

Good teaching and learning practice should encourage learners to



Receive

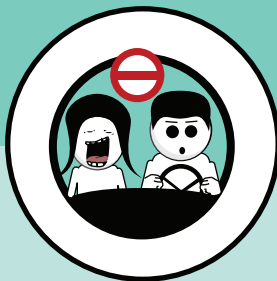


Receive: Learners receive information that will support their learning
Examples: lectures, recommended reading, content delivery

Good teaching and learning practice should encourage learners to



Practice



Practice: Learners are assessed (by others and self) on knowledge gained

Examples: exercises, exams, quizzes, work based learning, workshops

Receive

Priority:

From the list below select the resource type(s) that may be used and possible supporting technologies.

Resource types

- ☐ Course / Lecture / Presentation notes
- ☐ Video / Audio
- ☐ Reading list
- ☐ Textbook
- ☐ Lesson plan
- ☐ Project outline
- ☐ Study guide
- ☐ Glossary
- ☐ Curriculum / Syllabus
- ☐ Activity / Exercise / Fieldwork notes
- ☐ Case study
- ☐ Demonstration
- ☐ Worked example
- ☐ Multimedia resource (including web pages)
- ☐ Resource pack

Other (please record)

- ☐ _____

Suggested tools and technologies

- ☐ Virtual Learning Environment (VLE)
- ☐ Web pages / Websites
- ☐ Presentation tools (e.g. PowerPoint)
- ☐ Podcasts
- ☐ Videos
- ☐ Animations
- ☐ Screencasts
- ☐ E-books / E-journals
- ☐ Online resource listing
- ☐ Lecture capture

Other (please record)

- ☐ _____

Supporting inclusivity

- ☐ Be aware of additional communication requirements, e.g. suitability of media / online materials and resources.
- ☐ Consider how accessible you are when you communicate either online, in presentations, using written and media resources or when lecturing.

Practice

Priority:

Task(s):

Consider who the learner might interact with

- ☐ Peer ↔ Peer
- ☐ Peer ↔ Tutor
- ☐ Formal (e.g. online discussion)
- ☐ Informal (e.g. outside class)
- ☐ Online
- ☐ Face to face
- ☐ Self only

Types of feedback / assessment

- ☐ Formal
- ☐ Informal
- ☐ Peer (external to class)
- ☐ Tutor
- ☐ Employer
- ☐ Assessed
- ☐ Not assessed
- ☐ Self-assessed

Suggested tools and technologies

- ☐ Assessment tools (e.g. VLE Quiz and Survey tools)
- ☐ Computer-based assessment tools (e.g. Respondus, StudyMate)
- ☐ Communication tools (e.g. VLE Chat / Discussion tools, Voice tools)
- ☐ Audience response tools
- ☐ Virtual worlds
- ☐ Simulations
- ☐ Educational games
- ☐ Portfolios

Other (please record)

☐ _____

Other (please record)

☐ _____

Other (please record)

☐ _____

Good teaching and learning practice should encourage learners to



Meta-learn

(Self-reflection)



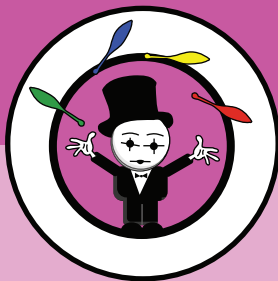
Meta-learn: Where the learner thinks about their own learning

Examples: self-reflection, self-analysis

Good teaching and learning practice should encourage learners to



Imitate



Imitate: Learning from observation and imitation

*Examples: role-plays (face to face and online),
demonstrations, micro-teaching, modelling/simulation*

Meta-learn (self-reflection)

Priority:

From the list(s) below, select key example(s) of learner reflection that you would like to promote/encourage and consider how to enhance reflective practice.

Consider how to promote learner reflection

- ☐ Identify aims and learning outcomes
- ☐ Clarify assessment objectives
- ☐ Identify learners' current knowledge and gaps in knowledge
- ☐ Get learners to understand their learning achievements and areas in need of improvement (e.g. confidence in achievement of learner aims; learners' motivation)
- ☐ Directly involve learners in monitoring and reflecting on their own learning*
- ☐ Let learners consider what constitutes useful feedback. Get them to request preferred feedback*
- ☐ Encourage learners to engage in critical reflection / self-regulation. Get learners to talk about and take ownership of their learning

Other (please record)

☐

Consider how to enhance reflective practice

- ☐ Explore systems and processes at your institution, e.g. Personal Development Planning (PDP), reflective portfolios
- ☐ Use technology to help learners reflect, e.g. blogs, wikis, social networks
- ☐ Identify your current learners' reflective skills and review lessons learnt from previous cohorts
- ☐ Create learning designs which challenge
- ☐ Provide environments that promote interaction and opportunities to facilitate reflection during or after class
- ☐ Link learning aims / goals to graduate attributes / employability skills

Other (please record)

☐

* These examples also relate to the Viewpoints **Assessment and Feedback** theme.

They are linked with the principle in this theme: **'Develop self-assessment and reflection'**

<http://viewpoints.ulster.ac.uk/resources>

Imitate

Priority :

Task(s):

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☐ Informal (e.g. outside class)

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☐ Self only

Types of feedback / assessment

☐ Formal

☐ Informal

☐ Peer (external to class)

☐ Tutor

☐ Employer

☐ Assessed

☐ Not assessed

☐ Self-assessed

Suggested tools and technologies

☐ Videos

☐ Educational games

☐ Presentation tools (e.g. PowerPoint)

☐ Screencasts

☐ Animations

☐ Simulations

☐ Virtual worlds

☐ Voice tools (e.g. Wimba)

Other (please record)

☐ _____

Other (please record)

☐ _____

Other (please record)

☐ _____

Good teaching and learning practice should encourage learners to



Explore



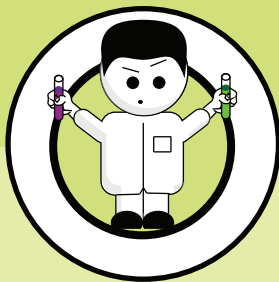
Explore: Learning by personal exploration

Examples: Internet searches, literature reviews, information handling

Good teaching and learning practice should encourage learners to



Experiment



Experiment: Learners manipulate an environment
(real or virtual) to test a hypothesis

Examples: practicals, laboratory work, simulations, workshops, maths/science problems

Explore

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Other (please record)

☐ _____

Suggested tools and technologies

- ☐ Electronic library services
- ☐ E-journals
- ☐ E-books
- ☐ Online databases
- ☐ Search engines
- ☐ Blogs
- ☐ Wikis
- ☐ Discussion tools
- ☐ Audience response tools
- ☐ RSS feeds / mailing lists

Other (please record)

☐ _____

Experiment

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Other (please record)

☐ _____

Suggested tools and technologies

- ☐ Simulations
- ☐ Educational games
- ☐ Virtual worlds
- ☐ Videos
- ☐ Journal tool
- ☐ Communication tools
(e.g. VLE Discussion tools /
Voice tools, Blogs)
- ☐ Statistical analysis software
(e.g. SPSS, PASW)

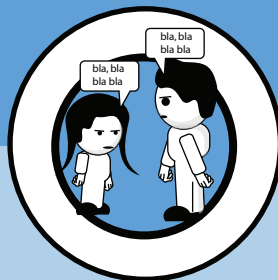
Other (please record)

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Good teaching and learning practice should encourage learners to



Debate



Debate: Learning through social interactions, where learners engage in collaborative and challenging discussions

Examples: face to face debates, online discussions

Good teaching and learning practice should encourage learners to



Create



Create: Learners create something new,
producing work as an individual or as a group
Examples: essays/assignments, projects, portfolios

Debate

Priority:

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Suggested tools and technologies

- ☐ Discussion tools (VLE)
- ☐ Chat tools (VLE)
- ☐ Instant messaging
- ☐ Social networking
- ☐ Blogs
- ☐ Microblogs (e.g. Twitter)
- ☐ Wikis
- ☐ Audience response tools
- ☐ Voice tools (e.g. Wimba)

Other (please record)

☐ _____

Other (please record)

☐ _____

Other (please record)

☐ _____

Create

Priority:

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Other (please record)

☐ _____

Suggested tools and technologies

- ☐ Presentation tools (e.g. PowerPoint)
- ☐ Plagiarism detectors (e.g. Turnitin)
- ☐ Portfolios
- ☐ Assessment tools (VLE)
- ☐ Word processing programs
- ☐ Image editing programs (e.g. Photoshop, Illustrator)
- ☐ Digital media (e.g. YouTube, web pages)
- ☐ Spreadsheets
- ☐ Databases
- ☐ Blogs
- ☐ Wikis

Other (please record)

☐ _____



Good teaching and learning practice should encourage learners to



Add your own principle

Priority:

- _____
- _____
- _____
- _____
- _____
- _____

