

## H9SLT: Strategies of Learning and Teaching

<b>Module Code:</b>	H9SLT
<b>Long Title</b>	Strategies of Learning and Teaching <b>APPROVED</b>
<b>Title</b>	Strategies of Learning and Teaching
<b>Module Level:</b>	LEVEL 9
<b>EQF Level:</b>	7
<b>EHEA Level:</b>	Second Cycle
<b>Credits:</b>	10
<b>Module Coordinator:</b>	Leo Casey
<b>Module Author:</b>	Stephanie Roe
<b>Departments:</b>	NCI Learning & Teaching
<b>Specifications of the qualifications and experience required of staff</b>	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
<b>#</b>	<b>Learning Outcome Description</b>
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.
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	

# H9SLT: Strategies of Learning and Teaching

Module Content & Assessment			
<b>Indicative Content</b>			
<b>Instructional Skills and Pedagogy</b> • 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.			
<b>Assessment Breakdown</b>			<b>%</b>
Coursework			100.00%
<b>Assessments</b>			
<b>Full Time</b>			
<b>Coursework</b>			
<b>Assessment Type:</b>	Presentation	<b>% of total:</b>	40
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> 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.			
<b>Assessment Type:</b>	Practical	<b>% of total:</b>	60
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> 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			
<b>Part Time</b>			
<b>Coursework</b>			
<b>Assessment Type:</b>	Presentation	<b>% of total:</b>	40
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> 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.			
<b>Assessment Type:</b>	Practical	<b>% of total:</b>	60
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	2,3,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> 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			
<b>Reassessment Requirement</b>			
<b>Repeat failed items</b> <i>The student must repeat any item failed</i>			
<b>Reassessment Description</b> Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

## H9SLT: Strategies of Learning and Teaching

<b>Module Workload</b>				
<b>Module Target Workload Hours 0 Hours</b>				
<b>Workload: Full Time</b>				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
Total Weekly Contact Hours				3.00
<b>Workload: Part Time</b>				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
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. Macfarlane-Dick. (2006), *Formative assessment and self-regulated 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: