



## Teaching Associates' Programme, 2020-21 Course description

### Aims and ethos of the programme

The Teaching Associates' Programme (TAP) will support you in extending *your* understanding of teaching and learning in your subject and at the level at which you teach. By the end of the programme, you should be able to:

- critically evaluate teaching, learning and assessment methods in your subject and at the level at which you teach, drawing on influential theories of learning and course design;
- articulate your own understanding of teaching, learning and assessment (your 'philosophy of teaching');
- develop a design for a teaching session or for a course that illustrates how you might apply this understanding in your own practice;
- devise and reflect critically on practical approaches to professional development, in order to extend your own understanding and improve your own practice.

The programme is designed to encourage discussion, reflection and constructive critique between peers taking the programme and with tutors. What we call your 'teaching fieldwork' is a core component of the programme and the programme assumes that participants undertake a significant amount of independent learning as well as working in peer-learning groups. On average, participants should expect to devote the *equivalent* of one half-day per week to TAP-related activities during the course of the programme. An overview of TAP's programme of workshops, tutorials and fieldwork is included at the end of this course description.

TAP is accredited by the Higher Education Academy (HEA). Those who complete the programme successfully are accredited as Associates of the HEA and obtain a nationally recognised form of teaching accreditation.

# Course Syllabus

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## **Module 1: Teaching and learning at University – Developing your understanding and practice**

This module introduces the aims and methods of the Teaching Associates' Programme; selected influential theories and models of adult learning; the aims and basic structure of critical reflective practice. We introduce TAP's two 'fieldwork' components: peer observation of teaching, and investigating an aspect of teaching and learning.

You will prepare for the module's three-hour workshop through

- a small number of reading assignments;
- an exercise in critical reflection.

During the module you will arrange teaching observations with TAP peers and with your tutor, begin to plan your own investigation into an aspect of teaching and learning; and develop your understanding and critical reflections on your practice during your 1.5-hour tutorial and reflective writing assignment.

By the end of this module you will

- be able to explain selected influential theories and models of adult learning to a lay person;
- have begun to translate the aims and basic structure of critical reflective practice into your own plan for your development during the programme;
- have made a start on both 'fieldwork' exercises: peer observation of teaching; investigating an aspect of teaching and learning.

### Module 1 reading and resource list

TAP: Introduction to critical reflective practice and personal philosophies of teaching and learning

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

Morss, K. and R. Murray. 2005. *Teaching at university: A guide for postgraduates and researchers*. London: Sage Publications. [excerpt provided]

## **Module 2: Developing your teaching philosophy**

This module supports you in starting to articulate your personal philosophy of teaching and learning. You will continue with your independent studies and will also

work collaboratively with a small number of TAP peers. You will also explore approaches to lecturing and participate in a small-group practical lecturing workshop.

You will prepare for the module's two three-hour workshops through

- a small number of reading assignments;
- preparing a draft of your personal philosophy of teaching and learning;
- preparing constructive critical feedback on draft teaching philosophies of a small number of TAP peers;
- preparing a 10-minute excerpt from a lecture.

Your tutorial for this module is with your tutor group. You will prepare short individual and collaborative assignments in advance. During the tutorial we will review how and why participants thinking and practice is changing during the programme and identify questions and challenges for the second half of the programme.

By the end of this module, you will

- be able to articulate how you are developing your personal philosophy, drawing on your engagement with reading assignments and your teaching fieldwork exercises to date;
- assess the strengths and limitations of lecturing as a teaching format and constructively appraise your own approach to lecturing;
- begin to consider the interrelations between teaching, learning and assessment, as a precursor to developing your own 'course design' for your TAP portfolio.

### Module 2 reading and resource list

Ambrose, S (ed). 2010. *How Learning Works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass [excerpt provided]

Biggs, J. and Tang, C. S. 2011. Teaching according to how students learn, in *Teaching for Quality Learning at University* (4<sup>th</sup> edn.). Maidenhead: MacGraw-Hill: Society for Research into Higher Education and Open University Press, pp. 16-33

Bligh, D. 2001. What's the use of lectures? (5<sup>th</sup> edn.) Exeter: Intellect. [excerpt provided]

Brookfield, S D and Preskill, S. 2005. *Discussion as a Way of Teaching: Tools and techniques for democratic classrooms* (2<sup>nd</sup> edn). San Francisco: Jossey-Bass [excerpt provided]

Mills, D and Alexander, P. 2013. Small-group teaching: a toolkit for learning. Higher Education Academy

## **Module 3: Approaches to course design**

This module provides an introduction to an influential model of course design, 'constructive alignment', and an opportunity to explore how you might put your personal philosophy of teaching and learning into practice in the design of a teaching session or of a course. We also consider teaching in the wider context of career

development and review preparations for preparing the TAP portfolio and gaining accreditation.

You will prepare for the module's three-hour workshop through

- a small number of reading assignments;
- preparing a draft design of a teaching session or of a course;
- preparing constructive critical feedback on draft designs prepared by a small number of TAP peers.

By the end of this module, you will

- be able to describe the principles of 'constructive alignment' and explain how they apply to designing a teaching session and to designing a course;
- critically appraise your own draft design, drawing on your personal philosophy and higher education research and scholarship.

### Module 3 resource and reading list

TAP: Introduction to constructive alignment

Biggs, J. and Tang, C. S. 2011. Teaching according to how students learn, in *Teaching for Quality Learning at University* (4th edn.). Maidenhead: MacGraw-Hill: Society for Research into Higher Education and Open University Press, pp. 16-33

Butcher, C. 2014. Describing what students should learn, in H Fry, S Ketteridge and S Marshall (eds). *A Handbook for Teaching and Learning in Higher Education Enhancing academic practice* (4th edn). London and New York: Routledge, pp. 80-93

Ramsden, P. (2003.) 'The goals and structure of a course', in *Learning to Teach in Higher Education*, (2nd edn). Abingdon: Routledge Falmer, pp. 119-144.

Hussey, T and Smith, P. 2003. The Uses of Learning Outcomes. *Teaching in Higher Education*, 8:3, pp. 357-368

## **Feedback and assessment**

All participants engage in constructive formative self-assessment and peer-assessment, as well as receiving formative feedback from tutors on written assignments, throughout the programme.

In order to complete the programme successfully, you will prepare and submit a portfolio (+ / - 4000 words) in which you communicate how you have developed your understanding and practice during the programme (your 'personal philosophy of teaching & learning') and develop a design for a course or a teaching session which shows how your personal philosophy can inform your practice, with reference to higher education research and scholarship and your own teaching fieldwork. Portfolios are assessed with reference to the following criteria:

In your account of your personal philosophy, you

- explain how you aim to contribute to your students' learning in the subject area and at the level of the academic programme
- show how your views on teaching and learning and / or your practices have changed during the year

- identify one or more factors which have influenced you and indicate why these were important to you)

In your account of your teaching fieldwork, you reflect critically and constructively on your own practice, including:

- Identifying and questioning beliefs and / or assumptions about teaching and learning (your own and others')
- seeking additional sources of insight, for example students' or colleagues' perspectives
- showing the scholarly basis for your reflections, with appropriate reference to literature
- identifying changes arising from your critical reflections in how you think about teaching and learning and / or changes in your practice (K2)

You develop a critical reflection on your design and planning includes

- showing how your design relates to your personal philosophy of teaching and learning
- a scholarly basis for your choices of teaching, learning & assessment methods, with appropriate reference to literature

All participants receive written feedback following summative assessment of the portfolios.

## **Bibliography**

### **General texts with no specific discipline focus**

Ambrose, S (ed). 2010. *How Learning Works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass

Ashwin, P. (ed). 2015. *Reflective Teaching in Higher Education*. London: Bloomsbury

Bamber, V, Trowler, P, Saunders, M & Knight, P (eds). 2009. *Enhancing Learning and Teaching in Higher Education: Theory, Cases, Practices*. Open University Press/SRHE.

Biggs, J. and Tang, C. S. 2011. *Teaching for Quality Learning at University* (4<sup>th</sup> edn.). Maidenhead: MacGraw-Hill: Society for Research into Higher Education and Open University Press

Bligh, D. 2001. *What's the use of lectures?* (5<sup>th</sup> edn.) Exeter: Intellect.

Entwistle, N. 2009. *Teaching for Understanding at University: Deep approaches and distinctive ways of thinking*. London: Routledge

Fry, H., S. Ketteridge and S. Marshall (eds). 2003. *A handbook for teaching and learning in higher education: Enhancing academic practice* (3<sup>rd</sup> edn.). London: Routledge.

Jaques, D and Salmon, G. 2007. *Learning in groups: A handbook for face-to-face and online environments* (4<sup>th</sup> edn.). Oxon: Routledge.

Hudson, T. 2012. *Teaching What you Don't Know*. Cambridge MA: Harvard University Press

Morss, K. and R. Murray. 2005. *Teaching at University: A guide for postgraduates and researchers*. London: Sage Publications.

Pokorny, H and Warren, D. 2016. *Enhancing Teaching Practice in Higher Education*. London: Sage

Race, P. 2007. *The Lecturer's Toolkit: A practical guide to assessment, learning and teaching* (4<sup>th</sup> edn). London: Routledge

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

Toohy, S. 1999. *Designing Courses for Higher Education*. Buckingham: SRHE and Open University Press

### **Discipline-specific general teaching and learning texts**

Booth, A. 2003. *Teaching history at university: Enhancing learning and understanding*. London: Routledge.

Chambers, E. and M. Gregory. 2006. *Teaching and learning English literature*. London: Sage Publications.

Showalter, E. 2003. *Teaching literature*. Oxford: Blackwell.

Higgins, J. S., Maitland, G. C., Perkins, J. D., and Richardson, S. M. 1989. Identifying and Solving Problems in Engineering Design. *Studies in Higher Education* 41: 2, 169-181.

Kahn, P. and J. Kyle (eds.) 2002. *Effective learning and teaching in mathematics and its applications*. London: Kogan Page.

### **Evaluation of teaching**

Angelo, T.A. and P.K. Cross. 1993. *Classroom assessment techniques* (2<sup>nd</sup> edn.). San Francisco: Jossey-Bass.

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.

McKeachie, W. J. et al. 1999. Appraising and improving your teaching, in *McKeachie's teaching tips: Strategies, research and theories for college and university teachers* (10th ed.), pp. 270-283.

## **Journals**

*Studies in Higher Education*

*Teaching in Higher Education*

## **Online resources**

Reflective Teaching in Higher Education: <http://reflectiveteaching.co.uk/books-and-resources/reflective-teaching-in-higher-education/>

Tomorrow's Professor: online faculty development 100 times per year  
<https://tomprof.stanford.edu/>

The Higher Education Academy: <https://www.heacademy.ac.uk/>

## TAP: Programme overview (2020-21)

<b>Module 1: Teaching and learning at University: developing your understanding and practice</b>		
<b>Workshop (3 hours)</b>	<p>An introduction to TAP's aims and methods, to influential theories and models of adult learning, and a start in planning your own development during the programme. We will consider approaches to developing teaching practice: peer observation of teaching and gaining feedback from students.</p> <p>Preparation: reading assignments (Moodle); exercise in critical reflection</p>	<b>Friday 23 October 2020 (2.00-5.00)</b>
<b>Lecturing: Performance</b>  <b>Elective (non-compulsory)</b>	<p><b>Elective:</b> This workshop focuses on the practical element of delivery. It will provide you with the opportunity to explore techniques for connecting emotionally and intellectually with an audience, along with overcoming nerves. You will look at how to handle questions effectively and practice vocal techniques.</p> <p>If you wish to attend one of these workshops, please book via <a href="https://www.cctl.cam.ac.uk/workshops/lecturing">https://www.cctl.cam.ac.uk/workshops/lecturing</a></p>	During Michaelmas or Easter (arranged by participants)
<b>Undergraduate Supervision: An Introduction</b> (formerly 'Effective Undergraduate Supervision')	<p>If you have not previously done so, you must complete this blended-learning course on effective practice in supervising undergraduates.</p> <p><b>(For dates, see the CCTL website – <a href="http://www.cctl.cam.ac.uk/workshops/supervising-undergraduates">www.cctl.cam.ac.uk/workshops/supervising-undergraduates</a>)</b></p>	During Michaelmas or Lent (arranged by participants)
<b>Teaching fieldwork</b>	<p>Peer observation of teaching with a fellow TAP participant</p> <hr/> <p>Observation of your teaching by your TAP tutor</p> <hr/> <p>Design, implement and critically reflect on an investigation into an aspect of teaching and learning</p>	During Michaelmas or Lent (arranged by participants, depending on teaching commitments)
<b>Individual tutorial (1.5 hours); reflective writing assignment</b>		



<b>Module 2: Developing your teaching philosophy</b>		
<b>Workshop (3 hours)</b>	<p>Working in small groups, an opportunity to gain constructive feedback on your draft 'teaching philosophy' and to learn from discussion with peers.</p> <p>Preparation: reading assignment; draft a teaching philosophy; prepare critical reflection on your own draft and on drafts of TAP peers.</p>	<b>Friday 5 February 2021 (2:00-5:00)</b>
<b>Lecturing: Practical</b>	<p>In small-group streams, you will deliver a ten-minute lecture; you must prepare this mini-lecture beforehand. Your mini-lecture will be filmed and will be made available to watch at your convenience. Constructive feedback and discussion are facilitated by a tutor.</p> <p><b>(Dates will be released after the programme commences)</b></p>	Lent Term (range of dates) Dates expected to range: 10 Mar – 23 April 2021
<b>Module 3: Approaches to course design</b>		
<b>Workshop (3 hours)</b>	<p>An opportunity for you to work with two or three other TAP participants to give and receive constructive critiques of your draft approaches to designing a course. We will also consider the place of teaching in individual career development, and any final questions relating to completing your portfolio and the assessment process.</p> <p>Preparation: reading assignment; design a teaching session or course outline; prepare critical reflection on your own draft and on drafts of TAP peers.</p>	<b>Friday 21 May 2021 (2:00-5:00)</b>
<b>Portfolio: 4,000 words (+ / - 10%), Friday 16 July 2021</b>		

## Applying for FHEA: briefing and review

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**\*Opt-in\*** meetings for participants who want to apply for FHEA recognition: the first meeting clarifies what's involved in preparing an application and how TAP supports you; at our second meeting, we review drafts and plans to complete and submit applications to HEA (now part of Advance HE).

<b>Applying for FHEA</b>	<b>Date</b>	<b>Time</b>	<b>Trainer</b>
FHEA Briefing and Review 1	Friday 20 November 2020	15:00-17:00	Dr Mary Beth Benbenek
FHEA Briefing and Review 2	Friday 5 March 2021	14:00-16:00	Dr Mary Beth Benbenek