



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

What you always wanted to know

An aim is ...

a general purpose or intention

may not be attained fully

may not be wholly assessable

An objective is ...

a specific goal

usually attainable and assessable

usually expressed as a learning objective

Aims

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

Time	Content	Teacher activity	Student activity	Resources



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