H9SLT: Strategies of Learning and Teaching

Module Code:	H9SLT
Long Title	Strategies of Learning and Teaching APPROVED
Title	Strategies of Learning and Teaching
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Develop the ability to effectively present on various topics using a wide range of pedagogic skills to effectively support learning.
LO2	Apply various instructional design strategies as appropriate for different target groups and contexts in order to support learners to achieve specific learning outcomes in an effective manner.
LO3	Demonstrate critical awareness of how to plan, design and evaluate LTA strategies appropriate for Further Education and other adult learning and development contexts.
LO4	Critically analyse the effectiveness, advantages and disadvantages of various instructional pedagogies in Further Education and other adult learning and development contexts.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H9SLT: Strategies of Learning and Teaching

Module Content & Assessment

Indicative Content

Instructional Skills and Pedagogy
• Critical engagement with various forms of instructional pedagogy • Selecting appropriate communication strategies for effective learning • Stimulating inquiry, directing investigation, questioning to support higher and lower order learning, nurturing reflection, generating creativity, facilitating discussion • Using role play exercises, appreciating student perspectives, empathy, providing direction and guidance, harnessing student motivation • Teaching exercises, teaching for deeper learning – making learning meaningful, use of scaffolding, using assessment to support learning. • Universal Design for Learning, supporting inclusive learning and teaching, accommodating diversity in the classroom, nurturing inclusive and collaborative learning. • Instructional pedagogy and inquiry-based and problem-based learning approaches • Design of Learning, Teaching and Assessment Strategies using appropriate approaches, terminology and frameworks for Further Education and other adult learning contexts.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Presentation	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,4
Non-Marked:	No		

Assessment Description:
Learners design and deliver a presentation on a topic of their choice to their peers. Learners identify the learning outcomes to be achieved in the presentation and use instructional strategies to support learning. Ability to effectively communicate and stimulate learning as well as the ability to self-reflect are key elements of the presentation assessment.

Assessment Type:	Practical	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	2,3,4
Non-Marked:	No		

Assessment Description:
Learners plan and design a Learning, Teaching and Assessment Strategy for a specific module or learning event. In addition to developing a plan for instruction, learners are required to engage with scholarship and reflection and show their rationale for the approach they have chosen.

No End of Module Assessment

No Workplace Assessment

Part Time

Coursework

Assessment Type:	Presentation	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,4
Non-Marked:	No		

Assessment Description:
Learners design and deliver a presentation on a topic of their choice to their peers. Learners identify the learning outcomes to be achieved in the presentation and use instructional strategies to support learning. Ability to effectively communicate and stimulate learning as well as the ability to self-reflect are key elements of the presentation assessment.

Assessment Type:	Practical	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	2,3,4
Non-Marked:	No		

Assessment Description:
Learners plan and design a Learning, Teaching and Assessment Strategy for a specific module or learning event. In addition to developing a plan for instruction, learners are required to engage with scholarship and reflection and show their rationale for the approach they have chosen.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

H9SLT: Strategies of Learning and Teaching

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
			Total Weekly Contact Hours	3.00
Workload: Part Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
			Total Weekly Contact Hours	3.00

Module Resources

Recommended Book Resources

Biggs. J. (2003), Teaching for Quality Learning at University – What the Student Does, 2nd. SRHE / Open University Press, Buckingham.

Anderson. L. W, Krathwohl. D. R, Airasian. P. W, Cruikshank. K. A, Mayer. R. E, Pintrich. P. R, Raths. J and Wittrock. M. C.. A Taxonomy for Learning, Teaching and Assessing, 2001. Longman, London.

Bloom. B.S. Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain, 1956. Longman, New York.

Deci E., & R. Ryan. (2000), Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, Contemporary Educational Psychology.

Moon, J. (2004), A Handbook of Reflective and Experiential Learning: Theory and Practice, Routledge, London.

Nicol, D., & D. MacfarlaneDick. (2006), Formative assessment and selfregulated learning: a model and seven principles of good feedback practice, Studies in Higher Education.

This module does not have any article/paper resources

This module does not have any other resources

Discussion Note: