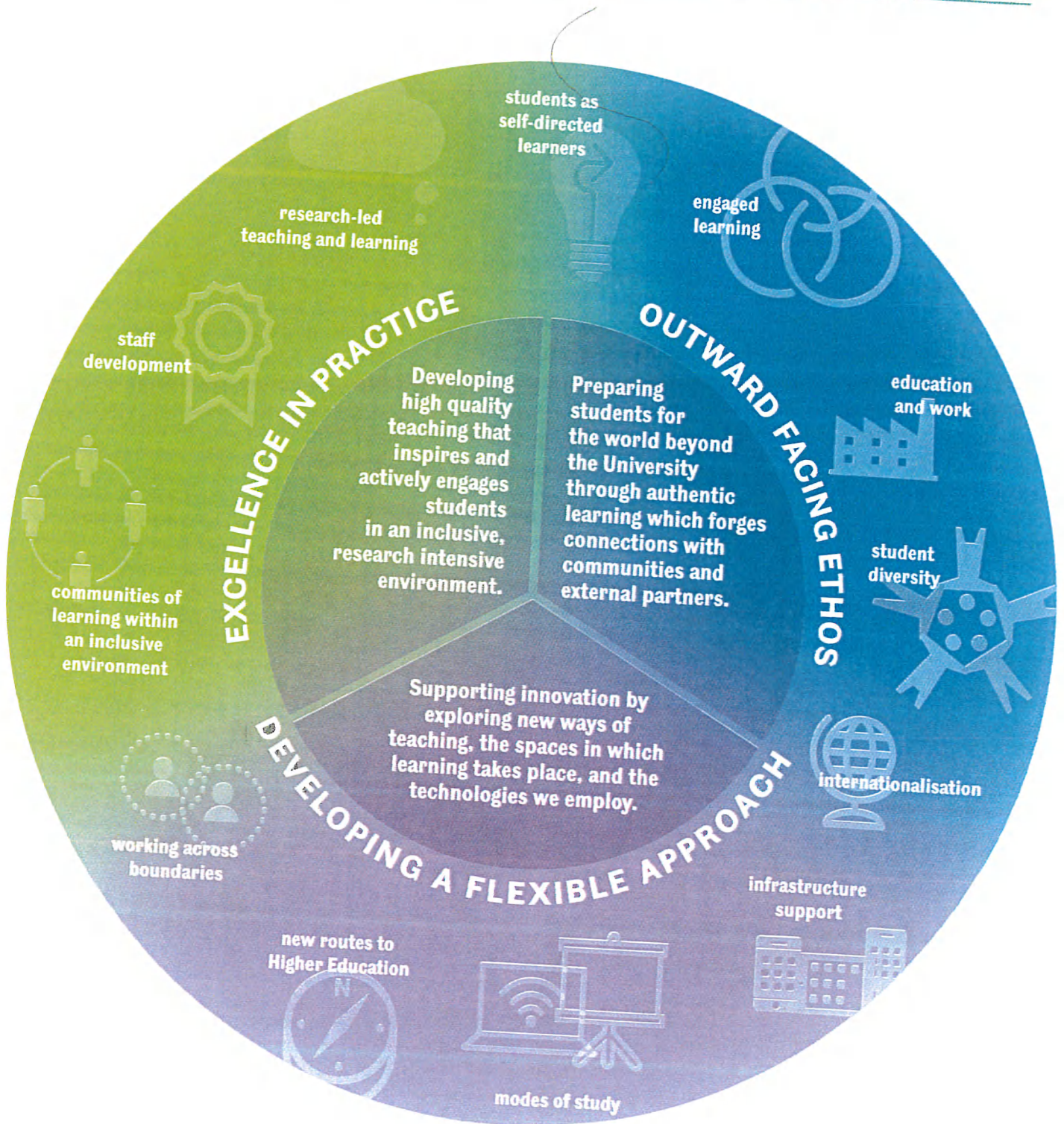


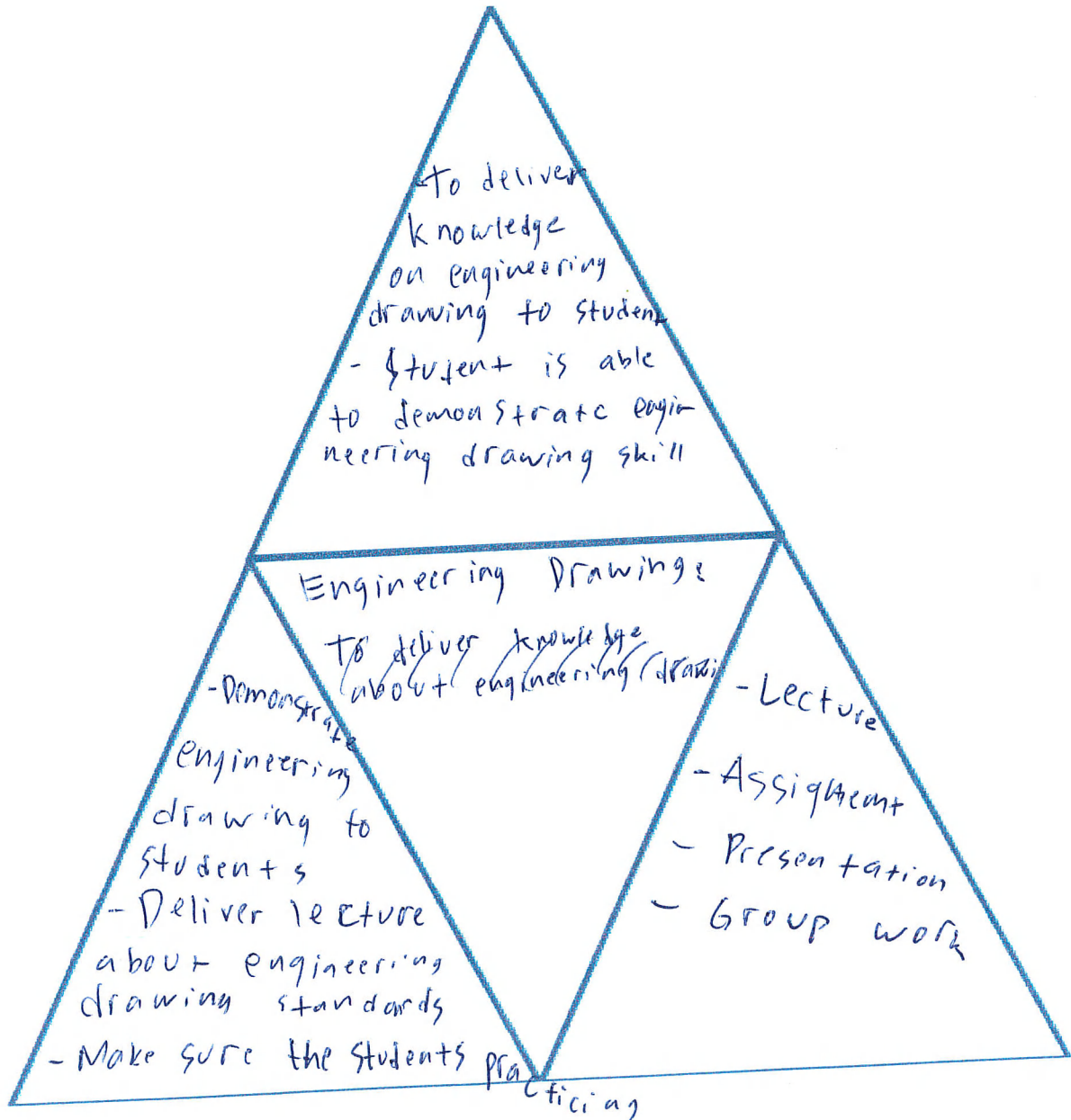
# Major themes for learning and teaching 2016 - 2021



**Our Ethos:** We aim to build on the progress of previous activities and enhance our reputation as an **inspiring, engaged, research-led institution** committed to supporting the development of our staff and students. This involves valuing staff and providing them with the **environment, resources and time to be able to develop and innovate** as teachers within the context of their discipline and according to the needs of their students. At the same time, our students need to be **challenged, enthused and supported** as they develop a love of learning, curiosity and self-direction in their studies.

# Foundation Pathway Orientation Workshop

## Developing Teaching Philosophy

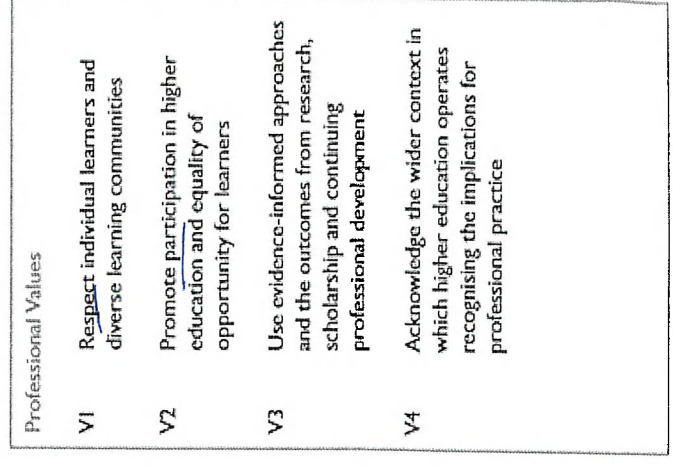
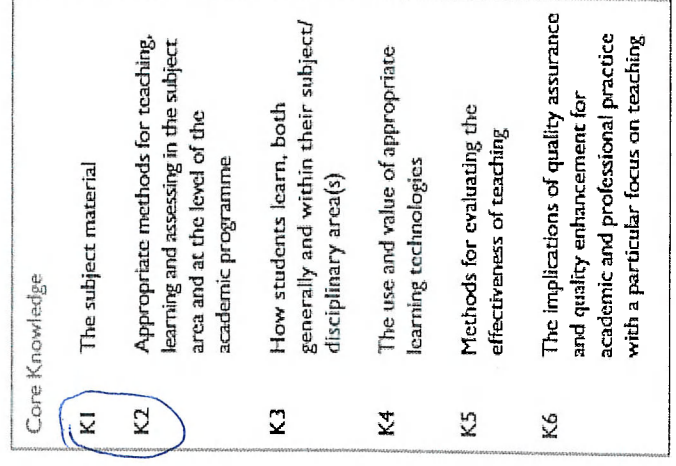
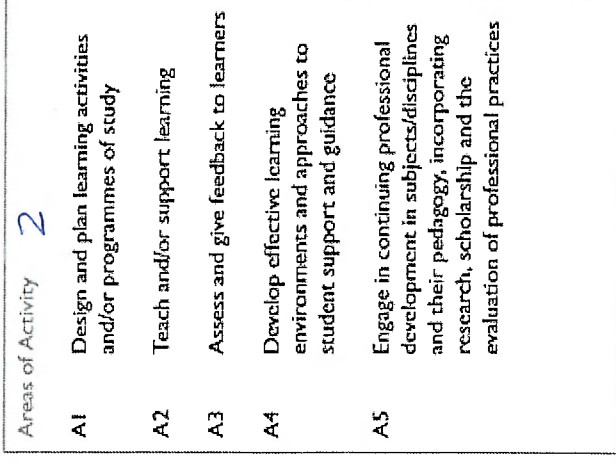


Further notes:

## Descriptor 1

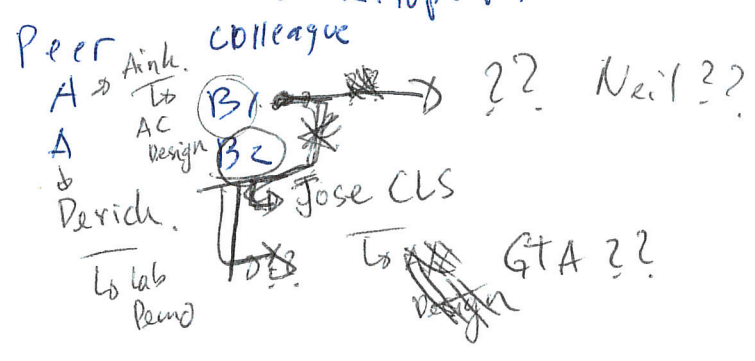
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- I. Successful engagement with at least two of the five Areas of Activity
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of at least K1 and K2
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities



Teaching can be observed : - Lecturing  
 - Seminar  
 - Lab demo  
 - R. supervision

As observer  
 observed



# The Workshops

## 1. Academic Culture: Transitions and Expectations

This workshop will focus on the academic context and expectations of teaching in UK Higher Education (HE). We will explore issues associated with making a transition from another education system to UK HE, the expectations of both students and teachers, and how we can support students to make a successful transition to UK HE.

By the end of this session, you will be able to:

- Describe the issues associated with making transitions from another academic system/context to UK Higher Education (HE)
- Explain the expectations of students and teachers as members of the UK HE academic community
- Identify approaches to support students to make a smooth and successful transition to UK HE.

## 2. Lecturing

This workshop focuses on effective practice in teaching large groups, including: engaging your audience, designing effective lectures, promoting active engagement in lectures and effective classroom management. Come to the session with your questions about teaching large groups, and any fears or anxieties.

By the end of this session, you will be able to:

- Explain the purpose of lecturing within the context of your discipline
- Apply the principles of effective lecture design to a teaching/presentation situation
- Identify solutions to potential issues related to classroom management.

## 3. Seminar Facilitation

This workshop is designed to support you to develop your skills in planning and running seminars. We will examine the purpose of teaching in small groups, how to use learning theory to plan activities for seminar sessions, and strategies for managing small groups and resolving common problems.

By the end of this session, you will be able to:

- Identify the purpose of small groups in your discipline
- Apply knowledge about how students learn to plan and run small groups
- Identify steps in resolving issues/problems arising

## 4. Laboratory Demonstration

The emphasis of this session will be on effective practice in demonstrating, encouraging and facilitating effective group work, undertaking assessment and feedback activities with students, and solving or managing problems that may occur when teaching small groups in the laboratory.

By the end of this session, you will be able to:

- Explain the purpose of laboratory demonstration in supporting student learning
- Apply the principles of good questioning techniques when teaching small groups
- Identify steps in resolving issues and problems that can occur when teaching small groups in the laboratory

## **5. Assessment and Feedback**

This workshop is focused on effective practice in assessment and feedback. You will be introduced to strategies and activities that will allow you to mark student work accurately and reliably (in relation to departmental or module assessment criteria for example) and how to provide students with effective written and verbal feedback. There will also be consideration of how to identify and deal with unfair means, for example plagiarism.

By the end of this session, you will be able to:

- Discuss how to assess student work accurately and fairly
- Identify types of unfair means
- Identify the characteristics of good feedback

## **6. Research Supervision**

This workshop will provide you with an overview of the responsibilities of research supervisors for undergraduate and taught postgraduate research projects. You will consider the role of research within the curriculum, your role (and its limits) as a supervisor, strategies for developing and maintaining effective relationships with students and other supervisors and how to scope and manage research projects.

By the end of this session, you will be able to:

- Describe the role that engaging with research and research supervision plays in supporting student learning
- Identify the key roles and responsibilities of a research supervisor and use these to manage student expectations of research supervision
- Devise solutions to common problems that might arise when supervising research students.

## **7. Problem Solving**

This workshop explores teaching in the context of large group problem-solving classes, also known as 'tutorials' in some disciplines. We will look at the role of the tutor in these sessions and how we can effectively support students' learning.

By the end of this session, you will be able to:

- Explain the role problem solving plays in a student's learning
- Apply appropriate learning theory to the attributes of a problem-solving student
- Apply a methodology for teaching problem solving skills
- Tailor your teaching of problem solving to the appropriate academic level
- Support learning in problem solving classes

## Assessment Criteria

1. Articulate the values and methods/strategies that underpin your personal philosophy of teaching  
UKPSF Descriptor 1 (I, II, III, IV).

|  | Pass  | Resubmit  |
|--|---|---|
| Articulating the values and methods/strategies | <p>Values and methods/strategies that underpin teaching are identified. The relevance of these to teaching and learning of the particular subject is explained in the context of participants' developing personal teaching philosophy and practices.</p> <p>This is supported by at least one example from practice to indicate how this is applied to participants' current or future practice.</p> | <p>Values and methods/strategies may be referred to, but this may be generalised or superficial. The link between the values and methods/strategies and the teaching and learning of the particular subject may be missing or their relevance unclear.</p> <p>Examples from practice to demonstrate how values and methods/strategies are being deployed in practice are missing and/or their relevance is unclear.</p> |

2. Critically engage with and apply knowledge of learning as a process and models and theories of teaching to your own practice in order to support student learning.  
UKPSF Descriptor 1 (V, VI)

|  | Pass  | Resubmit  |
|--|---|---|
| Critically engaging with learning as a process and models and theories of teaching | Models and theories of teaching are described with evidence of critical evaluation.   | Models and theories are described superficially or incorrectly, and there is no critical evaluation of any models or theories.              |
| Applying models and theories of teaching to your own practice                      | At least one example from practice is used to demonstrate how participants will apply a particular model/theory in your current or future practice. The model/theory being applied is explicitly referred to within this example of practice. | Examples from practice to demonstrate how models and theories are being deployed in practice are missing and/or their relevance is unclear. |

3. Structure, plan and deliver individual teaching sessions or other forms of support for learning that will engage students in the learning process through the identification of learning outcomes and teaching activities appropriate to the needs of your students and discipline.

UKPSF Descriptor 1 (I, II, III, IV)

|   |   |  |
|---|---|--|
| <p>Structuring and planning sessions appropriate to the needs of students/discipline</p> <p>Factors influencing the design of teaching sessions (e.g. diversity of students, teaching context) are articulated.</p> <p>The structure of teaching sessions is clearly outlined, with reference to how the session will begin and end. Intended learning outcomes and activities planned are outlined and are appropriate to the needs of the students/discipline.</p> <p>Methods/strategies for engaging students are identified and explained.</p> <p>This is supported by either:</p> <p>a) evidence from observed practice and self-evaluations indicating that the session was delivered in line with the planned structure and the methods/strategies engaged the students;</p> <p>OR</p> <p>b) indications within the self-evaluation about why the session did not follow the planned structure or where changes could be made to enhance student engagement.</p> | <p>Deploying methods/strategies for engaging students</p> <p>Delivering teaching sessions that engage students (in accordance with the planned structure)</p>   | <p>Factors influencing the design of teaching sessions may be referred to, but this may be generalised or superficial.</p> <p>The structure of teaching sessions is missing or unclear, with no reference to how the session will begin and end. Intended learning outcomes and activities planned are either not specified, or their relevance to the needs of the students/discipline is unclear.</p> <p>Methods/strategies for engaging students are either missing and/or their relevance is unclear.</p> <p>Evidence from observed practice and self-evaluations suggests that the session was not delivered in line with the planned structure and/or that the methods and strategies did not engage students</p> <p>AND</p> <p>There is no indication within the self-evaluation about why the session did not follow the planned structure and/or where changes could be made to enhance student engagement.</p> |
| <p>Systematically analysing and evaluating performance as a teacher to develop own practice</p> <p>Teaching performance and experience is scrutinised and evaluated rather than just described. Issues are identified and examined and questions are raised in relation to participants' practice and experience.</p> <p>Activities are appropriately mapped to the Dimensions of the UKPSF for Descriptor 1.</p> <p>Examples are given to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 to support learners and learning in light of the issues/questions raised.</p>   | <p>Systematically analysing and evaluating performance as a teacher to develop own practice</p> <p>Teaching performance and experience is scrutinised and evaluated rather than just described. Issues are identified and examined and questions are raised in relation to participants' practice and experience.</p> <p>Activities are appropriately mapped to the Dimensions of the UKPSF for Descriptor 1.</p> <p>Examples are given to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 to support learners and learning in light of the issues/questions raised.</p> | <p>Accounts of teaching performance and experience are mostly descriptive with no self-scrutiny or evaluation. No questions are raised in relation to participants' practice and experience.</p> <p>Mapping to appropriate Dimensions of the UKPSF for Descriptor 1 is incomplete or the relationship between the mapping and the activities described is unclear.</p> <p>Examples from practice to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 are missing and/or their relevance is unclear.</p>  |

4. Systematically analyse and evaluate your performance and experiences as teachers as routine practice to inform and develop your own practice in light of Descriptor 1 of the UKPSF.

UKPSF Descriptor 1 (I, II, III, IV)

|   |   |   |
|---|---|---|
| <p>Systematically analysing and evaluating performance as a teacher to develop own practice</p> <p>Teaching performance and experience is scrutinised and evaluated rather than just described. Issues are identified and examined and questions are raised in relation to participants' practice and experience.</p> <p>Activities are appropriately mapped to the Dimensions of the UKPSF for Descriptor 1.</p> <p>Examples are given to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 to support learners and learning in light of the issues/questions raised.</p> | <p>Systematically analysing and evaluating performance as a teacher to develop own practice</p> <p>Teaching performance and experience is scrutinised and evaluated rather than just described. Issues are identified and examined and questions are raised in relation to participants' practice and experience.</p> <p>Activities are appropriately mapped to the Dimensions of the UKPSF for Descriptor 1.</p> <p>Examples are given to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 to support learners and learning in light of the issues/questions raised.</p> | <p>Accounts of teaching performance and experience are mostly descriptive with no self-scrutiny or evaluation. No questions are raised in relation to participants' practice and experience.</p> <p>Mapping to appropriate Dimensions of the UKPSF for Descriptor 1 is incomplete or the relationship between the mapping and the activities described is unclear.</p> <p>Examples from practice to illustrate how participants' practice has or will be informed and developed in light of the Dimensions of the UKPSF for Descriptor 1 are missing and/or their relevance is unclear.</p> |
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