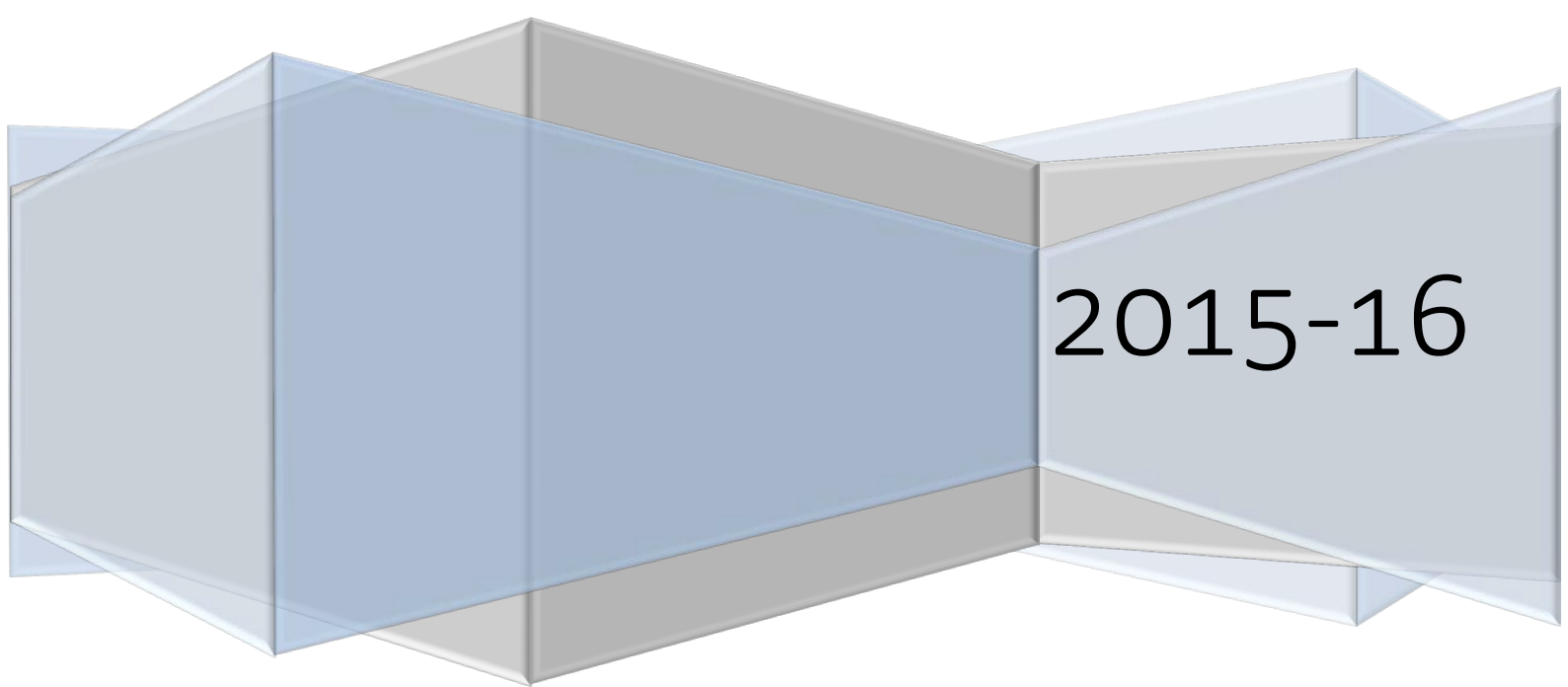


Institute for Learning Innovation and Development (ILlAD),
University of Southampton

Introduction to Learning and Teaching for Researchers (ILTeR)

Programme Handbook



2015-16

Contents

ILTeR Programme Overview	3
1. Introduction	3
2. Programme management & administration	3
3. ILTeR team contact details	3
4. ILTeR and the UK Professional Standards Framework (UKPSF)	4
5. Programme aims	4
6. Programme learning outcomes	5
7. Teaching and learning methods and activities	6
8. Model of learning and teaching: Constructive alignment	7
9. Dates and location	7
10. Learning hours	7
11. Support for learning	8
12. Self-directed learning	9
13. Work-based learning	9
14. Mentors	9
15. Assessment	11
15.1 Overview of assessments	11
15.2 Academic Integrity Declaration	11
15.3 Submission Details and Format	11
15.4 Marking	12
15.5 Feedback on assignment plans and drafts	12
15.6 Extensions	12
15.7 Resubmissions	12
15.8 Late submission and exceeded word limit	12
15.9 Special considerations	13
16. Core textbooks	13
17. Giving feedback on ILTeR	14
18. Methods for evaluating the quality of teaching and learning	14
19. Academic regulations, appeals and complaints	14
Module 1: Introduction to Learning Design: The Practice of Teaching	15
1. Module aims and learning outcomes	15

2. Core sessions	16
3. Peer observation.....	17
4. Assessment	18
4.1 Overview.....	18
4.2 Assessment deadlines.....	18
4.3 Assignment 1: Peer observation and reflection (2000 words)	19
4.4 Assignment 2: Technology-enhanced learning blog and feedback contributions (1000 words).....	23
4.5 Assignment 3: Teaching diverse students annotated bibliography (1000 words)	27
4.6 Assignment 4: Mapping of activities against the UK Professional Standards Framework.....	30
Appendix A: Learning Outcomes Mapping	31
Appendix B: ILTeR Recommended Reading	32
Appendix C: Mapping of the ILTeR Learning Outcomes against the UK Professional Standards Framework (Descriptor 1 (&2))	33
Appendix D – ILTeR Assignment 1 Template	36
Appendix E – Recommended peer observation template.....	39

ILTeR Programme Overview

1. Introduction

The Introduction to Learning and Teaching for Researchers (ILTeR) is a part-time, work-based programme accredited by the Higher Education Academy (HEA). It is designed to enable postgraduate researchers (PGRs) with teaching responsibilities to reach a nationally recognised standard of competence in higher education teaching and learning support. ILTeR is designed to be integrated with the development of subject-specific learning and teaching practices.

You are eligible for recognition by the Higher Education Academy as an Associate Fellow (D1) after successful completion of the one module of ILTeR. This is equivalent to the first module of the Postgraduate Certificate in Academic Practice (PGCAP) programme, and the credits can be counted towards the requirements for the full PGCAP should your role extend into a full academic role in the future. For further information about PGCAP, please visit www.southampton.ac.uk/PGCAP

Please note that ILTeR is a slightly modified form of PGCAP module 1 which was revalidated in January 2014. The PGCAP programme was changed significantly from earlier versions following recommendations from the programme validation panel and wide consultation across the university.

ILTeR comprises one M-level module of 10 ECTS (20 CATS).

- **Module 1 – ‘Introduction to learning design: the practice of teaching’** - provides a foundation to support you in developing your teaching role

The programme is designed to be completed over a two semester/ 1 academic year period.

2. Programme management & administration

ILTeR is run by and delivered through the Institute for Learning Innovation and Development (ILlAD) in collaboration with Associate Members from across the University. The ILTeR programme is validated through the Faculty of Social and Human Sciences. An advisory board (including staff from across the university) contributes to the design and delivery of the programme.

3. ILTeR team contact details

If you have any queries or need to communicate with any member of the Programme Team, or if you need advice, our contact details are:

Paul Riddy	ILTeR Programme Leader	24536	p.j.riddy@soton.ac.uk
Caroline Stevens	ILTeR Tutor	29638	caroline.stevens@soton.ac.uk
Nancey Copley	ILTeR Tutor		nanceycopley@btinternet.com
Karen Hockley	ILTeR Programme Administrator	24411	k.a.hockley@soton.ac.uk

Alternatively you may wish to use the discussion board on Blackboard.

For up to date information on ILTeR you should check the relevant Blackboard sites regularly www.blackboard.soton.ac.uk

In addition there is general information available on the website www.southampton.ac.uk/ILTeR

4. ILTeR and the UK Professional Standards Framework (UKPSF)

“The UKPSF provides a general description of the main dimensions of the roles of teaching and learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking learning and teaching support roles within higher education.”

The Higher Education Academy (HEA) has accredited ILTeR against the UK Professional Standards Framework (UKPSF) (the latest accreditation was in January 2014). This means that staff successfully completing ILTeR are automatically eligible for recognition by the HEA as an Associate Fellow (Descriptor 1 D1).

The module also forms part of a taught pathway within the University of Southampton (UoS) Continuing Professional Development (CPD) framework for education, the Professional Recognition of Educator Practice Framework (PREP Framework), which is also accredited by the HEA. This provides a structure and processes by which you can gain recognition for further development in your educational practice and recognition at Descriptors 2, 3 & 4 of the UKPSF. More details on the PREP Framework and the relationship with other institutional offerings are available from the PREP Framework web pages: <http://www.southampton.ac.uk/PREP>

A copy of the UKPSF document is provided in your file. The UKPSF will be referred to during the sessions and it is intended that you will use the UKPSF as a reference point for your professional development in learning and teaching. There is also further information on the HEA website at www.heacademy.ac.uk/ukpsf

5. Programme aims

The **aims** of the ILTeR programme are:

- To develop competent and confident reflective practitioners capable of developing and evaluating their own teaching and learning support practices in the context of theory, research and evidence in order to facilitate high-quality student learning.
- To facilitate the development of discipline-specific teaching and learning approaches within the context of practice while also meeting nationally-recognised generic standards of competence.
- To support the development of research supervision and management skills.

6. Programme learning outcomes

Knowledge and Understanding

On successfully completing the ILTeR programme you should be able to:

1. Apply knowledge of educational theory and evidence to reflect upon various teaching and learning situations within your subject area.
2. Reflect on your own personal and professional practice and development, assess your future development needs and make a plan for your continuing professional development.
3. Apply skills for research design, management and supervision.
4. Design a teaching programme or scheme of learning support activity to meet given requirements.
5. Use an appropriate range of teaching and learning methods and resources effectively in a variety of educational settings.
6. Use an appropriate range of assessment techniques strategically to support student learning and to record achievement.
7. Evaluate your own work with a range of self, peer and student monitoring and evaluation techniques.
8. Contribute to the development of effective learning environments and learner support systems.

Transferable and generic skills

Participants are PGRs undergoing training in a number of contexts. The list of transferable skills below are indicative and reflect the range of skills we expect participants to be able to demonstrate in conjunction with this programme and their wider PhD activities.

Having successfully completed this programme, you should be able to:

9. Compose and communicate ideas effectively, both orally and in writing.
10. Organise and integrate your learning with existing commitments, and produce work to deadlines.
11. Apply self-directed learning which is essential for learning with limited contact time.
12. Apply education design and delivery skills in different contexts.
13. Apply your reflective skills beyond your discipline context.
14. Enhance your teaching activities through the integration of your research findings and process.
15. Display initiative and personal responsibility.

Professional values

You should also have developed the following professional values underpinning the above learning outcomes:

1. A commitment to scholarship in teaching, both generally and within the discipline.
2. A respect for individual learners and for their development and empowerment.
3. A commitment to work with and learn from colleagues.
4. The practising of equal opportunities.
5. A commitment to continued reflection and evaluation, and consequent improvement of your own practice.

The learning outcomes and professional values map directly onto those of the UKPSF and can be seen in Appendix C.

7. Teaching and learning methods and activities

The programme uses a range of teaching and learning activities to support the achievement of the module learning outcomes. These include:

- Workshop style taught sessions which combine short interactive presentations with directed activities conducted in small groups.
- Peer observation/development – You must be observed by an experienced colleague and a peer at some point during module 1.
- Surgeries with an ILTeR tutor, which offer opportunities to discuss aspects of the course and the assignments with the tutor and peers in a smaller group setting.
- Meetings (email, phone or face-to-face) with mentors to discuss topics covered in sessions and gain feedback about ideas and tasks.
- Peer review through activities conducted in the workshops or through use of Blackboard discussion facilities.

The **workshops** are core, covering the more generic aspects of theory and practice in order to :

- a) provide a conceptual and practical framework for the key themes of the programme;
- b) provide opportunities to explore issues in depth, drawing particularly on your experiences;
- c) facilitate critical reflection through the sharing and analysis of ideas, problems and solutions;
- d) develop a group ethos of mutual peer support; and
- e) provide guidance on the requirements and expectations of the programme.

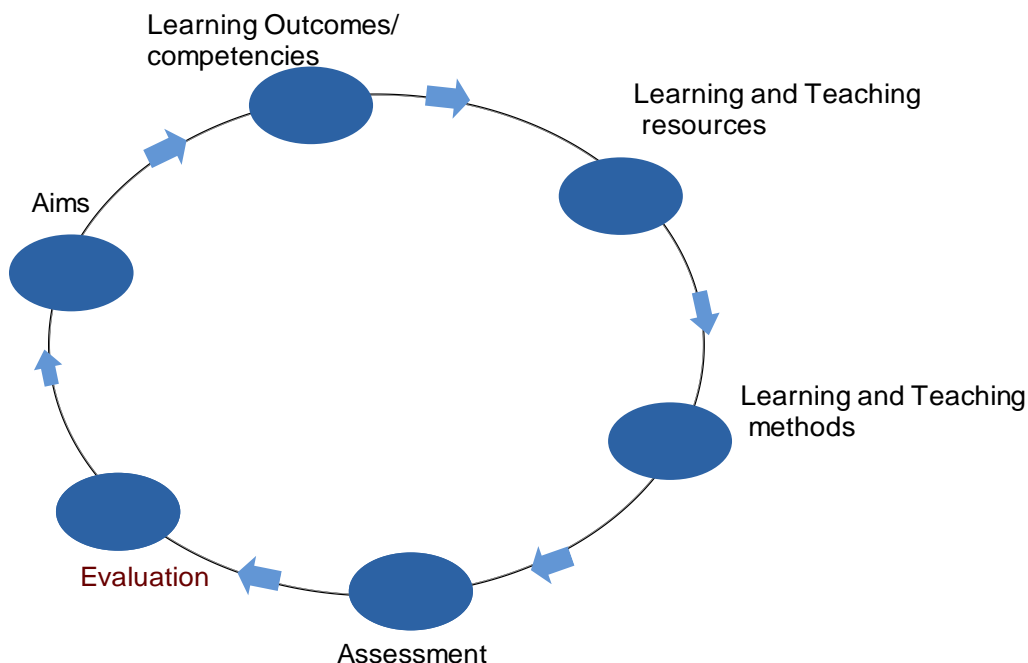
There are opportunities to attend **additional learning events** offered by the Doctoral College <http://www.southampton.ac.uk/doctoral-college/index.page>? and other departments/centres across the university for themed or discipline-based topics to be covered. You have the opportunity to attend sessions or activities outside of the ILTeR programme and incorporate what you have learnt through these activities into your ILTeR assessed work if appropriate. Examples of such additional learning events include:

- Sessions/Workshops/Courses offered by the Doctoral College;
- Specialist events such as conferences organised by ILIaD or other units at the university;
- Discipline-based sessions/events (internal and external);
- Cross-university sessions/events;
- External education related events organised by the Higher Education Academy, professional bodies or others;
- Peer observation of teaching (observing a colleague).

It is highly recommended that all ILTeR participants attend **assignment surgeries**. These provide an opportunity for you to clarify any queries and get feedback on your assignments.

8. Model of learning and teaching: Constructive alignment

ILTeR presents an aligned model of learning and teaching (Biggs' constructive alignment), schematically indicated in the diagram below. This will be discussed in detail during ILTeR and is the basis for discussion of the design of sessions, modules, programmes and their assessment.



9. Dates and location

The module 1 sessions will normally be run in semester 1 and in semester 2, check the webpages for dates. You should ensure you have completed the Introduction to Teaching Skills for Postgraduates (ITSPG) workshops 1 & 2 before commencing the programme and that you have organised teaching activities during the period of the taught sessions. It is **essential** that you have teaching opportunities to allow the reflection necessary to develop your teaching skills.

You will receive a list of your key dates in the first session.

The teaching venue will normally be one of the ILIaD training rooms in Building 27 on Highfield campus. <http://www.southampton.ac.uk/visitus/campuses/>

10. Learning hours

The credit rating for the programme is 10 M-level credits (10 ECTS/ 20 CATS) This represents 200 notional learning hours. An analysis of the distribution of learning hours is presented in the table below.

Activity	Module 1
Core workshops +preparation	24
Tutorials	4
Mentor Meetings	2
Peer Development Activities	10
Assessed Tasks	30
Practice-related learning (e.g. teaching contact time with students & preparation time, research related)	60
Independent learning (related reading and study)	70
	200 hours

11. Support for learning

As well as the support from your academic units (AUs), the Institute for Learning Innovation and Development (ILlAD) and central University facilities provide support to you in the following ways.

ILTeR tutors are available to discuss issues relating to learning throughout the ILTeR sessions and for the duration of the programme. If deemed appropriate, ILTeR tutors will meet with participants individually to provide additional support.

The **ILTeR programme administrator** is available to answer any queries relating to the administration of ILTeR.

You will have an **ILTeR mentor** who will support you as a ‘critical friend’ and a ‘disciplinary colleague’. See below for more details.

There is further information about ILTeR on the **ILTeR website** (www.southampton.ac.uk/ILTeR) and additional learning and support materials will be made available on the programme’s web-based course management system, **Blackboard**. To login to Blackboard please go to www.southampton.ac.uk/blackboard and login using your University ID and password. You should see the ILTeR modules that you are enrolled on in your course list. Blackboard is used within ILTeR for maintaining course information and learning resources, for general communications, to discuss issues and provide information and advice, for course handouts and additional resources, for assessment information and submission, and contact details.

Support for using the **University Library** can be found through library facilities, including library support via the librarian responsible for Education, explanatory materials and online tutorials (www.southampton.ac.uk/library).

General computing facilities and support from iSolutions can be accessed via ServiceLine and online tutorials (www.southampton.ac.uk/isolutions).

Participants with specific individual requirements are supported in every way possible, and are asked to communicate any issues with the Programme Leader.

We are committed to developing an inclusive learning environment and encourage you to be active in negotiating your learning needs. If you feel that our current arrangements will not meet all your learning needs, we encourage you to contact us to discuss further.

12. Self-directed learning

You will need to undertake some self-directed learning in addition to the learning in workshops, tutorials etc. The majority of the self-directed learning required takes the form of reading around the topic including sourcing and reading educational literature.

13. Work-based learning

Having attended the core sessions for ILTeR, all teaching activities and duties will form part of the learning for this course because they will be opportunities in which you can apply the learning from the course into your activities, try out different things and reflect upon them.

14. Mentors

The mentorship arrangements for ILTeR are still under discussion and will be discussed with the ILTeR participants. Your mentor is usually based in the same academic unit as you but will not normally be the individual acting with 'line management' responsibilities (your PhD supervisor). The mentor should have more teaching experience than you (we suggest at least two years) and will ideally have completed ILTeR/PGCAP in recent years.

You are entitled to a change of mentor at any stage during ILTeR, through discussion with your line manager. If you change your mentor you must notify the ILTeR team.

In the context of ILTeR, mentoring serves two specific purposes. Firstly, your mentor should act as a **"critical friend"**, that is, someone who helps you through the process of thinking about what you are learning. Generally, the "critical friend" has more experience in teaching and is able to relate what you are learning to what actually happens in the classroom or other teaching/learning environment. The "critical friend" also helps by raising questions in relation to what you are learning during the face-to-face sessions. Secondly, the mentoring arrangement provides you with a **"disciplinary colleague"**; someone who can talk about how learning and teaching happens in your academic field.

Mentors are not required to formally assess your work, but it is hoped that they would provide informal, formative feedback on drafts of the assignments as part of the "critical friend" role.

There are no formal requirements regarding the number of mentor meetings that you should have. You and your mentor are free to negotiate how and when you work together. We do however recommend that you discuss your educator work

with your mentor at least twice and suggest some or all of the following would be suitable activities:

- Discuss learning and teaching issues (eg how they fit into your specific subject area);
- Ask your mentor to observe your teaching and then discuss it afterwards;
- Ask to watch your mentor teach and then discuss it afterwards;
- Ask your mentor to look at and comment on draft plans for teaching sessions (e.g. PowerPoint slides or handouts);
- Ask your mentor to comment on any coursework/exam questions or other assessments you are writing;
- Discuss any additional learning events that you might like to attend;
- Discuss your plans for your ILTeR assignments (e.g. which examples of your practice to use);
- Discuss the outline of your ILTeR assignments and key points which you have identified.

Further details of what is expected of ILTeR mentors and suggested activities for mentor meetings can be found in the ILTeR mentor guidance document available from Blackboard and from the ILTeR webpages
www.southampton.ac.uk/ILTeR

15. Assessment

15.1 Overview of assessments

Summative assessment is through the submission of a number of pieces of work which, taken together, provide evidence for the successful achievement of each learning outcome and the professional values relating to the module.

Formative assessment is available through peer, tutor and/or mentor meetings and discussions. ILTeR assignment surgeries provide you with an opportunity to discuss ideas for assignments with an ILTeR tutor and for them to give advice and feedback on plans. Mentors and peers may provide more detailed comments on full drafts of assignments. Blackboard discussion boards provide you with an opportunity to raise questions that can be answered by peers, mentors or tutors.

15.2 Academic Integrity Declaration

All work submitted must include the academic integrity declaration shown below and may be monitored for academic integrity using Turnitin UK.

"I am aware of the requirements of good academic practice and the potential penalties for any breaches".

Details of good academic practice and the potential penalties for any breaches can be found in the Quality Handbook:

<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html>
<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-procedures.html>

15.3 Submission Details and Format

All assignments to be assessed must be submitted using Blackboard & Turnitin UK (<https://blackboard.soton.ac.uk>). As Turnitin doesn't currently accept more than a single file please include all relevant information within one file, and make sure the file is less than 10MB total in size. If you are using a Macintosh computer then please make sure your files are readable in Microsoft Word or Adobe Acrobat format. Further details of how to submit your assignments are available on Blackboard. All work submitted to Blackboard will be considered as the final version and assessed as such.

Assignments will be made available to the External Examiner.

All assignments must

- be no smaller than a size 11 san serif font (eg Lucida Sans)
- be formatted with 1.5 line spacing
- comply with the word count +/- 10%
- be submitted electronically using Blackboard to the correct assignments folder
- include an academic integrity declaration

If for any reason your supporting documentation cannot be submitted electronically, a list of the supporting documentation should be included at the end

of the report and a hard copy of the supporting documents must be provided to ILlAD by the deadline date.

15.4 Marking

The marking for this programme is not anonymous. ILTeR cohorts are small in size and individuals or small numbers of participants come from a limited number of Academic Units. The tutors gain personal knowledge of individuals' work through discussions during the sessions. As the marking and/or moderation is carried out by the teaching team in conjunction with some other markers, it is not possible to ensure anonymity of all participants' work, following usual marking practice. This approach is aligned with the Anonymous Marking Policy within the Quality Handbook, available from:

http://www.southampton.ac.uk/quality/assessment/framework/marking_and_feedback.page?

15.5 Feedback on assignment plans and drafts

If you want feedback on your assignments prior to submitting your work, you have a number of routes of feedback. ILTeR tutors will give you feedback on a short summary/outline (typically up to 25% of the word count) of any assignment if submitted a minimum of 3 weeks before the assessment deadline. ILTeR tutors will endeavour to return your feedback within one week. In addition we recommend you ask your mentor and/or peers/recent ILTeR participants to comment on targeted aspects of your drafts. If you need help finding a peer to read your work please let us know and we will see what we can do.

15.6 Extensions

Extensions of up to 2 weeks for the submission of the assignments may be granted in exceptional circumstances, normally with the approval of the Special Considerations Board. You must apply for an extension using the ILTeR extension form available from the ILTeR programme administrator or Blackboard. Extensions will not be granted unless the appropriate form has been completed.

15.7 Resubmissions

Should an assignment not reach the required standard for a Professional Pass (ie 40%), you will be able to resubmit your assignment to the next supplementary submission deadline.

15.8 Late submission and exceeded word limit

Work submitted up to 5 days after the deadline, without the award of special considerations, will be subject to the following reductions:

University working days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

Work that exceeds the maximum word count will be penalised. Reference lists, appendices, tables and figures are not included in the word count. The penalty will normally be that the assignment grade will be capped at the PGCert pass mark (50%).

15.9 Special considerations

Work submitted late and accompanied by a special considerations form will be marked as usual. The circumstances will be considered by the Special Considerations board who will decide if the original mark or a penalised mark (as in the table above) will be applied.

16. Core textbooks

Core textbook

- Butcher, C. Davies, C. & Highton M. (2006) Designing Learning: From Module Outline to Effective Teaching, Routledge, London. – you will receive a copy of this book in the first session.

Other core textbooks

- Biggs, J. & Tang, C. (2011), Teaching for Quality in Higher Education, SRHE & Open University Press, Buckingham, 4th ed.
- Fry, H, Ketteridge, S & Marshall, S (2014), A Handbook for Teaching & Learning in Higher Education: Enhancing Academic Practice, Routledge, London. 4th Edition
- Ramsden, P. (2003), Learning to Teach in Higher Education, Routledge, London. 2nd Edition

[See Appendix B for details on how to access these books online]

A wide range of additional educational literature is available from the University Libraries, both in hard copy and online. Further and additional references will be provided during the sessions and will be available from Blackboard where possible.

17. Giving feedback on ILTeR

You are invited to feedback on any aspect of the programme directly to a member of the ILTeR team, through feedback opportunities during the module, to the external examiner and via end of module and end of programme questionnaires. We will ask for the cohort to elect a student to represent them in staff-student liaison meetings, but if no one is elected an alternative to formal staff-student liaison meetings will be discussed with the group.

18. Methods for evaluating the quality of teaching and learning

You have the opportunity to have your say on the quality of the programme in the following ways:

- Evaluation questionnaires
- Direct to ILTeR tutors and mentors and/or the ILTeR external examiner
- Representation on ILTeR programme/module review meetings

The ways in which the quality of the programme is checked, both inside and outside the University, are:

- External Examiner, who produces an annual report on the programme
- Accreditation by the Higher Education Academy
- Annual module evaluation of the programme
- 5-yearly in-depth programme review
- Peer monitoring of teaching
- Annual reporting via the Quality Monitoring and Enhancement Framework (QMEF)
- External inspection by the Quality Assurance Agency for Higher Education.

19. Academic regulations, appeals and complaints

Programme regulations are available from the University Calendar (<http://www.calendar.soton.ac.uk/sectionXIII/education-ILTeR.html>), which includes links to the regulations and procedures for [appeals](#) and [complaints](#).

Module 1: Introduction to Learning Design: The Practice of Teaching

This module aims to develop strong learning design skills built around Biggs' model of aligned learning and teaching (constructive alignment). Sessions provide exposure to the underlying theory and provide opportunities to develop skills such as writing learning outcomes, session planning and evaluation, and introducing current and emerging learning technologies.

As a group, the M1 learning outcomes map against all dimensions of the UKPSF, but the greater focus on session level design and activities, evaluation and learning technologies limit the scope of the module to Descriptor 1 of the UKPSF.

1. Module aims and learning outcomes

Aims

The overall aim of this module is to explore and evaluate issues related to the design and delivery of learning within a higher education context.

Learning outcomes

These are grouped in the format used within the University's programme specification documentation.

Having successfully completed the module, you should be able to:

Knowledge and Understanding

1. Apply knowledge of how students learn through reflecting upon various teaching and learning situations within your subject area.

Subject Specific Intellectual and Research Skills

2. Reflect on your personal and professional practice and development, assess your future development needs and make a plan for your continuing professional development.

Subject Specific Practical Skills

3. Write and use learning outcomes that are appropriate for a given learning and teaching session.
4. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.
5. Critically analyse and reflect upon the appropriateness of learning outcomes for a session and the alignment of learning and teaching activities with these learning outcomes.
6. Develop, informed by the analysis of evaluation data, plans for enhancing the student experience.

The learning outcomes related to transferable and generic skills can be seen in section A.7 of the programme overview.

See *Appendix A* for information on how module learning outcomes align with the teaching sessions and assessments in module 1.

2. Core sessions

All dates for module 1 can be found in the key dates document in your file. Any changes to the dates of teaching sessions will be communicated via Blackboard and/or email.

Module 1 consists of six core sessions, which you must attend.

- Session 1: Design 1: Design for learning in an HE context / Learning Outcomes
- Session 2: Design 2 Learning Outcomes and designing Learning activities
- Session 3: Review, Consolidation and Communication
- Session 4: Introduction to assessment practice and technology-enhanced learning
- Session 5: Evaluation, Reflective practice
- Session 6: Diversity and internationalisation

If you miss a session for good cause you may be permitted to self-study a maximum of two of the core sessions with the permission of the Programme Leader. On all other occasions you will be expected to attend the missed session at the next available opportunity.

A brief outline of the syllabus for each core session is provided below. A mapping document is provided in Appendix A that illustrates how these core teaching sessions align with the module learning outcomes and assessments. Further details will be provided at the start of each session.

Explicit links with the UKPSF will be made during each session and the dimensions will be used as points of reflection.

Session 1: Design 1- Design for learning in an HE context / Learning Outcomes

Students' approaches to learning. Approaches to teaching. Theories of how students learn. Ways in which to influence the approach students take to learning. Aims and learning outcomes. Writing learning outcomes. Different types of learning outcomes. Using learning outcomes. Practical approaches to planning sessions.

Session 2: Design 2- Learning Outcomes and Designing Learning Activities

Aims, learning outcomes at different levels. Constructive alignment. Bloom's and SOLO taxonomy. What teaching and learning activities and resources can be used to achieve the learning outcomes? Learning modes. Active learning. Session Planning

Session 3: Review, Consolidation and Communication. Review and consolidation of sessions 1 & 2. Communication skills: speaking and listening, asking questions and eliciting answers.

Session 4: Introduction to assessment practice and technology-enhanced learning:

Principles and purposes of assessment, and implications for student learning. Marking and feedback. Technology-enhanced learning and teaching; Use of learning technologies. Support available. Digital literacies.

Session 5: Evaluation and Reflective Practice:

Methods of getting feedback on your teaching. Reasons for evaluating your teaching. Discussion and analysis of evaluation data. How to use evaluation data to enhance the student experience. What aspects of the course can we change? How do we go about making changes? Reflection and reflective practice. Mapping against the UKPSF.

Session 6: Internationalisation and Diversity:

Diverse student body and implications for teaching. International students. Inclusivity. Practical approaches to ensuring inclusive practice.

3. Peer observation

All ILTeR participants will need to be observed by an experienced educator and a peer during a teaching and learning session/activity. The experienced educator could be the ILTeR mentor, a former ILTeR/PGCAP participant, an experienced colleague in your AU, or an ILTeR tutor. We are working with staff across the University to establish appropriate mentoring arrangements for ILTeR participants. A peer will be one of your fellow ILTeR participants.

If you do not have an opportunity to be observed during the semester in which you are attending the sessions, you should discuss your situation with an ILTeR tutor.

The session that is observed will form the basis of the module 1 peer observation assignment and therefore the session observed should ideally be one that you would like to analyse and write your assignment about.

4. Assessment

4.1 Overview

A mapping document is provided in Appendix A that illustrates how these assessments align with the module learning outcomes.

Summative assessments for module 1

Assessment		Weighting
1	Peer observation and reflection (2000 words)	50
2	Technology-enhanced learning blog and feedback contributions (1000 words)	25
3	Teaching diverse students annotated bibliography (1000 words)	25
4	Map of activities against the UKPSF	Requirement

Assessments 1-3 are given a percentage mark. You must pass each learning outcome in each of these assessments (minimum 40% for professional certificate, 50% for postgraduate certificate). Assessment 4 is a requirement for you to pass the module, and is assessed on a Pass/Fail basis. You must pass all assessments in order to successfully complete the module.

Formative assessment is available through peer, tutor and/or mentor meetings and discussions. ILTeR surgeries provide you with an opportunity for ILTeR tutors to discuss ideas for assignments and give advice and feedback on plans. Mentors and peers may provide more detailed comments on full drafts of assignments. Blackboard discussion boards provide you with an opportunity to raise questions that can be answered by peers, mentors or tutors.

Citation of literature

In all summative assessments you are expected to use relevant literature to support and explore your arguments. Work that does not include appropriate references and referencing methods will therefore fail.

You are welcome to use the referencing style that you are most familiar with. The recommended method of referencing is the Harvard referencing style (see <http://www.soton.ac.uk/library/infoskills/references/> for useful advice and guidance on using this referencing system).

4.2 Assessment deadlines

Please refer to the ILTeR key dates document that you received in the first session for the assessment deadlines.

4.3 Assignment 1: Peer observation and reflection (2000 words)

4.3.1 Assignment 1 Requirements

For this assignment you are required to:

1. Be observed during a teaching session by an experienced educator (eg your ILTeR mentor, an experienced colleague, an ILTeR tutor). The teaching session should be a session that you have planned/designed. (It is strongly recommended that the session is not a revision session.)
2. Be observed by a fellow ILTeR participant during a different teaching session (to (1)) and receive a peer observation report from him/her. *The ILTeR participant should not observe the same session as the experienced educator (except in exceptional circumstances).*
3. Observe an experienced educator (eg your ILTeR mentor, an experienced colleague). This observation is for your benefit and does not need to be signed off by the observed tutor. You will need to include a reflective record (eg a peer observation report or a reflective log) about your observations as an appendix to your assignment.

You will also be required to

4. Observe one of your fellow ILTeR participants and write a peer observation report for him/her. You can draw on things observed and learnt from this experience in your assignment, but it is not a requirement to submit the associated peer observation report or reflective log with your assignment.

You are required to complete this assignment using the assignment template – see Appendix D. The recommended template for peer observations is also attached in Appendix E.

This assignment requires a critical analysis and reflection on

- how a session you delivered (and which was observed by an experienced educator, see (1) above) is integrated in the module;
- the design of the session including the aims, learning outcomes, teaching and learning activities, and evaluation;
- the alignment of learning outcomes with activities;
- the associated peer observation report (1), and
- the delivery of the session
- your development needs
- any student feedback you have received.

Where appropriate, you should reference feedback from your experienced observer (1) and other peer observations ((2), (3) and (4) above).

Your statements should be supported by relevant literature, where appropriate, and a bibliography should be included.

The word limit for this assignment is 2000 words. Each of the sections has a recommended approximate word count. You do not have to adhere to these recommendations but the overall total word limit is 2000 words (+/-10%).

You should attach your supporting documentation as appendices. This must include the peer observation reports and any reflective logs you have written. It would also

be useful to include a session plan if you had one or your powerpoint presentation. The appendices are not included in the word count.

Assessment criteria for this assignment are given below.

4.3.2 Further guidance for assignment 1

Questions that might help guide you with this assignment are clustered into topics below. Please note that you do not necessarily have to answer all these questions; they are provided as prompts for your thinking.

- Design of the session – *Were the planned activities, content and resources aligned with the learning outcomes? Did the planned activities, content, resources and learning environment enable the learning outcomes to be met and did they promote quality learning? If not was it a design fault or a delivery fault or a bit of both or something else completely?*
- Delivery of the session - *Did it go as you had hoped? How much learning happened and how do you know? How were your presentation skills, your listening skills, your facilitating skills etc and how did the students respond, were they engaging in the subject (and with you) at a surface or deep level?*
- Future Iterations – *What changes would you make to the session in future and why? What evidence do you have for what you are saying or suggesting to do in future? What literature is there that supports your suggested changes?*
- Peer Observation feedback – *how did you think it had gone before you received the feedback, what did your observer think and has that influenced your opinion on how you think it went? What other feedback do you have and has that influenced what you think?*
- Professional Development – *What session design and/or delivery skills might need further development? What are your strengths and weaknesses? Can you identify any appropriate professional development opportunities in order to do this?*
- Have you done enough critical analysis and reflection? *E.g. have you examined, questioned and/or investigated this experience and how you dealt with it?*
- Assessment criteria – *Does your assignment demonstrate the learning outcomes associated with this assignment (listed in the assessment criteria)?*
- References – *have you referred to the literature in several places? Have you discussed what the reference says and related it to your experience? Do you agree with the literature?*

4.3.3 Assessment criteria: Assignment 1 Peer observation and reflection

LO*	Refer	Professional Certificate (40-50%)	Masters Pass (50-60%)	Merit (60-70)	Distinction (70 +)
1	<p>Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Little or no evidence of wider reading</p> <p>Very limited or no engagement with the literature</p> <p>Inadequate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Some knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Some evidence of wider reading</p> <p>Some engagement with the literature</p> <p>Some ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques</p> <p>Moderate evidence of wider reading</p> <p>Moderate engagement with the literature</p> <p>Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques</p> <p>Significant evidence of wider reading</p> <p>Significant engagement with the literature</p> <p>Good at applying knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques</p> <p>Evidence of extensive wider reading</p> <p>Excellent engagement with the literature</p> <p>Excellent at applying knowledge of educational theory and evidence to learning & teaching situations.</p>
2	<p>Inadequate ability to evaluate and reflect upon professional practice.</p> <p>Little or no evidence of personal insights</p> <p>Personal development needs not identified</p> <p>Inadequate evidence from self, students and peers</p> <p>Little or no evidence from literature and/or incorrectly referenced.</p> <p>Little or no integration of theory, evidence and practice</p>	<p>Some ability to evaluate and reflect upon professional practice.</p> <p>Some evidence of personal insights</p> <p>Some identification of personal development needs</p> <p>Some evidence from self, students and peers</p> <p>Some evidence from literature correctly referenced</p> <p>Some integration of theory, evidence and practice</p>	<p>Moderate ability to evaluate and reflect upon professional practice.</p> <p>Moderate evidence of personal insights</p> <p>Moderate identification of Personal development needs</p> <p>Moderate evidence from self, students and peers</p> <p>Moderate evidence from literature correctly referenced</p> <p>Moderate integration of theory, evidence and practice</p>	<p>Good at evaluating and reflecting upon professional practice.</p> <p>Considerable personal insights</p> <p>Personal development needs examined and identified.</p> <p>Considerable evidence from self, students and peers</p> <p>Considerable evidence from literature correctly referenced</p> <p>Good integration of theory, evidence and practice</p>	<p>Excellent at evaluating and reflecting upon professional practice.</p> <p>Extensive personal insights</p> <p>Personal development needs thoroughly examined and identified.</p> <p>Extensive evidence from self, students and peers</p> <p>Extensive evidence from literature correctly referenced</p> <p>Excellent integration of theory, evidence and practice.</p>
3	<p>Inadequate competence in writing and using learning outcomes that are appropriate for a given learning and teaching session.</p>	<p>Some competence in writing and using learning outcomes that are appropriate for a given learning and teaching session.</p>	<p>Moderate competency in writing and using learning outcomes that are appropriate for a given learning and teaching session.</p>	<p>Good degree of competence in writing and using learning outcomes that are appropriate</p>	<p>Excellent degree of competence in writing and using learning outcomes that are appropriate</p>

LO*	Refer	Professional Certificate (40-50%)	Masters Pass (50-60%)	Merit (60-70)	Distinction (70 +)
				for a given learning and teaching session.	for a given learning and teaching session.
4	Inadequate ability to critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources within to facilitate quality learning.	Some ability to critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources within to facilitate quality learning.	Moderate ability to critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources facilitate quality learning.	Good at critically analysing and reflecting upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.	Excellent at critically analysing and reflecting upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.
5	Inadequate ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session.	Some ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session.	Moderate ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session.	Good at critically analysing and reflecting upon the alignment of learning and teaching activities with learning outcomes of a session.	Excellent at critically analysing and reflecting upon the alignment of learning and teaching activities with learning outcomes of a session.
6	Inadequate ability to critically analyse evaluation data Inadequate ability to use evaluation data to inform the development of plans to enhance the student learning experience.	Some ability to critically analyse evaluation data Some ability to use evaluation data to inform the development of plans to enhance the student learning experience.	Moderate ability to critically analyse evaluation data Moderate ability to use evaluation data to inform the development of plans to enhance the student learning experience.	Good at critically analysing evaluation data Good at using evaluation data to inform the development of plans to enhance the student learning experience.	Excellent at critically analysing evaluation data Excellent at using evaluation data to inform the development of plans to enhance the student learning experience.

* Learning outcomes

LO1 Apply knowledge of educational theory and/or evidence in various learning and teaching situations within their subject area.

LO2 Reflect on their personal and professional practice and development, assess their future development needs and make a plan for their continuing professional development.

LO3 Write and use learning outcomes that are appropriate for a given learning and teaching session.

LO4 Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.

LO5 Critically analyse and reflect upon the appropriateness of the learning outcomes for a session and the alignment of learning and teaching activities with those learning outcomes.

LO6. Develop, informed by the analysis of evaluation data, plans for enhancing the student experience

4.4 Assignment 2: Technology-enhanced learning blog and feedback contributions (1000 words)

This assignment is about exploring the use of technology for supporting learning within your discipline, discussed within an online/blog environment.

4.4.1 Assignment 2 Requirements

You are required to:

- a) write an **initial** (circa 350 words) blog post, including 1-3 questions which you would like others to reflect on (questions are not included in the word count). This post must be completed within 2 weeks. (To ensure the basic material for discussion by participants is in place, it is important that you meet this deadline.)
- b) **comment** on other participants' posts within a further 3 weeks. The comments should be a minimum of 2 posts (circa 325 words), or the remaining word count (max 1000 words in total) could be split between a maximum of 5 further posts.

Initial posts (a) should either:

- Describe a specific example of technology-enhanced learning within your discipline (eg use of a blog within a module), discuss the reasons for using the technology, how it supported students' achievement of the learning aims and outcomes, the appropriateness and effectiveness of the technology, any underlying pedagogical/methodological thinking, and how it relates to the more usual pedagogy of the discipline.

Or:

- Review the technology-enhanced learning in your discipline (eg use of blogging within your discipline), highlighting any specific trends which are developing and the associated underlying pedagogy, linking it to students' achievement of the aims and learning outcomes and the quality of their learning experience. Examples of the technological applications should be used to illustrate the points made.

Or:

- Propose an application of technology-enhanced learning within your discipline; this could be something novel within your discipline (eg introducing a blog within a module) or an adaptation of something which has already been tried. The post should explain the pedagogical thinking which underlies the application proposed, linking it to students' achievement of the aims and learning outcomes and the quality of their learning experience.

Subsequent (comment) posts (b) should extend or enhance the discussion of the post or comment(s) to which they relate, and support the points made by reference to appropriate literature. Posts may respond to comments on your own post or respond to another participant's questions. Disagreement or re-thinking questions may be valid contributions, as long as netiquette is observed. Offensive or disrespectful comments will be removed.

Your statements should be supported by relevant literature, where appropriate.

Please indicate the word count for each of your posts and do not exceed the maximum word count of 1000 words (+/- 10%).

Please include an academic integrity statement.

The blogging period runs for 5 weeks (for exact dates see your Key dates document).

You are required to make your blog posts within your cohort's blogging area on Blackboard. See below for further information about using blogs in Blackboard.

All posts and comments will be evaluated against the criteria given below.

4.4.2 Using Blogs in Blackboard

You are required to use the blog within Blackboard. Within the relevant Blackboard module, click on 'Cohort Blogs' on the left-hand menu'. Select the relevant cohort (eg Cohort 1). To create your blog entry, click on 'Create Blog Entry'. When you have finished writing your blog entry (title and entry message), click on 'Post Entry' and your blog will be live. (You will be able to edit your blog entry after posting it, but we ask you not to make any major changes.)

To comment on one of your peers' blog posts, click on the 'Comment' box below the blog post. Please note that you will be unable to edit your comments once you have submitted them.

If you have any queries, there is information on the iSolutions webpage <http://www.southampton.ac.uk/isolutions/computing/elearn/blogs/> or contact one of the ILTeR tutors.

4.4.3 Further guidance for Assignment 2

Questions that might help guide you with this assignment are clustered into topics below. Please note that you do not necessarily have to answer all these questions; they are provided as prompts for your thinking.

- Rationale – What is the reason for using this technology? Is there a sound pedagogic reason? How does it support/enhance student learning? If using it as an alternative to face to face teaching, what are the advantages?
- Do the students need any training to be able to use it? Will there be any extra demands on staff time?
- Is there any assessment associated with its use?
- Have you done enough critical analysis and reflection? Have you examined, questioned and/or investigated the pedagogical reasons for using the technology?
- Assessment criteria – Does your assignment demonstrate the learning outcomes associated with this assignment (listed in the assessment criteria)?

- References – Have you referred to the literature in several places? Have you discussed what the reference says and how it relates? Do you agree with the literature?

References / Useful Links

Butcher, C. Davies, C. & Highton M. (2006) Designing Learning: From Module Outline to Effective Teaching, Routledge, London. (Online Seminars, p.78)

Association for Learning Technology <https://www.alt.ac.uk/> and the associated peer reviewed journal 'Research in Learning Technology'

JISC <http://www.jisc.ac.uk/> digital technologies for education and research

Examples of Educational Blogs

Below are some educational blogs which you may find useful.

University Webinars. Examples of HE blogs.

<http://universitywebinars.org/top-higher-education-blogs/> (last accessed 02/02/2014)

Catherine Cronin's blog: her "research interests are online and open education, digital literacies and social media in education"

<http://catherinecronin.wordpress.com/> (last accessed 02/02/2014)

Steve Wheelers blog: his "research interests include learning technology, cybercultures, creativity and social media."

<http://steve-wheeler.blogspot.co.uk/> (last accessed 02/02/2014)

Guardian Higher Education Network piece on "Higher education blogs with useful resources on technology, including digital media, narratives and public engagement"

<http://www.theguardian.com/higher-education-network/2012/oct/10/higher-education-blogs-network-technology> (last accessed 02/02/2014)

Alex Hope's Dr. Sustainable blog. Miscellaneous articles and views on learning technology, including using ipads in various educational contexts

<http://www.drsustainable.com/> (last accessed 02/02/2014)

4.4.4 Assessment criteria: Technology-enhanced learning blog and feedback contributions (1000 words)

LO*	Refer	Professional Certificate (40-50%)	Masters Pass (50-60%)	Merit (60-70)	Distinction (70 +)
1	<p>Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Little or no evidence of wider reading</p> <p>Very limited or no engagement with the literature</p> <p>Inadequate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Some knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Some evidence of wider reading</p> <p>Some engagement with the literature</p> <p>Some ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Moderate systematic knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques</p> <p>Moderate evidence of wider reading</p> <p>Moderate engagement with the literature</p> <p>Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques</p> <p>Significant evidence of wider reading</p> <p>Significant engagement with the literature</p> <p>Good at applying knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques</p> <p>Extensive evidence of wider reading</p> <p>Excellent engagement with the literature</p> <p>Excellent at applying knowledge of educational theory and evidence to learning & teaching situations.</p>
4	<p>The blog posts are missing or consist of a few disconnected sentences. There is no discussion of the appropriateness and effectiveness of the learning technologies to facilitate quality learning.</p>	<p>The blog posts are mainly description or summary. There are some connections made between ideas, some critical analysis of the topics and evidence of reflection. There is some discussion of the appropriateness and effectiveness of the learning technologies to facilitate quality learning.</p>	<p>The blog posts are reasonably focused and explanations or critical analysis are mostly based on examples or other evidence. There are some connections made between ideas, moderate critical analysis and evidence of reflections which demonstrate insight. There is moderate discussion of the appropriateness and effectiveness of the learning technologies to facilitate quality learning.</p>	<p>The blog posts are focussed and integrate examples with explanations and ideas, demonstrating strong and reflective critical analysis which considers multiple perspectives where appropriate. There is significant discussion of the appropriateness and effectiveness of the learning technologies to facilitate quality learning.</p>	<p>The blog posts are focused and coherently integrate examples with explanations and ideas, demonstrating excellent and multifaceted critical analysis. There is in-depth discussion of the appropriateness and effectiveness of the learning technologies to facilitate quality learning.</p>

* Learning Outcomes

LO1 Apply knowledge of educational theory and/or evidence in various learning and teaching situations within their subject area.

LO4 Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.

4.5 Assignment 3: Teaching diverse students annotated bibliography (1000 words)

This assignment asks you to identify a set of resources which you will find useful in supporting your educator work in Higher Education with students from diverse backgrounds, for example with educational, cultural, national and learning differences.

4.5.1 Assignment 3 Requirements

Annotated bibliography (750 words $\pm 10\%$): For this assignment you are asked to find literature relevant to teaching diverse students and write a short annotation with the relevant key points against each. Select 4-6 references which will support your future activities. The references can be books, journal articles, websites, conference contributions, open educational resource, but a minimum of 2 must be from peer reviewed literature.

(Please note that this assignment is about diversity within a classroom/teaching activity rather than working on a support issue with an individual student, which is a topic within module 2.)

Reflection on experience of working with student diversity in your teaching

(~250 words): You are also required to write a short reflective piece on your personal experience of teaching diverse students, reflecting on the adjustments you have made or could make and referring where appropriate to your bibliography.

You are advised to focus on a specific case, for example teaching a particularly diverse cohort of students. An alternative would be a case-based example on more general aspects of working with diversity within your discipline such as internationalisation or widening participation. The example should ideally be from your experience, but you can draw on an example from a colleague if necessary.

Your statements should be supported by relevant literature, where appropriate.

Please include an academic integrity statement and your ILTeR student number on your assignment.

Please indicate the word count for your assignment and do not exceed the maximum word count of 1000 words (+/- 10%).

4.5.2 Further Guidance for Assignment 3

Questions that might help guide you with this assignment are clustered into topics below. Please note that you do not necessarily have to answer all these questions; they are provided as prompts for your thinking.

- Have you done enough critical reflection? Have you clearly identified why the reference supports the dimension of diversity or inclusive practice you are considering?
- Will you make any adaptations to your practice based on what you have read? What have you learnt that will facilitate students' learning?

- What evidence can you draw on from your bibliography to support your discussion?
- Assignment assessment criteria – Does your assignment demonstrate the Learning Outcomes associated with this assignment (listed below)?

Your assignment will be evaluated against the assessment criteria given below.

4.5.3 Assessment criteria: Teaching diverse students annotated bibliography

LO*	Refer	Professional Certificate (40-50%)	Masters Pass (50-60%)	Merit (60-70)	Distinction (70 +)
1	<p>Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Little or no evidence of wider reading</p> <p>Very limited or no engagement with the literature</p> <p>Inadequate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Some knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</p> <p>Some evidence of wider reading</p> <p>Some engagement with the literature</p> <p>Some ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Moderate systematic knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques</p> <p>Moderate evidence of wider reading</p> <p>Moderate engagement with the literature</p> <p>Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques</p> <p>Significant evidence of wider reading</p> <p>Significant engagement with the literature</p> <p>Good at applying knowledge of educational theory and evidence to learning & teaching situations.</p>	<p>Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques</p> <p>Extensive evidence of wider reading</p> <p>Excellent engagement with the literature</p> <p>Excellent at applying knowledge of educational theory and evidence to learning & teaching situations.</p>
2	<p>Inadequate ability to evaluate and reflect upon professional practice.</p> <p>Little or no evidence of personal insights</p> <p>Little or no evidence from literature and/or incorrectly referenced.</p> <p>Little or no integration of theory, evidence and practice</p>	<p>Some ability to evaluate and reflect upon professional practice.</p> <p>Some evidence of personal insights</p> <p>Some evidence from literature correctly referenced</p> <p>Some integration of theory, evidence and practice</p>	<p>Moderate ability to evaluate and reflect upon professional practice.</p> <p>Moderate evidence of personal insights</p> <p>Moderate evidence from literature correctly referenced</p> <p>Moderate integration of theory, evidence and practice</p>	<p>Good at evaluating and reflecting upon professional practice.</p> <p>Considerable personal insights</p> <p>Considerable evidence from literature correctly referenced</p> <p>Good integration of theory, evidence and practice</p>	<p>Excellent at evaluating and reflecting upon professional practice.</p> <p>Extensive personal insights</p> <p>Extensive evidence from literature correctly referenced</p> <p>Excellent integration of theory, evidence and practice,</p>

* Learning outcomes

LO1 Apply knowledge of educational theory and/or evidence in various learning and teaching situations within their subject area.

LO2 Reflect on their personal and professional practice and development, assess their future development needs and make a plan for their continuing professional development

4.6 Assignment 4: Mapping of activities against the UK Professional Standards Framework

You are required to complete a mapping exercise of your learning and teaching activities against the UK Professional Standards Framework (UKPSF) using a mapping template, which will be provided in the sessions and which is available from Blackboard. For ILTeR, you need to demonstrate 2 of the 5 areas of activity, relevant core knowledge and professional values as listed on page 3 of the UK Professional Standards Framework (UKPSF), which you have been given in your folder (or see <http://www.heacademy.ac.uk/ukpsf>). As well as being a requirement for completion of the programme, this is also a requirement for Associate Fellow (Descriptor 1) recognition by the HEA.

Your examples of mapping should be compact, no more than a few sentences, fairly focussed, demonstrating the elements of the areas of activity, core knowledge and/or professional values claimed. Two-four examples will normally be adequate. Please see the mapping examples given out during the sessions and available on BlackBoard.

Appendix A: Learning Outcomes Mapping

Mapping ILTeR Learning outcomes to sessions and assessments

Module 1 LOs	Sessions	Assessment
1. Apply knowledge of how students learn through reflecting upon various teaching and learning situations within their subject area.	<p>Session 1: Design for learning in an HE context / Learning Outcomes</p> <p>Session 2: Session Design and learning and teaching activities</p> <p>Session 3: Review, consolidation and Communication skills</p> <p>Session 4: Introduction to assessment practice and TEL</p> <p>Session 5: Evaluation, reflective practice and enhancement</p> <p>Session 6: Diversity and internationalisation</p>	<p>Assignment 1: Peer observation and reflection</p> <p>Assignment 2: Use of learning technologies blog</p> <p>Assignment 3: Teaching diverse students annotated bibliography</p>
2. Reflect on their personal and professional practice and development, assess their future development needs and make a plan for their continuing professional development.	<p>Session 1: Design for learning in an HE context / Learning Outcomes</p> <p>Session 2: Session Design and learning and teaching activities</p> <p>Session 3: Review, consolidation and Communication skills</p> <p>Session 4: Introduction to assessment practice and TEL</p> <p>Session 5: Evaluation, reflective practice and enhancement</p> <p>Session 6: Diversity and internationalisation</p>	<p>Assignment 1: Peer observation and reflection</p> <p>Assignment 3: Teaching diverse students annotated bibliography</p>
3. Write and use learning outcomes that are appropriate for a given learning and teaching session.	<p>Session 1: Design for learning in an HE context / Learning Outcomes</p> <p>Session 2: Session Design and learning and teaching activities</p> <p>Session 3: Review, consolidation and Communication skills</p>	<p>Assignment 1: Peer observation and reflection</p>
4. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.	<p>Session 3: Review, consolidation and Communication skills</p> <p>Session 4: Introduction to assessment practice and TEL</p>	<p>Assignment 1: Peer observation and reflection</p> <p>Assignment 2: Use of learning technologies blog</p>
5. Critically analyse and reflect upon the appropriateness of learning outcomes for a session and the alignment of learning and teaching activities with these learning outcomes.	<p>Session 1: Design for learning in an HE context / Learning Outcomes</p> <p>Session 2: Session Design and learning and teaching activities</p> <p>Session 3: Review, consolidation and Communication skills</p>	<p>Assignment 1: Peer observation and reflection</p>
6. Develop, informed by the analysis of evaluation data, strategies for enhancing the student experience.	<p>Session 5: Evaluation, reflective practice and enhancement</p>	<p>Assignment 1: Peer observation and reflection</p>

Appendix B: ILTeR Recommended Reading

Core Texts

Core texts support much of the programme and will often be referred to during timetabled module sessions.

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

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University*, SRHE & Open University Press, McGraw-Hill Education, Maidenhead. 4th Edition

Fry, H, Ketteridge, S & Marshall, S (2002), *A Handbook for Teaching & Learning in Higher Education: Enhancing Academic Practice*, Routledge, London. 2nd Edition.

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

Online access is available to some of these books through the libraries WEBCAT <http://www-lib.soton.ac.uk/> (you will need to be connected to the VPN if you want to access this from outside the university).

Details of additional useful references are provided on Blackboard and during the relevant sessions.

Online Resources

- Blackboard – ILTeR modules www.blackboard.soton.ac.uk
- ILIAD ‘Resources and links’ page
http://www.southampton.ac.uk/ILIAD/resources_links/index.html
- The Higher Education Academy Professional Recognition page
<http://www.heacademy.ac.uk/professional-recognition>
- The Higher Education Academy has many useful learning and teaching resources: <http://www.heacademy.ac.uk/resources>
- The Higher Education Academy Evidence Net
<http://www.heacademy.ac.uk/evidencenet>
- Jorum is a free online repository of learning and teaching materials in Further and Higher Education: <http://www.jorum.ac.uk/>
- Intute is a free online service which helps to find web resources for study and research: <http://www.intute.ac.uk/>
- Merlot is the Multimedia Educational Resource for Learning and Online Teaching and is a collection of peer reviewed higher education learning materials <http://www.merlot.org/merlot/index.htm>

Appendix C: Mapping of the ILTeR Learning Outcomes against the UK Professional Standards Framework (Descriptor 1 (&2))

Activity

Activity	Programme Learning Outcomes								Module 1 Learning Outcomes						Professional Values				
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5
A1 Design & plan learning activities and/or programmes of study	x			x	x				x		x	x	x	x	x	x	x	x	
A2 Teach and/or support learning	x	x			x		x	x	x	x	x	x	x	x	x	x	x	x	
A3 Assess and give feedback to learners						x						x			x	x	x	x	
A4 Develop effective environment and approaches to student support and guidance								x						x	x	x	x	x	
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		x					x		x	x				x	x				x

Core Knowledge

Core Knowledge	Programme Learning Outcomes								Module 1 Learning Outcomes						Professional Values				
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5
K1 The subject material	x	x	x	x	x														
K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	x			x	x	x			x		x	x							
K3 How students learn, both generally and in the subject/disciplinary areas(s)	x			x				x	x		x	x	x		x				
K4 The use and value of appropriate learning technologies					x			x				x							
K5 Methods for evaluating the effectiveness of teaching	x					x	x	x	x					x	x		x		x
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		x								x				x	x	x		x	x

Professional Values

Professional Values	Programme Learning Outcomes								Module 1 Learning Outcomes						Professional Values				
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5
V1 Respect individual learners and diverse learning communities				x	x			x	x			x				x	x	x	
V2 Promote participation in higher education and equality of opportunity for learners				x	x			x				x				x		x	
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional practice	x	x		x	x	x	x		x		x	x	x	x	x				x
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	x								x	x				x		x	x	x	

Appendix D – ILTeR Assignment 1 Template Peer Observation and Reflection

Academic Integrity Statement: “I am aware of the requirements of good academic practice and the potential penalties for any breaches”.

General information about session

Name	
Faculty	
Academic Unit	
Module	
Title of session	
Type of session (eg lecture, small group, supervision etc)	
Year of study (eg first year UG, Masters, etc)	

Pre-session analysis / Design of the session (approx. 500 words)

Complete this section before meeting with your observer and delivering the session.

a. Aim(s)

(what are the aims of your session?)

b. Learning outcomes

(what are the learning outcomes of your session?)

c. Relationship to other sessions in the module and overall programme

aims/learning outcomes

(When in the context of the module and programme is this session delivered?)

d. Alignment of learning and teaching methods and resources with learning outcomes

(Include your reasons for selecting the teaching methods and resources)

e. Evaluation

(How will you know if the session has been successful?)

Word Count:

Post-session analysis

(approx. 1250 words)

Complete this section after delivering your session and debriefing with your observer.

What have you learnt from reflecting on the design intentions, their implementation, the reaction of the students, the students' degree of achievement of the learning outcomes and the feedback from your observer?

1. Planning and start of session

(Suitability of aims, learning outcomes of session. Continuity with previous sessions and with students' prior knowledge. Overview of session.)

2. Design and structure

(Design/structure of session including alignment of teaching and learning activities with learning outcomes. Order and sequence. Did you have a session plan and were you able to adhere to it?)

3. Presentation and delivery

(Clarity of your presentation. Delivery and pace. Emphasis of key points. Use of summaries. Management of teaching session as it took place. Voice (speed, volume etc). Time management. Development of content and integration with overall module and programme).

4. Student participation and communication

(General atmosphere in teaching session. Student involvement in learning activities. Was there effective communication between you and the students, and between students? How did you relate to the students? How did you work with individual needs/differences? Were you able to use reinforcement and feedback effectively?)

5. Methods and approaches

(Did the choice of teaching and learning activities work? Was your use of handouts, board, flipchart and other teaching media effective? Did you use technology? Did you use case studies, student experience etc.? Did you raise awareness of and build links to research?)

6. Achievement of LOs and alignment

(To what extent were the learning outcomes for the session achieved, and how do you know that they were achieved? How appropriate were the learning and teaching activities to achieve these outcomes and were they aligned? Were the learning resources (including technology and accommodation/environment) appropriate for achieving the learning outcomes?)

7. Future iterations and development needs

(If you were to run this session again, what would you do differently, based on your analysis and reflection? What development needs do you have to ensure you can put any proposed changes in place? Based on your reflection, what is your plan for future development activities?)

Word Count:

General reflection

(approx. 250 words)

Did you bring anything from the other observations which you have utilised within this session? How does the literature, generic and from your discipline, inform your experience? Confirm or modify the action points/CPD identified in your peer observation. Other thoughts and/or reflection?

Word Count:

Bibliography

(Please include a list of references.)

Appendices

Please attach all peer observation teaching record forms and reflective logs to your assignment as well as any other relevant supporting documentation (eg a session plan, Powerpoint presentation etc)

NB: If for any reason your supporting documentation cannot be submitted electronically, a list of the supporting documentation should be included here and a hard copy of the supporting documents must be provided to the ILTeR Programme Administrator by the deadline date.

Appendix E – Recommended peer observation template

Peer Observation Teaching Record

(from Quality Handbook)

Please complete this page before the observation takes place

Faculty	
Academic Unit	
Name of tutor	
Name of observer	
Module	
Type of session	lecture small group supervision:
Place of observation	
Date of observation	
Period of observation	
Number of students expected	
Actual No of students	

Session Aim(s):

Session Learning Outcomes:

Specific points you would like feedback on:

Observer's Comments

The sections below provide a framework for the observation process. They should not be regarded as prescriptive, extra information can be added. Since the focus of teaching observation is on the delivery of teaching, matters specific to subject content are not covered. However, this does not preclude the observer from providing feedback on subject matter separately.

Please delete the (guidance in brackets) below each sub-heading once you have typed your own comments.

Teaching Characteristics: Comments

1. Planning and start of session

(Suitability of aims, learning outcomes of session. Continuity with previous sessions and with students' prior knowledge. Overview of session.)

2. Design and structure

(Design of session including alignment of activities with learning outcomes, Structure of session, logical order and sequence, links with prior knowledge. Was the session structured to take into account diversity in the student body?)

3. Presentation and delivery

(Clarity of presentation. Delivery and pace. Emphasis of key points. Use of summaries. Management of teaching session as it takes place. Voice (speed, volume etc). Development of content and integration with overall module and programme).

4. Student participation and Communication

(General atmosphere in teaching session. Student involvement in learning activities. Was there effective communication between tutor and students, and between students? General attitude to students. Awareness of individual needs. Appropriate reinforcement and feedback.)

5. Methods and approaches

(Choice of teaching and learning activities. Use of handouts, board, OHP, flipchart and other teaching media. Use of technology. Use of examples, case studies, student experience etc., Awareness of and links to research.)

6. Achievement of LOs and Alignment

(To what extent were the learning outcomes for the session achieved? How relevant were the chosen learning and teaching activities to achieve these outcomes? Were the learning resources (including technology and accommodation/environment) appropriate for achieving the learning outcomes?

7. Observer's view of strengths of the tutor as demonstrated in the session.

(These should relate to the tutor's delivery of the session or to the session itself.)

8. Observer's recommendations as to future areas of attention

(These may relate to the tutor's delivery of the session or to the session itself.)

Summary: Action Points of Teaching Observation

This page should be agreed by observer and observed. The full Teaching Observation Record should be retained by the observed tutor.

Observer's overall view of the session

(Add your comments here)

Observee's reflection on the session and observers comments

(This is a short response to your observer. The main reflection which draws together your learning from this and other experiences is brought together within the assignment template, including any staff development/support wishes.)

Signatures

Observer:

Observee:

Date:

Peer Observation of Teaching – Guidance for Staff

What strategies can I use?

Make notes directly on to the [observation form](#); or

Take notes using a time frame either at: key points or every 10 minutes. Then, check student behaviour (appeared interested, note-taking, discussing issue, restless etc) at these points and couple with content of session at the time. From notes complete the form which can provide a focus for the feedback session later;
Sit at the back so you can see all students.

What should I observe?

There are no universal criteria for evaluating teaching – every review is context-specific. Consider aspects of the content and the learning environment created.

Delivering the Content

- Did the lecturer recap on previous session?
- Did the lecturer introduce clear learning outcomes for the session?
- Were essential points emphasised?
- Where applicable, were the examples used inclusive, reflecting the diversity of human culture and experience?
- Was the delivery too fast, too slow or just right in your view?
- Was the material too much, too little, just right in your view?
- Was the material about right for the level of the students?
- Were questions used to stimulate thought?
- Were teaching aids clear (visually and conceptually)?
- Did lecturer summarise key points?

Students and their Engagement in the Session

Did students appear engaged in the session (attentive, restless?);

What activities did students mainly perform (note-taking, group work, large group interactions, quizzes etc);

- If there was a small group, were small group techniques used to engage students?
- In small group activities, did interactions occur between student and lecturer only, or did they include student-student interactions?
- Did the lecturer have good facilitation skills, good questioning skills, encourage group discussion?
- Did the lecturer create a positive and inclusive atmosphere inviting classroom participation?
- Was the lecturer respectful of students?
- Did the lecturer show awareness of methods to increase student engagement (especially for small group work - i.e. 20 or under)?

Resources

- How were the handouts?
- Is there a website for the module?
- Any other resources for the module?
- How was the teaching room?
- Did the equipment work? Did the lecturer feel unsure of the equipment in the LT and if so why? Anything else about the room?
- Were resources available in alternative formats if required?

How should I debrief and give feedback?

- Be descriptive rather than judgmental;
- Be supportive and constructive;
- Encourage discussion as this promotes a reflective dialogue e.g. consider learning outcomes, did the session meet those outcomes, were there other ways to give/expand on this session/would the observee like to develop some aspect of his/her teaching?
- Reflect on what you observed in the session (this is why a time log is quite good);
- Be specific rather than general – what did you like, what did you feel could be further developed?
- Don't say this type of statement 'You didn't do xxx', better to say: 'It seemed to me that' or 'I felt that' xxxx;
- Respect confidentiality.

What do I get out of this?

- You get ideas on how to teach (or not) in particular way;
- The observation process itself is dissemination of teaching practice within the School;

If you observe, for example, within a subject area or a year, then pool ideas with respective convenors on delivery for a unit or a particular level within a programme

Based on guidance from the UoS QA handbook:

https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/Handbook/Peer%20Observation%20of%20Teaching%20%E2%80%93%20Guidance%20for%20Staff.aspx