

## Course Syllabus

Title of the course	<b>University Teaching</b>		
Title of the Academic Programme	Relevant to any Master Programme		
Type of the course	Elective (MAGOLEGO)		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	20	94	114
Course Overview	<p>The course “University Teaching” is a blended learning course. The online part is the Coursera MOOC designed by the Centre for the Enhancement of Teaching and Learning at the University of Hong Kong. This is an introductory MOOC in teaching and learning in higher education. Students will be exposed to research evidence in relation to effective university teaching and practical instructional design strategies. The MOOC provides a range of real instructional examples <a href="https://www.coursera.org/learn/university-teaching">https://www.coursera.org/learn/university-teaching</a>.</p> <p>F2F tutorials are to discuss theoretical issues, clarify main concepts and apply teaching tools and techniques to practice. Real cases are discussed in a number of topics during the course. The tutorials involve small group work, discussion sessions, role plays, reflection sessions. Group work is aimed at development of constructive feedback skills.</p> <p>The students are guided through the process of creating course materials, working on their own projects.</p> <p>The final assessment of the course is the presentation of a course overview or syllabus with a piece of teaching.</p> <p>“University teaching” will support the students in reaching their professional goals not only if they choose the academic professional track. Learning and teaching skills are needed in any job in dynamically changing world.</p>		
Intended Learning Outcomes (ILO)	<p>Upon completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>- reflect on the potential challenges and opportunities in the teaching and learning context in higher education;</li> <li>- analyze the relationships between various aspects of teaching and student learning;</li> <li>- identify and apply a range of tools and techniques to support effective student learning;</li> <li>- apply key concepts to the structuring of course syllabus, design effective assessment, give constructive feedback.</li> </ul>		
Teaching and Learning Methods	project-based learning, small group work, roundtables, role plays, case analysis, reflection sessions		

Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Teaching and teacher roles in higher education	14		4	10
2	Curriculum and Instructional design	28		4	24
3	Teaching tools to create pedagogically effective learning activities	36		4	32
4	Effective assessment	22		4	18
5	Constructive and high-impact feedback	14		4	10
Total study hours		114		20	94
Indicative Assessment Methods and Strategy		The final grade is composed of: 50% for MOOC, 25% for in-class participation, 25% for individual project. G (final) = 0,5G (online) + 0,25G (class) + 0,25G (project). G (online) – print screen of the results in the MOOC G (class) – presentation of the progress of individual project work (interim results of project work), participation in discussions. This kind of grades can be received by self-assessment, peer assessment and teacher assessment as well. G (project) – presentation of the course syllabus and piece of teaching			
Readings / Indicative Learning Resources		<u>Mandatory</u> All the resources recommended by MOOC <u>Optional</u> Producing Pedagogy [Electronic Resource] / Lorelle Burton, Jill Lawrence and Ann Dashwood. - Cambridge Scholars Publishing, 2013.- 203 p. Authorized access: <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1220968&amp;query=">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1220968&amp;query=</a> (Online Digital Library "Ebrary").			
Indicative Self- Study Strategies		Type		+/-	Hours
		MOOC reading and videos (lecture materials, mandatory and optional resources), discussing forums		+	50
		Assignments for seminars / tutorials		+	12
		E-learning / distance learning (LMS)		+	8
		Project Work		+	14
		Preparation for the exam (Project presentation)		+	10
Academic Support for the Course		Academic support for the course is provided via LMS, where students can find: course syllabus, recommendations for self-study; samples of assessment materials, readings.			

Facilities, Equipment and Software	-
Course Instructor	Julia S. Vasilieva, Candidate of pedagogical Sciences, Head of Degree Programmes Office <a href="https://www.hse.ru/org/persons/26649330">https://www.hse.ru/org/persons/26649330</a>

### Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
reflect on the potential challenges and opportunities in the teaching and learning context in higher education	MOOC videos and readings, discussion forum; F2F roundtable	MOOC tests
analyze the relationships between various aspects of teaching and student learning	MOOC videos and readings, discussion forum; F2F roundtable, case analysis	MOOC tests, in-class participation
identify and apply a range of tools and techniques to support effective student learning	MOOC videos and readings, discussion forum; F2F case analysis, role play, project work	MOOC tests, in-class participation, presentation of the progress of individual project work
apply key concepts to the structuring of course syllabus, design effective assessment, give constructive feedback	MOOC videos and readings, discussion forum; F2F case analysis, role play, reflection sessions, project work	MOOC tests, in-class participation, presentation of the progress of individual project work, presentation of the course syllabus and piece of teaching

## Annex 1

### Course Content

#### Topic 1. Teaching and teacher roles in higher education

Challenges and opportunities within teaching context. Teaching and learning spaces. Virtual learning space. Online and blended learning. Co-learning and co-teaching. Student diversity in learning. Different approaches to teaching and learning. Changing role of teachers. Teaching development: effective strategies.

#### Topic 2. Curriculum and Instructional design

Constructive alignment and learning taxonomy in creating course intended learning outcomes (ILOs). Domains of learning and levels of achievement. ILOs for design of teaching and learning activities and assessment tasks. Compiling a course outline. Different forms of lessons. Planning a lesson.

#### Topic 3. Teaching tools to create pedagogically effective learning activities

Teaching tools for specific teaching objectives. Problem-based learning. Team-based learning. Flipped based learning. Tools for students' engagement in a large class. Experiential learning (learning by doing).

#### Topic 4. Effective assessment

Purposes of assessment. Principles for designing assessment. Types of assessment: summative and formative. Decisions framework for assessment design. Tasks and criteria for assessment. Institutional assessment policies.

**Topic 5. Constructive and high-impact feedback**

Manageable and sustainable feedback. Principles of constructive feedback. The relationship between assessment and feedback. Different vectors of feedback: teacher to students; students to teacher, students to students. Peer evaluation. Self-assessment and reflection.

**Annex 2****Assessment Methods**

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Tests (MOOC)				+
	Interim results of project work				+
	In-class Participation				+
Summative Assessment	Exam (Project = presentation of the course syllabus)				+
	Piece of teaching				+

**Assessment Criteria****In-class Participation**

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

**Project Work**

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.

«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.