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

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


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


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


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**


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


**Evaluation of teaching**


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)

## Module 1: Teaching and learning at University: developing your understanding and practice

<table>
<thead>
<tr>
<th>Workshop (3 hours)</th>
<th>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. Preparation: reading assignments (Moodle); exercise in critical reflection</th>
<th>Friday 23 October 2020 (2.00-5.00)</th>
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<tbody>
<tr>
<td>Lecturing: Performance</td>
<td><strong>Elective:</strong> 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. <em>(Dates will be released after the programme commences)</em></td>
<td>During Michaelmas or Easter (arranged by participants)</td>
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<tr>
<td>Elective (non-compulsory)</td>
<td>If you have not previously done so, you must complete this blended-learning course on effective practice in supervising undergraduates. <em>(Dates TBC)</em></td>
<td>During Michaelmas or Lent (arranged by participants)</td>
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<tr>
<td>Effective Undergraduate Supervision</td>
<td>Peer observation of teaching with a fellow TAP participant</td>
<td>During Michaelmas or Lent (arranged by participants, depending on teaching commitments)</td>
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<td>Teaching fieldwork</td>
<td>Observation of your teaching by your TAP tutor</td>
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<td></td>
<td>Design, implement and critically reflect on an investigation into an aspect of teaching and learning</td>
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<td><strong>Individual tutorial (1.5 hours); reflective writing assignment</strong></td>
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<td><strong>Module 2: Developing your teaching philosophy</strong></td>
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| **Workshop (3 hours)** | Working in small groups, an opportunity to gain constructive feedback on your draft ‘teaching philosophy’ and to learn from discussion with peers.  
Preparation: reading assignment; draft a teaching philosophy; prepare critical reflection on your own draft and on drafts of TAP peers. | Friday 5 February 2021 (2:00-5:00) |
| **Lecturing: Practical** | 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.  
(Dates will be released after the programme commences) | Lent Term (range of dates)  
Dates expected to range:  
10 Mar – 23 April 2021 |

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<th><strong>Module 3: Approaches to course design</strong></th>
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| **Workshop (3 hours)** | 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.  
Preparation: reading assignment; design a teaching session or course outline; prepare critical reflection on your own draft and on drafts of TAP peers. | Friday 21 May 2021 (2:00-5:00) |

**Portfolio: 4,000 words (+ / - 10%), Friday 16 July 2021**
*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).

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