

# UNIVERSITY TEACHING

## Course outline

<b>Course Description</b>
<p><i>University Teaching</i> is an introductory course in teaching and learning in tertiary education. With input from the instructors, guests and interviewees, including teaching award winners, students, and experts in the fields, the participants will be exposed to the theories and research evidence in relation to effective university teaching. They will also be exposed to multiple examples of effective teaching, and hear the views of teachers whose teaching has been judged to be excellent.</p> <p>More specifically, <i>University Teaching</i> will help the participants to address the following questions:</p> <ul style="list-style-type: none"><li>- What does teaching in higher education involve?</li><li>- What does research evidence tell us about effective teaching in higher education?</li><li>- How can we ensure that our instructional design will help our students achieve their intended learning outcomes?</li><li>- What pedagogic options do we have to make our teaching successful?</li><li>- What assessment and feedback practices can help our students learn more effectively?</li></ul>
<b>CILOs:</b>
<p>After completing the learning tasks in this course, the participants will be able to:</p> <ol style="list-style-type: none"><li>1. Discuss the teaching and learning context in higher education and reflect on the potential challenges and opportunities you might encounter.</li><li>2. Explain key teaching and learning concepts and relevant evidence in relation to effective university teaching.</li><li>3. Analyse the relationships between various aspects of teaching and student learning.</li><li>4. Identify a range of instructional strategies to support effective student learning.</li><li>5. Apply key concepts to the structuring of course outlines and lesson plans in order to create learning experiences to support successful student learning.</li></ol>

<b>Commitment:</b>	3-4 hours/week
<b>Language:</b>	English (Subtitle: English)
<b>Platform:</b>	Coursera

<b>Contact information</b>		
<i>Name</i>	<i>Role</i>	<i>email</i>
Dr. Lily Min Zeng	Chief instructor	zengll@hku.hk
Dr. Tracy, Xiaoping Zou	Co-instructor	tracyzou@hku.hk

<b>Course schedule</b>	
<i>Week</i>	<i>Topic</i>
1	<p>What does it look like teaching in higher education?</p> <p><u>Introduction:</u>  <i>This module focuses on a wider scope of what it is like teaching in higher education, such as, what responsibilities are involved, where challenges and opportunities might occur, and how experienced academics approach their teaching development, to help you to think about your teaching role in a broader context.</i></p> <p><u>Videos</u></p> <ol style="list-style-type: none"> <li>1. Introduction to Module 1</li> <li>2. What does it involve teaching in a university? – Interviews with colleagues</li> <li>3. What can we learn from experienced teachers? – Interviews with colleagues</li> <li>4. Teaching and learning spaces</li> <li>5. Student diversity in learning I: Three examples</li> <li>6. Student diversity in learning II: Implications for teaching</li> <li>7. Student voice: What we are looking for in a university?</li> <li>8. Student voice: What kind of teaching engages us?</li> </ol> <p><u>Readings</u></p> <ol style="list-style-type: none"> <li>1. An overview of learning style theories (Cassidy, 2004)</li> <li>2. An organization of learning style theories (Curry, 1983)</li> <li>3. A threefold model of intellectual styles (Zhang, 2005)</li> </ol>
2	<p>What does research evidence tell us about effective teaching in higher education?</p> <p><u>Introduction:</u>  <i>This module focuses on a selection of established research evidence on effective university teaching in higher education for you to learn what works, what doesn't, what helps, and what hinders.</i></p> <p><u>Videos</u></p> <ol style="list-style-type: none"> <li>1. Introduction to Module 2</li> <li>2. Three domains of learning and levels of understanding (I)</li> <li>3. Three domains of learning and levels of understanding (II)</li> <li>4. Teaching and learning approaches</li> </ol>

	<ol style="list-style-type: none"> <li>5. Factors that influence student learning (I)</li> <li>6. Factors that influence student learning (II)</li> <li>7. Seven principles of effective teaching (I)</li> <li>8. Seven principles of effective teaching (II)</li> </ol> <p><u>Readings</u></p> <ol style="list-style-type: none"> <li>1. Approaches to Teaching (Trigwell &amp; Prosser, 2004)</li> <li>2. Three-P model (Biggs, 2003)</li> <li>3. Seven principles for good practice (Chickering &amp; Gamson, 1987)</li> </ol>
3	<p>How shall we go about curriculum and instructional design?</p> <p><u>Introduction</u></p> <p><i>This is a practical module where you will be introduced to some key ideas you can immediately apply in your instructional design. You will also hear directly from the founders of one of the concepts in this module, Professor John Biggs and Dr. Catherine Tang.</i></p> <p><u>Videos</u></p> <ol style="list-style-type: none"> <li>1. Video: Introduction to Module 3</li> <li>2. Video: Constructive alignment</li> <li>3. Video: Interview with Biggs and Tang</li> <li>4. Video: Writing learning outcomes (I)</li> <li>5. Video: Writing learning outcomes (II)</li> <li>6. Video: Compiling a course outline</li> <li>7. Video: Planning a lesson</li> </ol> <p><u>Reading:</u> Constructive alignment (Biggs, 2014)</p>
4	<p>What pedagogical options can we find from successful examples? – An instructional toolbox</p> <p><u>Introduction</u></p> <p><i>Module 4 presents a range of real instructional examples from different disciplines, hoping to inspire you to design your own course. Depending on your interest and discipline, you are invited to choose three (or more) examples to watch and reflect on their implications for your teaching. For almost every example, there are one or two readings for those who are interested in exploring more.</i></p> <p><u>Videos</u></p> <ol style="list-style-type: none"> <li>1. Introduction to Module 4</li> <li>2. Problem-based learning</li> <li>3. Experiential learning</li> <li>4. Case-based teaching</li> <li>5. Flipped learning</li> </ol>

	<ol style="list-style-type: none"> <li>6. Team-based learning</li> <li>7. Audience response system</li> <li>8. Think-pair-share</li> <li>9. Teaching large class</li> <li>10. One-minute preceptor</li> </ol> <p><u>Readings</u></p> <ol style="list-style-type: none"> <li>1. Problem-Based Curriculum design (Bridges, Yiu, &amp; Botelho, 2016)</li> <li>2. Experiential Learning in Higher Education (Kolb &amp; Kolb, 2005)</li> <li>3. Case-Based Teaching in Large Class (Doran, Healy, McCutcheon, &amp; O'Callaghan, 2011)</li> <li>4. Flipped learning (Milman, 2012)</li> <li>5. Flipped classroom (Tucker, 2012)</li> <li>6. Team-based learning (Michaelsen &amp; Sweet, 2011)</li> <li>7. Audience response systems (Kay &amp; LeSage, 2009)</li> </ol>
5	<p>How to design effective assessment?</p> <p><u>Introduction</u></p> <p><i>This module will provide you with some principles and practical examples for designing assessment that is effective and enhances students' learning. It will introduce the purpose of different types of assessment, the design principles, and a number of exemplary practices.</i></p> <p><u>Videos</u></p> <ol style="list-style-type: none"> <li>1. Introduction to Module 5</li> <li>2. Purposes of assessment and the impact on student learning</li> <li>3. The process of assessment design</li> <li>4. Considering the contexts (1) – students' characteristics</li> <li>5. Considering the contexts (2) – institutional requirements</li> <li>6. Understanding assessment standards – interview with Prof. Royce Sadler</li> <li>7. Designing assessment tasks</li> <li>8. Assessing groupwork</li> <li>9. A summary of important principles for effective assessment</li> </ol> <p><u>Readings</u></p> <ol style="list-style-type: none"> <li>1. Decisions framework for assessment design (Bearman et al., 2016)</li> <li>2. A new version of the racing story</li> <li>3. Assessing groupwork (Zou, Hounsell, &amp; Cheung, 2016)</li> </ol>
6	<p>How to provide constructive and high-impact feedback?</p> <p><u>Introduction</u></p> <p><i>This module will offer advice and strategies on providing constructive and high-impact feedback to students. We will show examples supported by evidence and theories. We will also look at some common concerns among teachers on giving</i></p>

*feedback and discuss possible solutions to make feedback manageable and sustainable.*

Videos

1. Introduction to Module 6
2. The relationship between assessment and feedback
3. High-impact feedback (1): Purposes, focus, and timing
4. High-impact feedback (2): Small changes with a large impact
5. Flipping feedback - interview with Prof. Dai Hounsell
6. Sustainable feedback – some useful strategies
7. A summary of important principles for constructive and high-impact feedback

Readings

1. Commenting constructively - Feedback to make a difference (Hounsell, 2016)
2. Informal feedback – Feedback via participation (Sambell, 2016)
3. Peer assessment (van den Berg, Admiraal, & Pilot, 2006)
4. Feedback using learning technologies (Nicol, 2009)
5. Online collaborative learning (Baxter, 2007)
6. Feedback as dialogue (Carless, 2016)
7. Principles of good feedback practices (Nicol & Macfarlane-Dick, 2006)

<b>Assessment:</b>	Pass all graded assignments in each week to complete the course
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