

UNIVERSITY OF HUDDERSFIELD
SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT

Module Code	DFAxXX
MODULE TITLE	Basic Teaching Skills
Module Scheme	School of Education and Professional Development CATS Scheme
School involved in delivery	- UNIVERSITY OF HUDDERSFIELD - BUDAPESTI MUSZAKI FOISKOLA - DUNAUJVAROSI FOISKOLA - TAMPEREEN AMMATTIKORKEAKOULU - UNIVERSIDADE NOVA DE LISBOA FACULDADE DE CIENCIAS E TECNOLOGIA
Name of Pathway(s)	PCGE/Cert Ed (PCET)
Module Leader	David Lord
Location	Queensgate
Module Status	Transferable
Module Type	Acceptable
Module Rating	10 Credits at Foundation Level
Learning Methods	Tutor led methods 30 hours Independent study 45 hours
Pre-requisites	None
Recommended Prior Study	None
Co-requisites	None
Professional Body Requirements	None
Barred Combinations	None

Module Aims

- 1 To develop an understanding of the fundamental issues and principles involved in teaching and learning within a specialism.
- 2 To develop skills in the design and evaluation of teaching and learning processes and resources

Module Synopsis

This module develops an understanding of ways in which people learn, together with the ability to design effective learning experiences and considers theory and practice relating to the teaching of a vocational subject. It also covers possible approaches to evaluating teaching and learning

Syllabus and Outline Scheme of Work

Factors influencing learning, e.g. previous educational experience, motivation, learning style and preferences;
Theories and models of teaching and learning, e.g. adult learning models, experiential and reflective learning models, cognitive/ behaviourist theories, learning style measures, motivational theories;
Role of communication/language in teaching and learning a specialist subject; Barriers to learning;

Opportunities for professional development for specialist teachers and trainers; Organisations and networks, community links, the role of teamwork. Planning and structuring learning sessions. Design and evaluation of teaching and learning resources. Different aspects of the teaching/training role e.g. coaching, facilitating, mentoring, advising. Skills, abilities and professional attitudes associated with an effective practitioner.

Different ways of planning learning. The structure and sequence of topics and themes in relation to appropriate learning outcomes. The process of planning and designing in a variety of teaching and learning situations. The design of support materials to optimise learning. The use of information and communication technologies in teaching and learning.

Class management and coping with disaffection. Teaching groups and individuals. Promoting inclusive learning.

Approaches to evaluating the planning, preparation and practical management of teaching and learning.

Possible Schedule - Session Topic and Time Allocated

Module overview (1hr)

Learning Styles and Preferences (1hr)

Personal experiences of learning /

Effective Learning (2hrs)

The role of the teacher (2hrs)

Teaching and learning strategies brief (1hr)

Issues related to teaching specialist subjects (2hrs)

Aims, outcomes and objectives (2hrs)

Teaching and learning strategies (3hrs)

Action Planning - role play exercise (2hrs)

Design of Teaching and Learning Resources /

The role of ICT as a learning tool (2hrs)

Questioning as an aid to learning / Effective group work as an aid to learning / Introducing and closing lessons (1hr)

Lesson Planning and Preparation (1hr)

Evaluation of teaching (1hr)

Class management (2hr)

Evaluation of resources (2hr)

Differentiation, Equity and Inclusive Learning (5hrs)

Learning Outcomes

Knowledge and Understanding:

- 1 Demonstrates a basic understanding of theories and models of learning.
 - 2 Understands the aims and philosophy of education and training in the specialist area.
 - 3 Understands the relationship between learning outcomes and the design of teaching/learning activities.
 - 4 Understands the role of IT and other key skills in the specialist area.
-

Ability:

- 1 Plans effectively to achieve identified learning outcomes.
- 2 Prepares and selects materials to support teaching and learning
- 3 Analyses communication within teaching and learning

Assessment Strategy

Summative Assessment

The student should negotiate with a tutor from the home institution the nature of the assignments to complete in order to achieve the outcomes and successfully complete the module

Example products

(note that the products can be adapted in each country according to local needs)

- Plans for learning sessions and/or programmes of study, appropriate to particular teaching and learning situations, incorporating, where appropriate, IT and other key skills
- Evaluations of the design and delivery of teaching and learning
- Consideration of fundamental issues and principles relating to teaching and learning within the specialist area
- Evidence of reflection on teaching and learning processes

The student will produce a portfolio of evidence showing that they have achieved the module outcomes (3,000 - 4,000 words approximately). Typically the portfolio will contain some or all of the above elements.

Formative Assessment

Informal feedback on teaching observations, feedback on drafts of portfolio work in progress

Learning Strategy

Tutor led hours: 30 hours per student cohort

For example: lectures, seminars, online work with VLEs, Email communication

Independent study hours: 45 hours

Indicative References

Curzon, L. (1997) *Teaching in Further Education; an outline of principles and practice*. 5th ed. London: Cassell.

Minton, D. (1997) *Teaching Skills in Further and Adult Education*. 2nd ed. Basingstoke: MacMillan/City & Guilds.

Reece, I. and Walker, S. (2000) *Teaching, Training and Learning; a practical guide*. 4th ed. Sunderland: Business Education Publishers.

Wallace, S. (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education S.)*. London: Learning Matters.
