaching methods, including interactive methods and the use of educational technology to enhance student learning. Apply various methods of assessment in their own practise.
A3 Assess and give feedback to learners	Provide evidence of reflection and self-evaluation of their own assessment practices and how they could be improved. Experiment with and evaluate different methods of giving feedback to students
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	Suggest changes and developments in their own teaching based on feedback from colleagues (e.g., microteaching sessions), student feedback (e.g., student evaluation forms, minute papers, quick post-its, focus groups, Personal Response System PRS), self-evaluation and through their reading of educational literature. Reflect on changes and developments in their teaching and evaluate their progress against the UKPSF Descriptor Level 2
UKPSF Professional Values	Professional Values
V1 Respect individual learners and diverse learning communities	A respect for individual learners and for their development and empowerment
V2 Promote participation in higher education and equality of opportunity for learners	A respect for individual learners and for their development and empowerment
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	A commitment to continued reflection and evaluation, and consequent improvement of their own academic practice
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	A commitment to work with and learn from colleagues Recognise the importance of external benchmarks and standards frameworks to their own academic practice

8. Timetable for Module 1

	Tuesday 1 September		Wednesday 2 September	Thursday 3 September
09.30	Welcome Introduction to the module		Microteaching (mini lectures)	Reflective practice
10.00	Participants' expectations and concerns			
10.30	Coffee	11.00	Coffee	Coffee
11.00	Teaching quality and UK professional standards	11.30	Microteaching & feedback	Module design and learning outcomes
12.00	Research and teaching links/ academic identity			
1.00	Lunch		Lunch	Lunch
2.00	Active Lecturing		Plenary session on microteaching	Innovative assessment and feedback
		2.30	Small group teaching	
3.15	Coffee		Coffee	Coffee
3.45	Considering the pedagogical implications of technologies		Small group teaching	Mapping learning outcomes and assessment
				Plenary and briefing on assignments
5.00	Finish		Finish	Finish

9. PGCHET and Queen's Online

The course and module handbooks and materials for most sessions will be available for participants in Queen's Online. QOL for this Module can only be accessed using a **student number**, which participants receive at enrolment. A staff number will not give access to the module materials.

10. Educational Technology Session

Using Technology in Learning and Teaching, participants are asked to select one session from the courses offered by the Centre for Educational Development, Information Services or the School of Education on using technology in learning and teaching. Alternatively, after discussion with a module tutor, participants may reflect on an educational technology course that they have recently attended elsewhere. A 250 word reflective commentary on the educational technology course should be included in the teaching journal.

New advances in technology for learning and teaching	School of Education tba (half-day); contact r.mckittrick@qub.ac.uk for details
An Introduction to Queen's Online for Learning and Teaching	Information Services & CED 22 September 19 January pm
Experiencing and Facilitating Online Learning	13 January and 27 January, pm (a two session course with activities in between)
Using Technology to Enhance Online Learning	CED 25 March pm
Design and Development of eLearning Content with CMS templates	9 December pm
Dynamic PowerPoint Presentations	Information Services February pm (date tba)
Using the TurnitinUK Originality Checking Software	CED 7 October pm 17 February pm
Using Computer Assisted Assessment	CED and Information Services 14 October, 25 November, 13 April, 17 June (one day course)
Adaptive Assessment using QuestionMark	2 March pm
Using GradeMark to Give Feedback	CED 30 September pm 10 February pm
Using the Personal Response System in your Classes	CED and Information Services 4 November pm 6 April pm
Creating Interactive Learning Resources Using Excel 2010	Information Services March pm (date tba)
Flipping the Lecture	CED 20 April pm

Registration for CED or Information Services courses is via Queen's Online at www.qol.qub.ac.uk (click on Training Courses under Other). Contact CED on ext. 1447 for further information or e-mail ced@qub.ac.uk . <http://www.qub.ac.uk/ced>

11. Module 1 Assessment

There will be **one assignment** in this Module, to be submitted by **Monday 8th February 2016**. Assignments are graded on a **pass/fail basis**. The School of Education cover sheets should be completed fully and all work should be word-processed.

ASSIGNMENT DETAIL

Submit a **Teaching and Assessment Journal and Reflective Commentary** which consists of:

- 1) A reflective commentary on two classes** you have taught during the semester. Classes should be of two different kinds, e.g. a lecture and small group session. You should indicate progression made over the semester in the context of the classes selected.
Examples and/or summaries of completed minute papers and/or student should be included as evidence to support all the journal entries.
Include the materials used for the above teaching sessions, e.g. handouts, notes. These materials must be presented in clearly labelled numbered appendices and cross-referenced to the text of the teaching journal.
1,500 words approximately, excluding references and appendices
- 2) A reflective commentary on the Educational Technology course attended** (see list on page 12).
What did you learn from the session? How might this be applied to your teaching? If appropriate, include any other ways in which you use technology in your teaching. *250 words approximately*
- 3) Identify and critically evaluate the assessment procedure(s)** of a module you have taught on recently.
How appropriate do you consider these assessment methods to be in terms of the learning outcomes of the module? Support your critical evaluation with reference to material covered in the module and the literature on assessment in higher education. Discuss what changes you would make or have made to the assessment of this module and provide a rationale for your proposals, with reference to the literature on assessment in higher education and to the materials covered on the module. *750 words approximately, excluding references and appendices*
- 4) Reflect** on how you have progressed as an academic practitioner during this module, specifically reference to the UK Professional Standards at Level 2.
500 words approximately
Total: 3,000 words approximately due 8th February 2016

12. Criteria for Assessment of Assignment 1

Module 1 Assessment: Teaching and Assessment Journal and Portfolio of Evidence			
Assessment Criteria - In order to pass the assignment colleagues should:	UKPSF Dimensions		
Provide evidence of critical reflection on participants' own strengths and weaknesses as teachers in the classes presented;	K2,K4,K6	A1, A2	V1, V3
Provide evidence of reading of relevant educational literature, acknowledging the sources of literature used;	K2, K4	A5	V3
Provide evidence of critical reflection on the use of educational technology in HE teaching and specifically in their own teaching	K4	A4	V1
Make appropriate links between theory and practice;		A1	V3
Include the aims and learning outcomes of each class presented in an appropriate form;	K2	A1	V3
Include evidence on which to base evaluation for all classes presented, for example minute papers, post-its, student evaluation questionnaires, personal response systems;	K5	A5	V3
Provide evidence of critical reflection on participants' assessment procedures;	K2,K6	A3	V1, V3
Include evidence of critical reflection with reference to the UK Professional Standards Level 2;	K6	A5	V4

13. Recommended Reading and Learning Resources

Core Texts:

Biggs, J and Tang C (2007) *Teaching for Quality Learning at University* (3rd Ed). Buckingham: SRHE and Open University Press.

Brown, G and Atkins, M (1988) *Effective Teaching in Higher Education*. London: Routledge.

Brown, G with Bull, J and Pendlebury, M (1997) *Assessing Student Learning in Higher Education*. London: Routledge.

Butcher, C, Davies, C and Highton, M (2006) *Designing Learning from Module Outline to effective Teaching*. London: Routledge

Fry, H, Ketteridge, S and Marshall, S (2009) (Eds.) *A Handbook for Teaching and Learning in Higher Education*. (3rd Ed). London: Routledge

Race, P (2006) *The Lecturer's Toolkit*. (3rd Ed). London: Routledge.

Ramsden, P (2003), *Learning to Teach in Higher Education*. (2nd Ed). London: Routledge.

14. Further Reading in Teaching and Learning in H.E

Barnett, R (2005) (Ed.) *Reshaping the University. New Relationships between Research, Scholarship and Teaching*. London: Open University Press

Butcher, C, Davis C and Highton, M (2006) *Designing Learning. From Module Outline to Effective Teaching*. London: Routledge

Blaxter, L, Hughes, C and Tight, M (1998) *the Academic Career Handbook*. London: Open University Press.

Cannon, R and Newble, D (2002) *A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods*. (4th Ed). London: Routledge.

D'Andrea, V and Gosling, D (2005) *Improving Teaching and Learning in Higher Education: A Whole Institution Approach*. London: Open University Press

Kahn, P and Walsh, L. *Developing your Teaching* (2006) London: Routledge

Knight, P (2002) *Being a Teacher in Higher Education*. London: Society for Research into Higher Education & Open University Press.

Light, G and Cox, R (2001) *Learning and Teaching in Higher Education: The Reflective Professional*. London: Sage Publishing.

Macdonald, R and Wisdom, J (2001) *Academic and Educational Development: Research, Evaluation and Changing Practice in Higher Education*. London: Routledge

Milliken, J. & Carey, L. (2009) *Where is the Mind in a Marketing Curriculum (working paper in SOE resources)*

Milliken, J. (2004) *Postmodernism vs Professionalism in Higher Education, Higher Education in Europe*,_No1 Vol. XXIX, No. 1, April, pp9-18

Milliken, J. & Barnes, P. (2002) *Teaching & Technology in Higher Education: Student Perceptions and, Personal Reflections, Journal of Computers and Education*_November, 39/3, pp223-235

Race, P and Pickford, R (2007) *Making Teaching Work*. London: Sage

Lecturing and Larger Classes:

Brown, S and Race P (2002) *Lecturing: A Practical Guide*. London: Routledge.

Edwards, H, Smith, B and Webb, G (Eds.) (2001) *Lecturing: Case Studies, Experience and Practice*. London: Routledge.

Exley, K and Dennick, R (2004) *Giving a Lecture: From Presenting to Teaching*. London: Routledge

Gibbs, G and Jenkins, J (Eds.) (1992) *Teaching Large Classes in Higher Education*. London: Kogan Page.

Smith, B (1997) *Lecturing to Large Groups. SEDA Special No 1*. Birmingham: SEDA.

Small Group Teaching:

Brookfield, S D and Preskill, S (1999) *Discussion as a Way of Teaching: Tools and Techniques for University Teachers*. London: Society for Research into Higher Education and Open University Press.

Exley, K and Dennick, R (2004) *Small Group teaching: Tutorials, Seminars and Beyond*. London: Routledge

Griffiths, S and Partington, P (1992) *Enabling Active Learning in Small Groups: Effective Learning and Teaching in Higher Education Module 5*. Sheffield: CVCP.

Jaques, David (2000) *Learning in Groups: a handbook for improving group work*. London: Routledge.

Macdonald, R (1997) *Teaching and Learning in Small Groups. SEDA Special No 2*. Birmingham: SEDA

Race, P and Brown, S (1994) *500 Tips for Tutors*. London: Routledge

Schwartz, P, Mennin, S and Webb, G (Eds.) (2002) *Problem Based Learning: Case Studies, Experience and Practice*. London: Routledge.

Thorley, L and Gregory, R (Eds.) (1994) *Using Group-Based Learning in Higher Education*. London: Routledge.

Assessment in Higher Education:

The journal [Assessment and Evaluation in Higher Education](#) provides an excellent resource for literature on assessment and feedback.

Bloxham, S and Boyd P (2007) *Developing Effective Assessment in Higher Education*. London: Open University Press.

Boud, D and Falchikov, N (Eds.) (2007) *Rethinking Assessment in Higher Education: Learning for the Longer Term*. London: Routledge.

Boud, D. (1995). *Enhancing Learning through Self-Assessment*. London: Kogan Page.

Brown, S and Glasner, A (Eds.) (1999) *Assessment Matters in Higher Education: Choosing and Using Diverse Approaches*. Buckingham: SRHE and Open University Press.

Brown, S and Knight, P (1994) *Assessing Learners in Higher Education*. London: Routledge

Brown, S and Smith, B (1997) *Getting to Grips with Assessment*. SEDA Special No 3 Birmingham: SEDA.

Bryan, C and Clegg, K (2006) (Eds.) *Innovative Assessment in Higher Education*. London; Routledge

Falchikov, N (2005) *Improving assessment through student involvement*. London: Routledge

Gibbs, G (2010) [Using assessment to support student learning](#), Leeds Metropolitan University.

Haines, C (2004) *Assessing Students' Written Work. Marking Essays and Reports*. London: Routledge

Harris, D and Bell, C (1994) *Evaluating and Assessing for Learning* (2nd Ed). London: Routledge

Heywood, J (1989) *Assessment in Higher Education*, 2nd Ed. Chichester: John Wiley and Sons.

Hounsell, D, McCulloch, M and Scott, M (Eds.). (1996) *The ASSHE Inventory: Changing Assessment Practices in Scottish Higher Education*. Edinburgh: ASSHE Project.

Joughin, G (2010) [A short guide to oral assessment](#), Leeds Metropolitan University and University of Wollongang

Knight, Peter (1995) *Assessment for learning in higher education* London: Routledge

Moon, J (2002) *The Module and Programme Development Handbook: A Practical Guide to Linking Levels, Outcomes and Assessment*. London: Routledge.

Nichol, D (2009) [Transforming assessment and feedback: enhancing integration and empowerment in the first year](#), The Quality Assurance Agency for Higher Education, Mansfield

Pickford, R and Brown, S (2006) *Assessing Skills and Practice*. London: Routledge

Quality Assurance Agency for Higher Education (2006) [Code of practice for the assurance of academic standards in higher education, Section 6: Assessment of students](#), QAA, Gloucester

Rowntree, D. (1987) *Assessing Students – How Shall We Know Them?* London: Harper and Row.

Schwartz, P and Webb, G (2001) (Eds) *Assessment: Case Studies, Experience and Practice* London: Routledge

Online Learning and Teaching:

Laurillard, D (2002) *Rethinking University Teaching* (2nd Ed). London: Routledge.

Lewis, D and Allan, B (2004) *Virtual Learning Communities*. London: Open University Press

McConnell, D (2006) *E-learning Groups and Communities*. London: Open University Press.

Salmon, G (2004) *E-moderating: the Key to Teaching and Learning Online*. London: Routledge.

Salmon, G (2002) *E-tivities: the key to active online learning*. London: Routledge.

Weisburg, M (2002) *10 tips for successful online learning*. http://www.e-learningguru.com/articles/10_tips.pdf. Accessed 7 June 2006.

Reflective Practice:

Beatty, L (1997) *Developing Your Teaching through Reflective Practice*. SEDA Special No 5 Birmingham: SEDA

Brockbank, A and McGill, I (2007) *Facilitating Reflective Learning in Higher Education*. (2nd Ed) London: Society for Research into Higher Education and Open University Press.

Cowan, J (2006) *On Becoming an Innovative University Teacher: Reflection in Action* Buckingham: (2nd Ed.) SRHE and Open University Press.

Eraut, M (1994) *Developing professional knowledge and competence*. London: Routledge.

Moon, J (2006) *Learning Journals: a Handbook for Reflective Practice and Professional Development*. (2nd Ed.) London: Routledge

Moon, J (2002) *Reflection in Learning and Professional Development: Theory and Practice*. London: Routledge.

Schön, D (1991) *The Reflective Practitioner: How Professionals Think in Action*. Aldershot: Arena.

Journals:

The following titles are available online (full-text) via the University Library:

Active Learning in Higher Education. Sage Publications. ISSN 1741-7874.

Assessment and Evaluation in Higher Education. Carfax Publishing. ISSN 0260-2938.

Journal of Further and Higher Education. Taylor and Francis Ltd. ISSN 0309-877x.

Learning and Teaching in Higher Education. Park Place Press. ISSN 1742-240x.

15. Submission of Assignments (Extensions)

Extensions can only be granted in special circumstances. Requests for extensions should be submitted in advance of the deadline by e-mail to Ruth McKittrick at the School of Education r.mckittrick@gub.ac.uk . Applications for extensions must be submitted by Monday 1st February 2016. Resubmissions must be accompanied by the original feedback form. Anyone who does not submit on the due date without having negotiated an extension will be contacted by post advising them of this breach of the regulations. A third breach will result in a letter advising that withdrawal from the programme has been implemented. The relevant contact in the School of Education is Dr W. McCune, Director of Education, W.McClune@gub.ac.uk;

16. Resubmitting Assignments

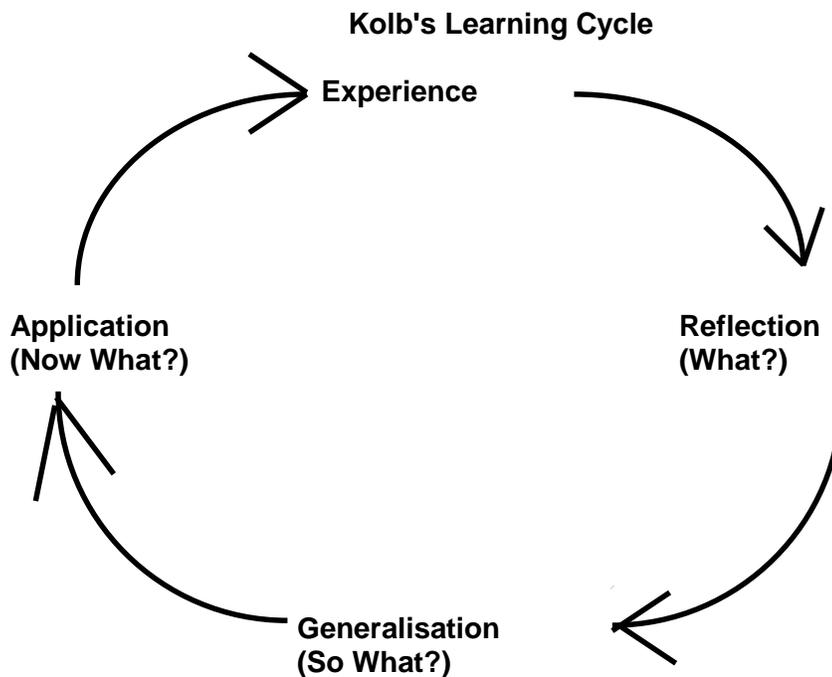
In the event of an assignment not reaching the required standard it can be resubmitted once to show how feedback has been addressed and the work amended. You are invited to discuss the feedback and how you can act on it with the relevant member of the course team. All resubmissions must be accompanied by a copy of the original feedback sheet.

Appendix 1. Reflective Practice

Your assignments have two major aims. The first is theoretical, to encourage you to reflect on your experiences in order to develop an abstract model of the processes of teaching, learning and assessment that you can use to guide your practice (see Kolb's Learning Cycle, below). The second is personal and professional: by reflecting on your own experience you may construct a more accurate model of the teacher you are, and this, it is hypothesised by Schon, will make you a more effective teacher.

The Assessment of Personal Journals:

If the journal is not part of the assessment procedure it will tend to be neglected. However if it is used as part of the assessment procedure it will not be private. Reflection can be difficult and somewhat threatening even when it is private; reflection which is to be viewed by another is perhaps even more difficult. You may decide to omit difficult material, thoughts, feelings and events from your journal to be submitted but remember that private reflection on such issues may be very fruitful. If you decide to edit the sections submitted, you are urged to keep a full record for yourself and to keep sections beyond the minimum required in your journal.



Kolb, David A., (1984) *Experiential learning: experience as the source of learning and development* Englewood Cliffs, N.J.: Prentice-Hall.

Appendix 2. Subject-specific Learning and Teaching Resources and Support

The Higher Education Academy in addition to holding a comprehensive database of generic resources for learning and teaching in higher education has subject specific teaching and learning materials for a wide range of disciplines. Please see the Academy website at <http://www.heacademy.ac.uk/disciplines>

Some Relevant Web Sites (including organisations' mission statements):

<http://www.heacademy.ac.uk>

The Higher Education Academy works with universities and colleges, discipline groups, individual staff and organisations to help them deliver the best possible learning experience for all students. The Academy is also concerned with the development and accreditation of professional standards of teaching in higher education. University teachers can become registered practitioners, or associate practitioners, of the HE Academy through successful completion of recognised Postgraduate programmes or through individual application. The Higher Education Academy has commissioned and collected together a wide range of resource material available on its website, including a special collection of resources aimed at new lecturers, the SNAS (Supporting New Academic Staff) database.

<http://www.seda.ac.uk/index.htm>

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. SEDA provides a useful list of organisations worldwide concerned with teaching and learning in HE. It is well worth exploring.

<http://www.herdsa.org.au>

Higher Education Research and Development Society of Australasia (HERDSA) brings together and informs anybody interested and involved in the improvement of teaching, learning and policy in higher education.

<http://www.eric.ed.gov/>

ERIC is a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources.

<http://www.qaa.ac.uk/>

Quality Assurance Agency: The Agency's mission is to safeguard the public interest in sound standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education.

<http://www.srhe.ac.uk/>

Society for Research in Higher Education (SRHE): An independent society which aims to improve the quality of higher education through the encouragement of debate and publication on issues of policy, on the organisation and management of higher education institutions and on the curriculum, teaching and learning methods.

Appendix 3. Referencing, Citing and Compiling Bibliographies

In order to standardise the referencing and citing of original work, we would like you to use the Harvard system following the conventions given below:

(A) Books

(a) *Single author*

in your text: 'Bush (1986, p43) argues that ...'

in the list of references: Bush, T. (1986) *Theories of Educational Management*, London, Harper and Row.

(b) *Two authors*

in your text: 'Bolman and Deal (1984, p27) found that...'

in your references: Bolman, L.G. and Deal, T.E. (1984) *Modern Approaches to Understanding and Managing Organizations*, San Francisco, Jossey-Bass.

(c) *More than two authors*

in your text: 'Baldrige *et al.* (1978, p16) have stated that....'

in your references: Baldrige, J.V., Curtis, D.V., Euchre, G. and Riley, G.L. (1978) *Policy-Making and Effective Leadership*, San Francisco, Jossey-Bass.

(d) *A single author's chapter in an edited collection*

in your text: 'Al-Khalifa (1989, p22) reported that ...'

in your references: Al-Khalifa, E. (1989) 'Management by halves: women teachers and school management', in de Lyon, H. and Widdowson-Migniuolo, F. (eds) *Women Teachers: Issues and Experience*, Milton Keynes, Open University Press.

(The conventions for joint and multiple authorship of chapters are as above.)

(e) *If a book has more than one edition, make clear in the references which edition you have used.*

in your text: 'Handy (1981, p81) states

in your references: Handy, C. (1981, 2nd Ed) *Understanding Organizations*, Harmondsworth, Penguin Books.

(B) Articles in Journals

Single author

in your text: 'Hoyle (1982, p27) states that....'

in your references: Hoyle, E. (1982) 'Micropolitics of educational organisations', *Educational Management and Administration*, 10(2), pp87-98. (Note that you should provide the volume number, in this case 10, the part number where available and page numbers.)

(The conventions for joint and multiple authorship of articles are as above.)

(C) Government Publications

in your text: 'It was stated (DES, 1985, p43) that

in your references: DES (1985) *Better Schools*, London, HMSO.

The Listing of References:

A sample of a bibliography excerpt is included below:

- Gallagher, A.M. (1988) *Transfer Pupils at 16*, Belfast, Northern Ireland Council for Educational Research.
- Gallagher, A.M. (1991) *Majority Minority Review 2: Employment, Unemployment and Religion in Northern Ireland*, Coleraine, University of Ulster.
- Gallagher, T. (1992) 'Community relations in Northern Ireland', in R. Jowell, L. Brook, G. Prior & B. Taylor (Eds) *British Social Attitudes: The 9th Report*, Aldershot, Avebury.
- Heskin, K. (1980) *Northern Ireland: a Psychological Analysis*, Dublin, Gill & McMillan.
- Lee, S. (1990) *The Cost of Free Speech*, London, Faber.
- Magee, J. (1970) 'The teaching of Irish history in Irish schools', *The Northern Teacher*, 10(1), pp15-21.
- Malone, J. (1973) 'Schools and community relations', *The Northern Teacher*, 11(1), pp19-30.
- Murray, D. (1983) 'Rituals and symbols as contributors to the culture of Northern Ireland primary schools', *Irish Educational Studies*, 3(2), pp238-255.
- Murray, D. (1985a) *Worlds Apart: Segregated Schools in Northern Ireland*, Belfast, Appletree Press.
- Murray, D. (1985b) 'Identity: a covert pedagogy in Northern Irish schools', *Irish Educational Studies*, 5(2), pp182-197.
- Murray, D. (1992) 'Science and funding in Northern Ireland grammar schools: a case study approach. Annex G', *Seventeenth Report of the Standing Advisory Commission on Human Rights*, House of Commons Paper 54, London, HMSO.

References from electronic sources:

More and more material is now stored electronically and appropriate academic conventions for the use of internet material are still evolving. Clearly there are increasing numbers of refereed on-line academic journals and the referencing for these will follow the usual pattern but will include the Web address so that the site can be accessed.

e.g. <http://www.ed.gov/news/>

The important principle to follow for electronic sources is accuracy. Thus:

- details of addresses should be recorded with complete accuracy;
- all use of capital and lower case letters must be respected;
- all punctuation must be recorded exactly as given;
- no punctuation should be added – for instance do not put a full stop at the end of an address
- typographic symbols (#, @, !, /) should be incorporated accurately;
- you should also include a record of the date the site was visited (as electronic documents may easily be updated at any time or indeed may be removed from access).