An introduction to teaching

Planning for teaching

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Introduction to teaching

- How students learn
- Planning for teaching
- Stagecraft
- Large groups
- Small groups
- Assessing students’ learning
- Evaluating your teaching
Four approaches to session planning

- **Survival**
- **Subject content**
  (what shall I tell them?)
- **Process**
  (what shall I ask them to do?)
- **Purpose**
  (what do I want them to learn?)
Connecting up

- Audience
- Aims
- Objectives
- Content ... and how they all relate
- Process
- Outcomes
- Assessment
What you need to know

- Group - size, names
- Syllabus
- If assessed
- The course to date
What can we know about students?

- Needs
- Previous learning experiences
- Learning styles
- Concurrent learning
- Proximity to other learners
- Time / other commitments
- Access to electronic resources
Learning outcomes

• What is to be learnt?
  • Facts, techniques, procedures?
  • Thinking skills?
  • Interpersonal skills?
  • Beliefs, values and attitudes?
  • Self-awareness / Reflectiveness?
Thinking - cognitive learning

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

(Bloom)
Engaging with Content

- **Structured learning**
  structured resources – tutorials, exercises, guides

- **Experiential learning**
  experience-based resources – case studies, role plays, practicals, simulations

- **Research learning**
  primary resources – text, video, images, sound
<table>
<thead>
<tr>
<th><strong>What you always wanted to know</strong></th>
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<tbody>
<tr>
<td><strong>An aim is ...</strong></td>
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<tr>
<td>a general purpose or intention</td>
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<tr>
<td>may not be attained fully</td>
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<tr>
<td>may not be wholly assessable</td>
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<tr>
<td><strong>An objective is ...</strong></td>
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<td>a specific goal</td>
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<td>usually attainable and assessable</td>
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<td>usually expressed as a learning objective</td>
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The session aims to enable participants to teach more effectively by:

1. Clarifying educational purposes
2. Considering the relationships between purposes, content, processes and assessment
3. Considering the nature of good teaching
4. Exploring a means by which practice may be developed through working with colleagues
Objectives

At the end of this session, participants will be able to:

1. Describe the key purposes of the teaching of their discipline
2. Plan a session, so that aims, objectives, processes and assessment are appropriately related
3. Articulate a reasoned view of what constitutes good teaching
4. Undertake peer observation and feedback effectively
Objectives

• Derive pressure drop and heat transfer relations for flow in smooth pipes (Engineering)
• Obtain a problem-oriented history from a patient (Medicine)
• Understand the changing relationship between money income and real income as prices change (Economics)
Teaching or Learning objectives (outcomes?)

I will explain the behaviour of sub-atomic particles

The student will understand the behaviour of sub-atomic particles
Two sides of the coin

Structure

• knowledge components

Processes

• attitudinal components
• reflective approach
• key skills
Design for learning - Assessment

Will strongly influence what is learned!
• Link with achievement of objectives
• Useful to the student
  – confirming achievement
  – stating errors clearly (negative but not destructive)
  – offering suggestions for improvement
• As soon as possible
• As often as possible
• As a dialogue, where possible
• Self-assessed, where appropriate
# Planning a teaching session

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Teacher activity</th>
<th>Student activity</th>
<th>Resources</th>
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Essential information

Departmental policy on:

- Student attendance expectations
- Marking students’ work and recording marks
- Setting and returning assignments
- Late submission of assignments
- Plagiarism
- Disciplining students
- Photocopying arrangements
- IT access
- Safety issues