

BAAWE7ST: Skills of Teaching

Module Code:	BAAWE7ST
Long Title	Skills of Teaching APPROVED
Title	Skills of Teaching
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Nigel Vahey
Departments:	
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Compare and contrast popular theories of teaching in terms of the respective approaches to teaching that they each advocate for adult learners in further education.
LO2	Use theories of adult teaching and learning to coordinate chosen teaching/instructional strategies with complementary assessment methods and educational practices.
LO3	Discuss when it is appropriate versus inappropriate to apply the strategies advocated by each theory of teaching with adult learners (e.g. depending upon learning goals, learner preferences, preparation time and other logistics).
LO4	Use theories of learning to identify and describe key principles of teaching.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

BAAWE7ST: Skills of Teaching

Module Content & Assessment	
Indicative Content	
General Issues related to Learning in Adult Further Education Settings Strategies for maintaining contact with individual adults' changing needs as they progress through further education; Strategies for accommodating social and cultural diversity; Strategies for accommodating individual differences in the needs presented by adult learners engaged in different types of further education.	
Types of Instructional Strategies Lecture/presentation; Discussion (face-to-face and online); Group activities (discussion groups, cooperative groups, etc.); Problem-based learning; Case studies; Written assignments; Discussion; Practice sessions; Demonstrations; In-service learning; Blended learning; Guided reading; Educational games; Training videos; Interactive web-based platforms involving social media.	
Appropriate and effective use of instructional strategies Educational considerations (time; resources; class size, space, etc.) for using different teaching methods; Appropriate teaching methods for different organisational and educational settings.	
Instructional methods, learning outcomes and student learning Relationships between different types of teaching methods and the manner in which adult students learn; Dynamics between different types of teaching methods and different types of common learning outcomes for adult learners in further education.	
Assessment Breakdown	%
Coursework	60.00%
End of Module Assessment	40.00%
Assessments	
Full Time	
Coursework	
Assessment Type:	Practical (0260) % of total: 60
Assessment Date:	n/a Outcome addressed: 1,2,3
Non-Marked:	No
Assessment Description: Students will be assessed on an ongoing basis using in-class observations of problem-based learning to assess their levels of theoretical and applied understanding of the teaching perspectives introduced as part of this module. In addition, students will make group presentations about how to formulate teaching and assessment strategies to address learning objectives that are common among adult learners in further education. Finally, as part of these group-based presentations, students will provide reflective accounts of the thought processes they engaged in to help formulate their group's proposed solution.	
End of Module Assessment	
Assessment Type:	Terminal Exam % of total: 40
Assessment Date:	End-of-Semester Outcome addressed: 1,2,3,4
Non-Marked:	No
Assessment Description: End-of-semester final examination	
No Workplace Assessment	
Reassessment Requirement	
Repeat failed items <i>The student must repeat any item failed</i>	

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	per week	1.5	Every Week	1.50
Independent Learning	No Description	9	Once per semester	0.75
Total Weekly Contact Hours				1.50

Module Resources

Supplementary Book Resources

- Jack Mezirow and Associates. Learning as transformation, Jossey-Bass ; c2000., San Francisco, [ISBN: 0787948454].
- Margaret Gredler. (2009), Learning and instruction, Merrill Pearson, Upper Saddle River, N.J., [ISBN: 0131591231].
- Knud Illeris. (2007), How we learn, Routledge, London, [ISBN: 0415438470].
- Marcy P. Driscoll. (2005), Psychology of learning for instruction, 3rd. Pearson Allyn and Bacon, Boston, [ISBN: 0205375197].
- Maggi-Savin Baden and Claire Howell Major. (2004), Foundations of problem-based learning, Society for Research into Higher Education & Open University Press, Maidenhead, [ISBN: 0335215319].
- L. S. Vygotsky; edited by Michael Cole... [et al.]. (1978), Mind in society, Harvard University Press, Cambridge, [ISBN: 0674576292].
- Knowles, M. S.. (1973), The adult learner: A neglected species, 4th. DOWNLOAD FROM: http://www.umsl.edu/~henschkej/the_adult_learner_4th_edition.htm.
- Paulo Freire; translated by Myra Bergman Ramos. (1972), Pedagogy of the oppressed, Herder and Herder, New York, [ISBN: 9780070732186].
- Raymond J. Wlodkowski. Enhancing adult motivation to learn, Jossey-Bass, San Francisco, [ISBN: 0787995207].

This module does not have any article/paper resources

Other Resources

- [Online Peer-reviewed Journal], The Irish Journal of Adult and Community Education. Various, <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>
- [Online Peer-reviewed Journal], Adult Education Quarterly. Various, <http://aeq.sagepub.com/>
- [Website], The Irish National Adult Learning Organisation. Various, <http://www.aontas.com/>
- [Online Peer-reviewed Journal], Irish Education Studies. Various, http://www.tandfonline.com/toc/ries20/cu_rrent#.VOYbGPmsX6Y
- [Website], Educational Studies Association of Ireland. Educational Studies Association of Ireland, <http://www.esai.ie/>

Discussion Note: