

CPD Certificate: Planning for Teaching and Learning

School of Arts, Media and Education



THE UNIVERSITY OF

Bolton

CPD Certificate

PLANNING FOR TEACHING AND LEARNING

*In association with Mersey
Deanery*

www.bolton.ac.uk/education



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1 INTRODUCTION

Welcome to the School of Arts, Media and Education at the University of Bolton.

This handbook contains information that is specific to the e-learning programme you are following. Other important information that is common to all of the School's courses is presented in the **School of Arts, Media and Education Handbook**. There is a link to this handbook on the 'Course Documents' page. Please be sure to read this thoroughly so you know what it contains.

2 ENTRY REQUIREMENTS

You are required to relate the theories you learn on the course to your own practice. Consequently, you are expected to have your own teaching/training sessions whilst studying on the course. Course members will be practitioners whose professional role includes a component of teaching/training in a clinical setting.

4 CONTACT INFORMATION

Please refer to the **School of Arts, Media and Education Handbook**.

Staff email addresses and telephone numbers are also available at <http://www.bolton.ac.uk/staffsearch>

3 PROGRAMME STRUCTURE AND CONTENT

1. Qualification CPD certificate	2. Programme Title CPD Certificate: Planning for Teaching and Learning	3. UCAS Code n/a	4. Programme Type Distance learning
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The programme has been developed specifically for Mersey Deanery, the centre for postgraduate medical and dental education, after an approach by their Regional Advisor to the education department. As such, the programme is 'custom-built' for clinicians who do not possess a teaching qualification but whose work includes teaching and training.</p> <p>The module aims to introduce clinicians to the processes of planning, implementation, assessment and evaluation of the teaching and learning process. Knowledge and skills related to learners and learning processes will be introduced, to enable clinicians to relate these to their own teaching in the clinical setting.</p> <p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Learners' needs and characteristics in the clinical setting, and individual differences and learning styles</p>		<p><u>Subject-specific practical/professional skills</u></p> <p>Design effective lesson plans Write valid learning objectives Choose and justify appropriate teaching and</p>	

<p>Learning theories; andragogy; groups, teams and their dynamics Educational purpose; aims and objectives; Bloom's Taxonomy: domains and levels of learning Lesson planning; teaching and learning strategies Assessment and its role in teaching and learning Evaluation and self-evaluation</p>	<p>learning methods and assessment strategies Reflect on and evaluate own teaching sessions Apply teaching and learning theory to practice in the clinical setting</p>
<p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Analyse learners' needs and characteristics in the clinical setting Understand how theories of teaching and learning relate to practice of lesson planning Appreciate the importance of self-evaluation as an essential part of the teaching and learning process</p>	<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Communicate effectively, both orally and in writing, with learners, peers and tutor Use ICT (WebCT, internet, email, word-processing packages, etc) Work effectively as part of a WebCT discussion group and as a member of a team in own work place Manage time</p>

7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	
Critical analysis	Planning	Reflection	
Application	Time management	Self-evaluation	
Synthesis	Communication skills	Working independently	
Knowledge	Use of ICT	Team work	
Comprehension		Decision making	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units			
Part I (Level 1)			
First Year Part-Time Equivalent	1 module at H1 level of 20 credit points		
9. Learning, Teaching and Assessment Strategy		10.	
<p><u>Learning and Teaching Methods</u></p> <p>Distance learning: the module will be taught online. Students will be involved in online teaching / learning sessions involving individual and group work using the online communication tools (chat and discussion board facilities) available in WebCT.</p> <p><u>Assessment Methods</u></p> <p>Students will plan and prepare one micro-teaching session of 30-60 minutes in duration. This session will be video recorded for assessment. The written materials (e.g. session plan; resources; tutor notes, etc.) used in the planning of the micro-teaching session will also be assessed together with the video.</p>		<p><u>Date programme first offered</u></p> <p>April 2005</p>	

4 MODULE SPECIFICATION

4.1 Description and Purpose of Module

This is a distance learning module designed for clinicians whose work involves teaching and training. The module concentrates on learners, the learning process, and planning for teaching and learning. The importance of long and short term planning for teaching and learning and the relationship between good planning and the effective learning of groups and individuals is emphasised.

You will develop the ability to use a variety of teaching methods effectively and to facilitate student learning in different ways.

4.2 Indicative Syllabus Content

Describing, analysing and identifying the implications for the teacher of the following:

- learners' needs;
- the characteristics of a range of learners in the clinical setting;
- individual differences and teaching styles;
- learning theories;
- experiential learning (Kolb's learning cycle);
- memory and understanding: remembering, forgetting, retention and recall; rote learning;
- andragogy;
- communication skills;
- groups, teams and their dynamics.

Specifying educational purpose: aims and objectives.

Planning for different types of teaching and learning strategies for groups and individuals.

Structuring sessions appropriately.

Introduction to assessment and its role in teaching and learning.

Evaluation and self-evaluation.

4.3 Assessment

The course takes you through a series of staged online activities which you will complete as you work through the learning materials. These activities have a logical structure and relate directly to the learning outcomes. You will be guided through the whole teaching and learning 'process', starting with learners' needs and completing the process through reflection and self-evaluation.

All these activities are designed to lead up to the summative assignment, which is as follows:

Plan and prepare a teaching session of 30-60 minutes in duration which will be video recorded and sent to your tutor for assessment. Send your session plan; copies of handouts (if appropriate); resources; tutor notes; and a written explanation which describes and contextualizes the group, the course and your rationale for your choices of teaching and assessment methods. Produce and complete a self-evaluation form.

4.4 Process

- 1) Decide on a suitable session of 30-60 minutes in duration
- 2) Get your students' prior consent for the taping of the session
- 3) Prepare your session plan. Include appropriate aim(s) and learning outcomes
- 4) Choose your teaching and assessment methods

- 5) Prepare your resources
- 6) Book any audio-visual aids (if necessary) and the video-recording equipment
- 7) Write the explanation which describes and contextualizes the group, the course and your rationale for your choices of teaching and assessment methods.
- 8) Teach the session
- 9) Send the video and the supporting materials (session plan; copies of handouts [if appropriate]; resources; tutor notes; and the written explanation from 7, above) to your tutor

4.5 Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. understand the characteristics of learners in the clinical setting and their diverse needs	identify learners' needs during the teaching session observe issues of equality of opportunity, inclusivity and diversity during the teaching session
2. use a systematic approach to create session plans, resources and schemes of work	produce and complete a suitable lesson plan pro-forma write appropriate aims and learning outcomes produce relevant tutor notes and resources
3. appreciate the range of teaching and learning strategies	choose suitable teaching and learning methods
4. understand the theories of assessment and assessment methods	use suitable assessment techniques which match the requirements of the teaching session
5. reflect upon and evaluate your own teaching and learning	produce and complete an appropriate self-evaluation pro-forma

4.6 Indicative Reading

Fry, H., Ketteridge, S., Marshall, S. (2003) *A Handbook for teaching and learning in higher education*. 2nd edition. London: Kogan Page

Race, P. and Brown, S. (1998) *The Lecturer's Toolkit*. London: Kogan Page

Ramsden, P. (2003) *Learning to teach in higher education*. 2nd edition. London: RoutledgeFalmer

Reece, I. & Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide*. 5th edition. Sunderland: Business Education Publishers Ltd

5 TEACHING AND LEARNING

You will be involved in online teaching / learning sessions involving individual and group work using the online communication tools (chat and discussion board facilities) available in WebCT.

Individual and group tutorials will use online communication facilities (Email, chat and discussion board), and telephone when necessary. Special face-to-face meetings can be arranged if required, but the majority of the tutorial work will be conducted online. Rules for online tutorials and communication will be provided.

You will be able to enter into dialogue on the Internet with other researchers interested in your chosen topics, and you can make intensive use of online literature searches.