

Teaching and Learning Development course for NUIST
Contributing to University of Reading Recognised Teacher Status
November 2021

Session Abstracts

Day 1

How Students Learn

In this session we examine key concepts in UK Higher Education around how students learn. We explore different ideas around the nature of learning, and reflect upon our own learning journeys and the impact this has had upon our teaching. We explore a broad range of theories around learning, including notions of deep and surface learning, experiential learning, cognitive and social constructivism and active learning.

Activities, Knowledge and Values: the UKPSF, a framework for teaching and development

The UK Professional Standards Framework (UKPSF) provides the means for articulating the varied component parts of teaching and supporting learning roles and to reflect upon your own methods and approaches to teaching. In this workshop we explore the three Dimensions of the framework: Areas of Activity, Core Knowledge and Professional Values and consider ways in which the UKPSF can help to inform your practice and identify your professional development needs.

Reflection and reflective practice

In this session, we consider the purpose of reflection and its importance as a means of enhancing professional practice. The key underlying processes involved in reflective practice will be considered, along with a model commonly used as a basis for reflection in educational contexts.

This session is the first in a number of sessions throughout the RTS course during which participants will be given opportunities to reflect upon their learning and consider their development.

Teaching and Learning Development course for NUIST
Contributing to University of Reading Recognised Teacher Status
November 2021

Session Abstracts

Day 2

Planning & Design I: An outcomes-based approach

This session invites participants to explore Constructive Alignment and compares it to a traditional content delivery approach. We examine Bloom's taxonomy for the cognitive domain and draw out from this the use of appropriate language for writing Intended Learning Outcomes (ILOs). The session will also involve a consideration of matching methods for delivery with ILOS at session, module and programme level.

Planning & Design II: Structuring your teaching and Active Learning

This session explores how to structure effective lecture and classroom activities. We invite you to consider issues around student engagement, learners' attention spans and the organisation of your material, with a focus on best practice for your students and their learning outcomes. We examine a variety of strategies and draw out some of the different ways they can be used in your class in order to meet the challenges you face in your particular teaching and learning context when implementing Active Learning.

Review and Q&A

A chance to recap the main themes so far, and to engage in dialogue and Q&A around any points of interest at this mid-point in the course.

Teaching and Learning Development course for NUIST
Contributing to University of Reading Recognised Teacher Status
November 2021

Session Abstracts

Day 3

Introduction to Assessment and Feedback

Assessment is a vital part of the learning process. This session looks at different types and purposes of assessment in the learning cycle. We will examine the key differences between formative and summative assessment and explore the impact of formative assessment on learning outcomes and success. We invite you to consider the roles of standardisation, Quality Assurance and subject benchmarking, and to notice how effective feedback / feed forward can transform learning.

Introduction to Feedback

This session follows on from the session on Assessment. In this session we will reflect on its purpose and discuss the characteristics of effective feedback and feed forward, while referring to some helpful guidance from seminal texts on the topic.

Evaluating your practice

Teachers who engage in reflective and robust self-evaluation are well placed to plan for improvement, recognise achievement and identify the best way forward, for themselves and their learners. This session is about gathering feedback on your own practice, looking to improve ongoing teaching provision and learning support. We will highlight a range of formal and informal feedback sources including self-reflection, peer review and mentoring, as well as student feedback and performance.

Teaching and Learning Development course for NUIST
Contributing to University of Reading Recognised Teacher Status
November 2021

Session Abstracts

Day 4

Inclusivity and Diversity: Teaching diverse classes

There is no such thing as a typical student. We review terminology including *equality of opportunity*, *diversity*, and *inclusion* and examine the implications these concepts have for educators. We review the challenges and opportunities afforded by teaching diverse groups. The session highlights the importance of knowing your learners in order to support them in the best ways possible, enabling them to thrive in an HE environment.

T&L Themes at the University of Reading

This session is designed to provide some insights into some of the major teaching and learning themes we are focusing on enhancing at the University of Reading. Topics to be covered include employability, blended learning, staff-student partnerships and research-led teaching. The session will provide an overview of the key considerations when embedding these themes in the curriculum.

Bringing it all together, Action Planning and Evaluation

This session is an opportunity for you to reflect on the programme and provide us with feedback, and to revisit areas where you may still have questions to ponder. We also invite you to reflect consider how you will use your learning to inform your practice by completing an action plan and invite you to reflect on ways to use your CPD log to support your future T&L development.