

CERTIFICATE IN TEACHING AND LEARNING IN HIGHER EDUCATION

Course Outline 2024-2025

Overview

The course aims to provide the participants with an introduction to the principles of learning, teaching, assessment, and feedback in a university context and to model ways as to how teaching can be continuously improved. It explores how to lead learning experiences for small group settings that actively engage the learners and discusses the kinds of learning experiences typical of tutorials and / or lab-based teaching.

In the first half of the course, participants will first learn practical teaching strategies such as structuring and managing classes, designing high-impact activities and techniques for actively engaging and assessing a diverse range of students in their learning. With the above knowledge, participants design and perform their initial teaching practice. Peers will demonstrate how active learning or assessment activities could further be integrated into teaching.

Participants will reflect on their own initial teaching practice and provide feedback to other participants. A two-part written assignment will support students in attaining these skills. Part I of the written assignment will require participants to view and reflect on a video recording of his/her initial teaching practice to describe, comment, and then suggest ways to improve. Part II of the written assignment will require participants to describe one assigned peer classmate's initial teaching practice, and then suggest ways to improve.

In the second half of the course, participants will learn about assessment and feedback. They will use their initial teaching experience as well as feedback on their initial teaching to plan improvements and follow through on specific action plans to improve in the final teaching demonstration, near the end of the course.

The course incorporates a teacher development focus. Depending on the availability of the lecturers, participants who have teaching duties in their departments could invite lecturers to observe a 1-hour session of their classroom/laboratory teaching during/after the course. A post-observation feedback meeting will be held in which the observer will share actionable feedback with the observed participant. This also serves as an opportunity for participants to bring what they learn from the course to real classroom teaching to reflect on practice, to learn from each other, and to share solutions.

Participants will have access to supplementary learning resources and further opportunities for ongoing discussion through the Moodle course website, and Teaching Assistant website.

As part of the learning process, participants will reflect on your own teaching and learning experiences as current theory and practice in learning, teaching and assessment practices are introduced. Throughout the course participants will have the opportunity to meet and interact with other new tutors within and beyond their department and faculty.

The course provides opportunities for you to:

- Deepen your knowledge of high-quality teaching, assessment, and student learning in higher education, particularly as they relate to small group teaching contexts;
- Develop a range of teaching tools and strategies that will assist with the planning and delivery of your tutorials;
- Learn and apply teaching strategies to enhance your students' learning experiences;
- Meet and interact with other tutors in your and other faculties across the university;
- Discuss and improve specific teaching situations that you experience in the initial stages of your teaching;
- Observe how peers teach and receive feedback on your own teaching.

Course Learning Outcomes

By the end of the Certificate course, you will be able to:

1. Describe the University of Hong Kong's expectations in relation to teaching, learning, assessment, and the student experience;
2. Explain how the role of tutors contributes to an overall agenda of high-quality learning experiences for our students;
3. Relate how tutors'/demonstrators' approaches to teaching, assessment and feedback can influence students' approaches to learning;
4. Structure tutorials/laboratory classes to support the course intended learning outcomes and assessment;
5. Apply a range of teaching and learning strategies for facilitating active learning in tutorials or lab-based settings;
6. Demonstrate effective presentation skills for small group teaching in tutorials or lab-based settings;
7. Provide actionable feedback to students;
8. Plan improvements using feedback on your own teaching.

Programme Requirements and Components of Assessment

To meet the requirements to pass this programme, students are required to satisfy the attendance, participation requirements, and the two assessment components:

1. Attendance and active participation

Full attendance and active participation in class are required. It gives you the opportunity to experience small group interactive work as a student. It helps you to become confident and better at structuring your own small group teaching. When you enroll/or are enrolled by your faculty into this course, please be sure you are able to attend ALL eight modules. Make-up classes will only be granted when circumstances are entirely unavoidable (e.g., sick or bereavement leave). All absences should be reported to the lecturer as soon as possible, supported with a written explanation and appropriate documentation.

2. Assessment: Written Assignment

In this component, students are required to write a reflective account on his/her own initial teaching practice (Part I) and a piece of feedback on one of his/her classmate's initial teaching practice (Part II). Your teacher will assign the classmate for Part II in Module 2 or at the beginning of Module 3. For reflection on one's own teaching, participants need to view a video recording of his/her initial teaching practice before writing. The guide for preparation of the written assignment is available on the course Moodle Site. This written assignment should be submitted through Moodle before the start of Module 6.

3. Assessment: Final Teaching Demonstration

Students are required to give a 13-min final teaching demonstration in class on a topic from an undergraduate degree of the student's current discipline or a topic of student's current research. Note that this teaching should be catered to the audience (a small class of research postgraduate students from a diverse range of backgrounds). The final teaching demonstrations will take place in Modules 7 and 8 (i.e., the last week of class). Students will have an opportunity to practice teaching in Modules 3 and 4 (second week of class) in a 10-min teaching demonstration. Students will receive support through completing the reflective written assignment, and feedback from their peers and lecturer. These should contribute towards an improved performance in the final teaching demonstration.

Grading Criteria for Written Assessment:

Proficient: Submissions at this grade level should satisfy all of the following:

Overall:

- Length: 900-1100 words total (excluding prompts provided on the assignment description document).

Part I: Reflection on Your Own Initial Teaching Practice

- Coverage: Write on exactly TWO of the five areas of activity.
- Accurately describe initial teaching demonstration in the two chosen areas of activity, with reference to taught course concepts.
- Critically analyse strengths and shortcomings from the initial teaching in the two chosen areas of activity, citing specific examples (or evidence) to support the claims when appropriate, referring to concepts taught in the course.
- Choose at least two aspects to improve upon in the final teaching demonstration.
- Synthesise the feedback received from the course instructor, peers, with their own reflection and analyse their applicability to the identified aspects of improvement.
- Propose tangible, specific, and implementable actions that will support the improvement in the identified aspects.
- Format: Reflection should be written in paragraphs. Action plan for improvement could be presented in bullet points.

Part II: Feedback to Your Classmate's Initial Teaching Practice

- Provide an accurate description of the initial teaching, with reference to course concepts.
- Identify at least two strengths and two areas of improvement, citing specific examples (or evidence) to support the claims when appropriate, with reference to taught course concepts.
- Suggest tangible, specific, and implementable actions that will support your classmate in improving in the final teaching demonstration.
- Provide feedback that supports students' teaching at the task level (e.g., feedback for improving in the same teaching task), process level (e.g., feedback for improving in future teaching tasks), and self-regulation level (e.g., feedback that supports students in recognising areas for improvement).

Developing: Submissions at this level fall short on one or two criteria above, excluding length and coverage requirements.

Not Yet Ready: Submissions at this level either 1) do not meet more than two of the criteria described above, 2) write on only one, or more than two of the five areas of activity in Part I, 3) do not meet the overall word limit requirements (900-1100 words, excluding words on the template).

Grade Descriptors for Final Teaching Demonstration

Criteria	Proficient	Developing	Not Yet Ready
Learning Outcomes (LOs)	LOs are clear about what students will be able to do by the end of the teaching. LOs follow the SMART principles. The LOs are challenging, interesting, and appropriate for the students in light of the lesson content and timing.	LOs have at least one of the following shortcomings: <ul style="list-style-type: none"> • lack clarity in level of performance to be achieved by the students, • are not aligned with the content, • inappropriate for the timing of the topic. 	Only an outline/list of topics or questions. Objectives defined in terms of the teacher's activity, with no characterisation in terms of student learning.
Interactivity ---Active Learning and/or Assessment	Activities elicit students' prior knowledge and address common misconceptions. AND/OR Assessment drives student learning and provide teacher/students with useful feedback.	Activities need to be more clearly tied to the learning outcomes. There are not enough student-centred activities to elicit prior knowledge or address common misconceptions. AND/OR Assessments measure student learning at key points, but students need more feedback.	Activities are teacher-centred. It is not clear how the activities will engage students in learning, how they build on student's prior knowledge, or how they address common misconceptions. AND/OR Assessments do not measure learning progress and do not provide useful feedback to students about learning.
Preparation, Presentation Skills and Classroom Management	Teaching materials are designed to effectively facilitate student learning (e.g., slides, speech, difficulty of content). AND Teaching is well-prepared and effectively engages most or all students (e.g., facilitation of activities, wait time, eye contact, body language, speaking pace, voice projection)	Teaching materials may have one or more major issues (e.g., not appropriate level, not enough or too much material). AND/OR Teaching may need improvement on preparation/presentation skills. AND/OR Teaching only engages specific members of the audience (e.g., only those at the front of class, or those who have more prior knowledge).	Teaching lacks preparation. AND/OR Teacher lacks familiarity with teaching materials. AND/OR Little effort is made to engage students.
Alignment	Activities are aligned with the learning outcomes. Assessment tasks cover all the learning outcomes.	It is not clear how the activities help students attain learning outcomes. Certain learning outcomes are under/over assessed.	The activities and/or assessments do not align with the learning outcomes. Students become confused about what learning outcomes are relevant.
Time Management	Finishes within one minute under/over prescribed time.	Finishes within two minutes under/over prescribed time.	Not able to finish planned activities and/or assessments two minutes over prescribed time. OR Runs out of planned activities and/or assessments two minutes before prescribed time.

Final Grades

Students will receive one of the three final grades, **Pass**, **Fail**, or **Withdrawal**:

Students will receive a **Pass** grade if they fulfill all three of the following requirements.

1. Attend all eight modules. (Please see requirements on attendance on page 3).
2. Attain a minimum of **Developing** standard on the written assignment.
3. Attain a minimum of **Developing** standard on all criteria of the final teaching demonstration.

Student will receive a **Fail** grade, if they obtain a **Not Yet Ready** standard on either #2 or #3 requirements. At the discretion of the lecturer, these students may be given an additional opportunity to submit the assignment or attempt the teaching demonstration.

Students will receive a **Withdrawal** grade if they cannot complete the attendance requirement.

Students who receive a **Pass** grade will be awarded a certificate. Students who receive a **Fail** or **Withdrawal** grade will not be awarded a certificate, but are welcome to enroll in a future section of the course.

Exemption Policy

Depending on previous teaching experience, exemptions may be granted. For details on criteria for exemption and procedure, please see '[Guidelines for exemptions, CTLHE](#)'