

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

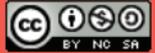
- Assessment tools (e.g. VLE Quiz and Survey tools)
- Computer-based assessment tools (e.g. Respondus, StudyMate)
- Communication tools (e.g. VLE Chat / Discussion tools, Voice tools)
- Audience response tools
- Virtual worlds
- Simulations
- Educational games
- Portfolios

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**'

Imitate

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

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



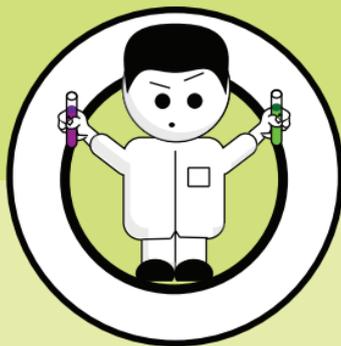
Explore: Learning by personal exploration

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

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

Other (please record)

Types of feedback / assessment

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

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

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

Other (please record)

Types of feedback / assessment

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

Other (please record)

Suggested tools and technologies

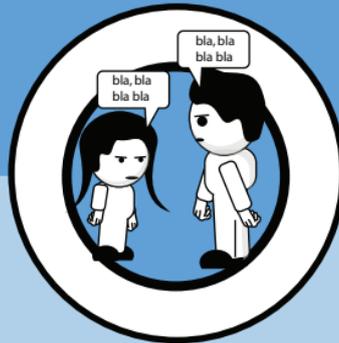
- Simulations
- Educational games
- Virtual worlds
- Videos
- Journal tool
- Communication tools (e.g. VLE Discussion tools / Voice tools, Blogs)
- Statistical analysis software (e.g. SPSS, PASW)

Other (please record)

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:

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

Types of feedback / assessment

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

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:

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

Other (please record)

Types of feedback / assessment

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

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:

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

