

Course outline -- UNIVERSITY TEACHING

By *Lily Min Zeng*

Course title	<i>University Teaching</i>
Course Description	
<p><i>University Teaching</i> is an introductory course in teaching and learning in tertiary education. With input from the instructors, guests and interviewees, including teaching award winners, students, and experts in the fields, the participants will be exposed to the theories and research evidence in relation to effective university teaching. They will also be exposed to multiple examples of effective teaching, and hear the views of teachers whose teaching has been judged to be excellent.</p> <p>More specifically, <i>University Teaching</i> will help the participants to address the following questions:</p> <ul style="list-style-type: none"> - What does teaching in higher education involve? - What does research evidence tell us about effective teaching in higher education? - How can we ensure that our instructional design will help our students achieve their intended learning outcomes? - What pedagogic options do we have to make our teaching successful? - What assessment and feedback practices can help our students learn more effectively? 	
CILOs:	
<p>After completing the learning tasks in this course, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the teaching and learning context in higher education and reflect on the potential challenges and opportunities you might encounter. 2. Explain key teaching and learning concepts and relevant evidence in relation to effective university teaching. 3. Analyse the relationships between various aspects of teaching and student learning. 4. Identify a range of instructional strategies to support effective student learning. 5. Apply key concepts to the structuring of course outlines and lesson plans in order to create learning experiences to support successful student learning. 	

Commitment:	3-4 hours/week
Language:	English (Subtitle: English and Chinese)
Platform:	Coursera

Contact information		
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Dr. Lily Min Zeng	Course designer & Chief instructor	zengll@hku.hk

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Course schedule	
<i>Week</i>	<i>Topic and materials</i>
1	<p>What does it look like teaching in higher education?</p> <p style="text-align: center;"><u>Introduction</u></p>

	<p><i>This module focuses on a wider scope of what it is like teaching in higher education, such as, what responsibilities are involved, where challenges and opportunities might occur, and how experienced academics approach their professional development, to help you to think about your teaching role in a broader context.</i></p> <p><u>Video topics</u></p> <ol style="list-style-type: none"> 1. Module overview 2. Teaching and learning spaces 3. Student voice: What we are looking for in a university? 4. Student voice: What kind of teaching engages us? 5. Student diversity in learning 6. What does it involve teaching in a university? – Interviews with colleagues 7. What options do we have for long-term professional development? – Interviews with colleagues <p><u>Readings (Details can be found in <i>Reading List</i>)</u></p> <ol style="list-style-type: none"> 1. An overview of learning style theories (Cassidy, 2004) 2. An organization of learning style theories (Curry, 1983) 3. A threefold model of intellectual styles (Zhang, 2005)
2	<p>What does research evidence tell us about effective teaching in higher education?</p> <p><u>Introduction</u></p> <p><i>This module focuses on a selection of established research evidence on effective university teaching in higher education for you to learn what works, what doesn't, what helps, and what hinders.</i></p> <p><u>Videos topics</u></p> <ol style="list-style-type: none"> 1. Module overview 2. Three domains of learning and levels of understanding 3. Teaching and learning approaches 4. Factors that influence student learning 5. Seven principles of effective teaching <p><u>Readings (Details can be found in <i>Reading List</i>)</u></p> <ol style="list-style-type: none"> 1. Approaches to Teaching (Trigwell & Prosser, 2004) 2. Three-P model (Biggs, 2003) 3. Seven principles for good practice (Chickering & Gamson, 1987)
3	<p>How shall we go about curriculum and instructional design?</p> <p><u>Introduction</u></p> <p><i>This is a practical module where you will be introduced to some key ideas you can immediately apply in your instructional design. You will also hear directly from the founders of one of the concepts in this module, Professor John Biggs and Dr. Catherine Tang.</i></p> <p><u>Videos topics</u></p> <ol style="list-style-type: none"> 1. Module overview 2. Constructive alignment 3. Interview with Biggs and Tang 4. Writing learning outcomes 5. Compiling a course outline

	<p>6. Planning a lesson</p> <p><u>Reading (Details can be found in <i>Reading List</i>)</u> Constructive alignment (Biggs, 2014)</p> <p><u>Other resources</u> A course outline template A lesson template</p>
4	<p>What pedagogical options can we find from successful examples? – An instructional toolbox</p> <p><u>Introduction</u> <i>Module 4 presents a range of real instructional examples from different disciplines, hoping to inspire you to design your own course. Depending on your interest and discipline, you are invited to choose three (or more) examples to watch and reflect on their implications for your teaching. For almost every example, there are one or two readings for those who are interested in exploring more.</i></p> <p><u>Video topics</u></p> <ol style="list-style-type: none"> 1. Module overview 2. Problem-based learning 3. Audience response system 4. Think-pair-share 5. Teaching large class 6. Flipped learning 7. Team-based learning 8. Experiential learning <p><u>Readings (Details can be found in <i>Reading List</i>)</u></p> <ol style="list-style-type: none"> 1. Problem-Based Curriculum design (Bridges, Yiu, & Botelho, 2016) 2. Experiential Learning in Higher Education (Kolb & Kolb, 2005) 3. Flipped learning (Milman, 2012) 4. Team-based learning (Michaelsen & Sweet, 2011) 5. Audience response systems (Kay & LeSage, 2009) <p><u>Other resources</u> A reflection worksheet Reflection - An exemplar</p>
5	<p>How to design effective assessment?</p> <p><u>Introduction</u> <i>This module will provide you with some principles and practical examples for designing assessment that is effective and enhances students' learning. It will introduce the purpose of different types of assessment, the design principles, and a number of exemplary practices.</i></p> <p><u>Video topics</u></p> <ol style="list-style-type: none"> 1. Purposes of assessment 2. The impact of assessment on student learning 3. Decisions framework for assessment design 4. Contexts of assessment 5. Interview with Prof. Royce Sadler on understanding standards

	<p>6. Groupwork assessment 7. Principles of good assessment practices</p> <p><u>Readings (Details can be found in <i>Reading List</i>)</u> Decisions framework for assessment design (Bearman, Dawson, Boud, Bennett, Hall, & Molloy, 2016) Standards-based assessment and norm-based assessment (Sadler, 2005) Assessing groupwork (Zou, Hounsell, & Cheung, 2015)</p> <p><u>Other resources</u> A new version of the racing story</p>
6	<p>How to provide constructive and high-impact feedback?</p> <p><u>Introduction</u> <i>This module will offer advice and strategies on providing constructive and high-impact feedback to students. We will show examples supported by evidence and theories. We will also look at some common concerns among teachers on giving feedback and discuss possible solutions to make feedback manageable and sustainable.</i></p> <p><u>Video topics</u></p> <ol style="list-style-type: none"> 1. The relationship between assessment and feedback 2. Feedback that makes a difference 3. Small changes in feedback practices making a big difference 4. How to make feedback sustainable? 5. Principles of good feedback <p><u>Readings (Details can be found in <i>Reading List</i>)</u> Commenting constructively - Feedback to make a difference (Hounsell, 2015) Informal feedback – Feedback via participation (Sambell, 2015) Peer assessment and feedback (van den Berg, Admiraal, & Pilot, 2006) Formative assessment and feedback in various disciplinary contexts (Nicol, 2009) Feedback as dialogue (Carless, 2015) Principles of good feedback practices (Nicol & Macfarlane-Dick, 2006)</p>

Assessment items	<i>Due date</i>	<i>Requirement</i>
(1) Practice quiz (in Module 5 and 6)	N/A	
(2) Graded quiz (in Module 1, 2, 3, 5, 6)	The end of module week	Participants need to complete at least 80 % of the graded quiz in order to become eligible for the Certificate of Completion.

Note: In the first version of this MOOC, there was an assignment involving peer review in Module 4. Due to the limitation of the function available on the platform and human resources, this item created more problems than meaningful learning experiences for the participants. For example, whether or not a participant could complete the course relied on whether other participants would review their work instead of the quality of their work. Therefore, it was removed from the second offering of the course.

Readings

We target at providing a list of readings that are of good quality, essential and reasonable to the workload. So we have been very selective when identifying the readings. Most of them are extensive reviews or contain an extensive review. They are all scholarly written and evidence-based.

As we have been very selective, there are only limited numbers of readings for the whole course. Therefore the references are not labeled as “compulsory reading” or “highly recommended reading” as I discussed in *Compiling Course Outline*. All readings are essential.

We deeply understand that not every participant has the access to the electronic resources in order to identify the paper we list. So we tried our best to find articles that can be openly accessed. While such papers are available, we make recommendation as an alternative option. We will continue to search for such kind of paper and add them to the list. If you come across any good article, which is scholarly, evidence-based, and of good quality, please recommend it to us.

Module 1

Learning diversity

Cassidy, S. (2004). Learning Styles: An overview of theories, models, and measures. *Educational Psychology*, 24(4), 419-444.

This paper provides an overview of several key learning style theories, clarifying the common areas of ambiguity. It is very useful for the teachers who are new to the area and teaching.

Curry, L. (1983). An organization of learning styles theory and constructs. *ERIC Doc*, 235, 185.

This paper reorganizes different learning styles constructs into one structure. Using the metaphor of onion, Curry made it easy for the practitioners to understand the style concepts.

Zhang, L-F, & Sternberg, R. J. (2005). A threefold model of intellectual styles. *Educational Psychology Review*, 17(1), 1-53. doi:10.1007/s10648-005-1635-4.

Based on the review of a range of intellectual styles, this paper proposes an integrative model of styles. Not only is the integrative model useful, the readers will also benefit from the reading of the review itself.

Alternative option:

Nielsen, T. (2014). Intellectual style theories: different types of categorizations and their relevance for practitioners. *SpringerPlus*, 3, 737. <http://doi.org/10.1186/2193-1801-3-737>.

This paper is on open access. It provides a recent review on the intellectual style theories.

Module 2

Three-P model:

Biggs, J. B. (2003). *Teaching for quality learning at university: What the student does* (2nd ed.). Buckingham Open University Press/Society for Research into Higher Education.

This book is one of the bestsellers on teaching and learning in higher education. It is suitable for both new and experienced teachers. Not only will you read from it good practices of university teaching, you will also learn about its underlying theory. Chapter 2 is particular relevant to what we discussed in this module. You can find Three-P model on page 19.

Seven principles for good practice:

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7. doi:[http://dx.doi.org/10.1016/03074412\(89\)90094-0](http://dx.doi.org/10.1016/03074412(89)90094-0).

This paper elaborates seven principles that can help to improve undergraduate education based on the research evidence.

Alternative option:

The website where you can find a similar document on **Seven principles for good practice:** <https://www.uwo.ca/tsc/resources/pdf/SevenPrinciples.pdf>.

Approaches to Teaching:

Trigwell, K., & Prosser, M. (2004). Development and Use of the Approaches to Teaching Inventory. *Educational Psychology Review*, 16(4), 409-424. doi:10.1007/s10648-004-0007-9.

This paper explains how research into approaches to university teaching was used to develop an inventory measuring the variation in approaches to teaching. The reading of this paper could be helpful in two ways. First, it helps you to understand the approaches to teaching and its relationship with student approaches to learning. Second, the inventory provided in the paper can serve as a tool for you to measure and understand your own approach to teaching. As we mentioned in Module 1, it is a good idea to build a teaching portfolio for oneself from an early stage. Teaching philosophy is an important part of a teaching portfolio. This inventory would definitely help you to explore your own philosophy of teaching.

Module 3

Constructive alignment

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22. <http://herdsa.org.au/herdsa-review-higher-education-vol-1/5-22>

This short article provides an introduction to Constructive Alignment and how it can be apply to course design. It also discusses the issues arising and the way ahead. It is short and on open access. Please click the "Download" on the page. Then you would be able to read the article.

Module 4

Problem-Based Learning

Bridges, S., Yiu, C. K., & Botelho, M. G. (2016). Design considerations for an integrated, Problem-Based curriculum. *Medical Science Educator*, 26(3), 1-9. doi:DOI 10.1007/s40670-016-0255-6.

This paper presents a curriculum model that can be used to enhance and manage the integration of interdisciplinary domains in the PBL curriculum design. Although the relevant concepts are discussed in the context of dental education, the implications can be drawn for the curriculum design in other disciplines as well.

Experiential Learning

Kolb, A. Y., & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, 4(2), 193-212.

This paper is written by one of the most famous scholars in the field. Among many of his papers, this one is chosen because it reviews the recent developments on experiential learning and discusses how to enhance experiential learning in higher education, including the principles, outcome assessment, curriculum development, student development and faculty development.

Flipped learning

Milman, N. B. (2012). The flipped classroom strategy: What is it and how can it best be used? *Distance Learning*, 9(3), 85-87.

This is a short and practical introduction to flipped classroom strategy.

Team-based learning

Michaelsen, L. K., & Sweet, M. (2011). Team-based learning. *New Directions for Teaching and learning*, 2011(128), 41-51. doi:10.1002/tl.467.

This paper discusses the principles of team-based learning and will help you to see the consistency between team-based learning and the good practices of evidence-based teaching.

Audience response systems

Kay, R. H., & LeSage, A. (2009). Examining the benefits and challenges of using audience response systems: A review of the literature. *Computers & Education*, 53(3), 819-827. doi:<http://dx.doi.org/10.1016/j.compedu.2009.05.001>.

Within this paper, you will find a review of 67 papers on Audience Response Systems (ARS). It will help you to understand the key benefits and challenges for teachers when using ARS.

Module 5

Bearman, M., Dawson, P., Boud, D., Bennett, S., Hall, M., & Molloy, E. (2016). Support for assessment practice: Developing the Assessment Design Decisions Framework. *Teaching in Higher Education*, 21(5), 545-556.

This paper is a recent publication by a number of reputable scholars in the field of assessment in higher education. It provides a practical framework for decision-making in creating or modifying assessment design. The framework covers considerations in six aspects: purposes, contexts, tasks, interactions, feedback processes, and learning outcomes.

Sadler, D.R. (2005). Interpretations of criteria-based assessment and grading in higher education. *Assessment & Evaluation in Higher Education*, 30(2), 175-194.

This paper is written by Prof. Royce Sadler, one of the most influential scholars in the field of assessment in higher education. He discusses the differences between standards-based and norm-based assessment and provides examples. He also clarifies the subtle differences between 'criteria' and 'standards', which have implications in assessment design.

Zou, T.X.P., Cheung, S., & Hounsell, D. (2015). *Wise Assessment Briefing No. 3: Assessing Groupwork in Common Core Courses*. Retrieved from: <http://www.cetl.hku.hk/teaching-learning-cop/wp-content/uploads/2015/08/CCC-groupwork-briefing.pdf>

This is a briefing note about key issues and suggestions in designing groupwork assessment. It was compiled based on a literature review and interviews with 17 teachers at the University of Hong Kong (HKU) about their practices in assessing groupwork. Although these practices were situated in Common Core courses at HKU, the groupwork assessment designs are relevant to courses and programmes in many other contexts.

Module 6

Hounsell, D. (2015). *Wise Assessment Briefing No.11: Commenting Constructively: Feedback to Make a Difference*. Retrieved from: <http://www.cetl.hku.hk/teaching-learning-cop/wp-content/uploads/2015/08/wise-assessment-briefing11.pdf>

This briefing note provides guidelines for giving feedback to students in ways that are mostly likely to make a difference to the quality of their learning. It includes specific suggestions on providing feedback. The author, Prof. Dai Hounsell, is Professor Emeritus of Higher Education at the University of Edinburgh, who is recognised as one of the most influential scholars in the field of assessment and feedback in higher education.

Sambell, K. (2015). *Wise Assessment Briefing No. 9: Informal Feedback: Feedback via Participation*. Retrieved from: <http://www.cetl.hku.hk/teaching-learning-cop/wp-content/uploads/2015/08/wise-assessment-briefing9.pdf>

This briefing note provides guidelines for designing informal feedback in everyday activities and engaging students and teachers in meaningful discussions. The author, Prof. Kay Sambell,

publishes widely on assessment and feedback. Informal feedback is featured in her book entitled Assessment for Learning in Higher Education (2013, Chapter 5) as one of the six central principles of effective assessment for learning.

van den Berg, I., Admiraal, W., & Pilot, A., (2006). Design principles and outcomes of peer assessment in higher education. *Studies in Higher Education*, 31(3), 341–356.

This paper discusses seven peer assessment designs and presents their development, implementation in courses and evaluation. In most of these designs, the feedback process is explained. Three important design features identified were related to timing, reciprocal two-way feedback, and grouping of assessors and assessees. Readers who would like to know about various forms of peer assessment may find the descriptions on pp. 343-346 especially useful.

Nicol, D. (2009). *Transforming Assessment and Feedback: Enhancing Integration and Empowerment in the First Year*. Retrieved from: <http://www.reap.ac.uk/Portals/101/Documents/REAP/transforming-assessment-and-feedback.pdf>

This 78-page publication is part of the Enhancement Themes programme aiming at supporting learners in further improving higher education in Scotland. It provides a wide range of practical examples of good practice in implementing formative assessment in different disciplinary contexts. The two examples mentioned in our course video can be found on pp. 54-58 and pp. 68-70. The author, Prof. David Nicol, is Emeritus Professor of Higher Education at the University of Strathclyde. Prof. Nicol has published widely on assessment and online learning in higher education.

Carless, D. (2015). *Wise Assessment Briefing No. 10: Feedback as Dialogue*. Retrieved from: <http://www.cetl.hku.hk/teaching-learning-cop/wp-content/uploads/2015/08/wise-assessment-briefing10.pdf>

This briefing note provides guidelines for designing feedback as a means of dialogue. It is partially based on interviews with award-winning teachers at HKU. Readers might find the case examples and the checklist especially helpful to their feedback design. The author, Prof. David Carless, has published a number of important books on higher education teaching and learning, including Excellence in University Assessment (2015) and Scaling up Assessment for Learning in Higher Education (2017).

Nicol, D., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.

This paper proposes seven principles of good feedback practice, supported by literature and practical examples. One key message is to enable students to take a proactive role in generating and using feedback. The principles discussed in the course video are largely based on this paper.

Course coordinator	Dr. Lily Min Zeng
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