Module description:
The focus of this module is twofold, firstly, on pedagogical strategies and secondly, on developing students’ skills as reflective professional practitioners. Students will get an overview of teaching and learning methodologies and be encouraged to critically reflect on their effectiveness in facilitating learning and meeting the needs of diverse learners in various contexts, who may come from differing academic cultures. Students will identify how educational theories inform approaches to instructional methods and curriculum design and to reflect on the values and beliefs underlying their own practice. With reference to relevant literature and using a range of methods, students will be guided to evaluate the effectiveness of their own practice to facilitate an educational experience that is inclusive, engaging, supportive and responsive to individual needs, and to identify areas for improvement.

This module aims to:
- Develop knowledge and understanding of learning theories and practical pedagogy and enable students to select and apply appropriate methods and materials to plan engaging instruction in a given context.
- Develop students’ ability to identify learner needs and enable them to plan accordingly to adapt their approach, materials and interventions to maximise learning and provide learner-centred support.
- Introduce students to a range of professional development options to enable them to critically review their own practice and to develop as educational practitioners.

Learning outcomes
On completion of this module, students will be able to:
- Identify how educational theories shape approaches to teaching and learning and how they can be embodied in classroom pedagogy.
- Demonstrate independence, creativity and mastery of underlying theory in the preparation and planning of effective teaching and learning sessions which engage and meet the needs of the learners and fulfil curriculum learning objectives.
- Critically evaluate the effectiveness of own teaching using appropriate methods, including critical reflection, to formulate a plan for improvement.

Syllabus
- Relevant approaches for pedagogy in a range of tertiary education contexts
- Analysing learner needs and learning styles
- Planning for teaching & learning
- Incorporating a range of interaction patterns and resources
- Developing inclusive practice and differentiation
- Strategies for motivating learners, e.g. Maslow, Keller, Herzberg
- Strategies for engaging students in their learning, developing learner autonomy
- Strategies for working with individuals and groups, e.g. online, face-to-face, one-to-one intervention & tutorial support
- Activities that support reflective practice and continuing professional development, e.g. peer observation, feedback, self-observation using video or audio recordings, self-reflection and goal-setting

Learning and teaching methods
Input will be delivered through specified reading materials and pre-recorded lecture-casts provided on the UoEO Learning Platform. This is supported by guided discussion forums, and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). The pre-recorded lecture-casts and online Q & A sessions will include referenced use of selected case studies drawn from the reading materials and the tutors’ professional/educational contexts and experience. Self-managed learning will supplement input and to this end students will be given direction on required and indicative reading, including relevant websites, and encouraged to identify and share appropriate web-based resources with their peers.

The pedagogical approach for this module is informed by the principles of collaborative enquiry and constructionism. Collaborative enquiry is supported through our internet-mediated learning platform, the aim of which is to facilitate the activity of the learning community through online dialogue, peer discussion and feedback. The participants’ subject understanding, engagement and learning experience will be enhanced through interactions in which they explain their perceptions, discuss their views, share their experience, and receive feedback from peers and tutors.