

(1993)

POSTGRADUATE DIPLOMA OF TEACHING IN HIGHER EDUCATION

(A modular programme starting in July 1993)



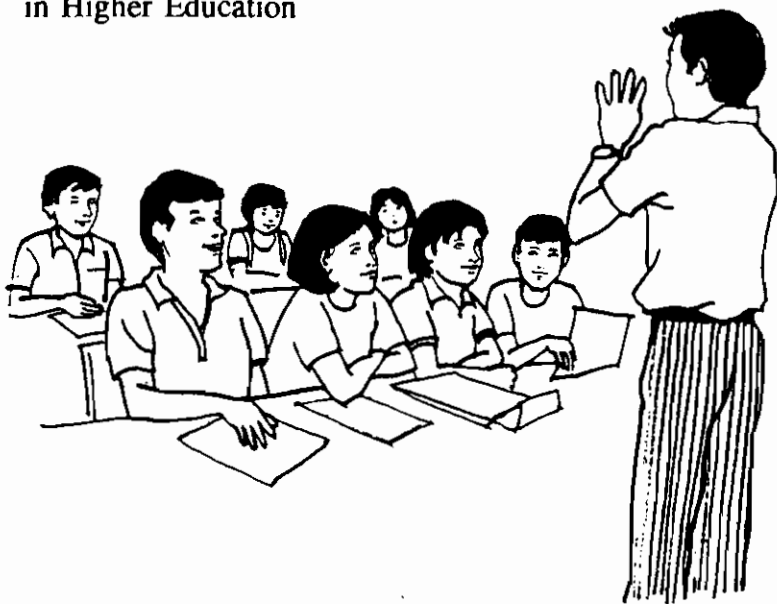
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NYANG TECHNOLOGICAL UNIVERSITY
ONAL INSTITUTE OF EDUCATION
at Timah Road, Singapore 1025. Republic of Singapore



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**National Institute of Education Terms
1993/1994**

July Term : 5 July - 11 Sept 1993

September Term : 27 Sept - 4 Dec 1993

January Term : 3 Jan - 12 Mar 1994

Classes meet twice a week (or more often as required) during term time, from 4 pm to 6 pm. The first meeting is on Wednesday 7 July. [Please see page 6 for the schedule].

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FOREWORD

On behalf of the National Institute of Education, may I welcome you to the programme leading to the Postgraduate Diploma of Teaching in Higher Education.

This programme has been designed for lecturers working in institutions of higher education.

Lecturers in such tertiary-level institutions today, working as they do in a climate of constant change, increasing enrolments and growing expectations, would need to find a way of making their teaching more effective and efficient. It is becoming clearer that while teaching skills are important, they do not necessarily add up to effective teaching until there is a better understanding of how teaching affects students' learning and how students learn in the Singapore context. The reflective approach is a necessary condition for better teaching.

In many ways, teaching (and even learning) is an individual matter, though it is becoming clear that we also learn from our peers through the sharing of experiences. This programme provides an opportunity for such sharing.

The programme therefore places emphasis not only on the acquisition of skills but also on the development of a reflective and enquiring approach to teaching and on the sharing of experiences.

The programme will build on the experience of teaching similar courses elsewhere, for example, at the University of Surrey in UK, the University of Ottawa in Canada and other universities in Australia.

We hope you will enjoy the classes and the interaction and find the programme as a whole of value to yourself and your professional responsibilities.

*Ilo Wah Kam
Dean
School of Education*

1 May 1993

LECTURERS AND TUTORS

Professor Lewis Elton*
Professor Sergio Piccinin▲
Professor Gloria Lim■
Dr Jessica Ball
Dr Agnes Chang Shook Cheong
Dr Chen Ai Yen
Dr Lachlan Crawford
Dr David Deterding
Dr Clive Kings
Mrs Muriel Lim-Quek
Dr (Mrs) Shirley Lim
Mr Lou Cheng Teik
Dr Low Guat Tin
Dr Moo Swee Ngoh
Mr Poh Sui Hoi
Dr Oliver Seet Beng Hean
Dr Seng Seok Hoon
Dr Yeap Lay Leng

* *Professor Lewis Elton, Professor Emeritus of Higher Education, University of Surrey, is also Adviser to the Programme.*

▲ *Professor Sergio Piccinin is the Director of the Centre for University Teaching, University of Ottawa, Canada.*

■ *Professor Gloria Lim is Director, NIE.*

PROGRAMME DESCRIPTION

This programme will attempt to address the pedagogical needs of young lecturers teaching in tertiary institutions in Singapore. It will provide an opportunity for reflection on their experiences in teaching and for the sharing of these experiences with colleagues and experienced trainers.

*Five modules of 20 hours each constitute the course of study. The **three core modules**, which are compulsory, will focus on the related features of learning and teaching and on the effective management of teaching in a polytechnic or university. The **two elective modules** will build on the core to meet the more specific needs of participants.*

Our concern for the needs of young lecturers in the Singapore setting has shaped the content of this programme and influenced the way it will be delivered.

A flexible pattern of teaching will be employed, which will include lectures, discussion, seminars and (where appropriate) micro-teaching.

*Assessment: Each of the modules will be assessed by an assignment, term paper or performance rating. In addition, a formal requirement of the programme is the submission of a **project report** based on a detailed investigation of a particular issue or topic related to teaching and/or learning in higher education. Please see page 11 for more details of the Project Report.*

Each module takes up 20 hours of course time

CORE MODULES (*Compulsory*)

DT701: TEACHING AND LEARNING IN TERTIARY INSTITUTIONS

This module will explore different approaches and techniques used for tertiary teaching in the light of new developments in the psychology of learning and in instructional technology. Participants will be encouraged to reflect on their own experience of teaching and learning in their own subject disciplines in order to understand the dynamics of learning among their students. Micro-teaching sessions will be conducted. The micro-teaching sessions will focus on a selection of the following:

- Lecture planning and objectives writing,
- Lecture opening and closing skills,
- Presentation, explaining and questioning skills,
- Demonstrating, directing and supervising, and
- Reinforcement and variability.

Participants will also undertake a project on activities which facilitate student learning, eg. note-taking, note-making, library research and group interaction.

DT702: EVALUATION OF TEACHING AND LEARNING

This module will discuss the concepts of assessment, measurement, evaluation and testing and the integral part they play in the teaching and learning process. Formative and summative evaluation will be considered.

Different ways of assessing students' work and grading will be discussed together with consideration for the broader issues of validity, reliability and objectivity. Problems and issues related to assessment will be discussed.

DT703: MOTIVATION AND LEARNING

Theories and principles of motivation will be discussed with reference to available research data on the needs, expectations, learning behaviours and problems of students in local tertiary institutions. Case studies will be introduced to create opportunities for the sharing of experiences and the application of motivation techniques. The need for rapport between lecturers and students will be emphasised and demonstrated with the help of video clips and films. Experienced senior lecturers from tertiary institutions will be invited to participate in forums and panel discussion on issues concerning effective learning in polytechnics and universities.

POSTGRADUATE DIPLOMA OF TEACHING IN HIGHER EDUCATION

LECTURE/SEMINAR SCHEDULE WITHIN NATIONAL INSTITUTE OF EDUCATION TERMS

1993
JULY TERM

1993
SEPT TERM

1994
JAN TERM


5
Jul Week
1 2 3 4 5 6 7 8 9 10


27
Sept Week
1 2 3 4 5 6 7 8 9 10



3
Jan Week
1 2 3 4 5 6 7 8 9 10

Module DT701 2 (Monday)
 2 2 2 2 2 2 2 (Wednesday)
 2 (Friday)

Module DT702 2 2 (Thursday)
 2 2 2 2 2 2 2 2 (Friday)

Module DT703  2 2 2 2 2 2 2 2 2 2 2 (Wednesday)

Elective One  2 2 2 2 2 2 2 2 2 2 (Friday)

Elective Two  2 2 2 2 2 (Wednesday)
  2 2 2 2 2 (Friday)

ELECTIVE MODULES (*To select two*)

DT704: TEACHING AS A LINGUISTIC PROCESS

This module will focus on purposeful and effective oral communication in the lecture theatre and tutorial room. The nature, structure and potential of oral discourse in these two educational settings will be explicated from both the *linguistic* and *communicative* perspectives.

Practical aspects will include articulation, voice projection and modulation, voice quality and prosodic features such as tone, intonation, stress and rhythm. The dynamics and distinctiveness of group communication will also be discussed.

DT705: USE OF INSTRUCTIONAL TECHNOLOGY IN TERTIARY LEVEL TEACHING

The introductory lectures will be on research in technology for instruction, selection processes matching media with class size, teaching and learning objectives, and learner characteristics, and designing media for instruction. The other sessions will cover essential theories of a selected range of media suitable for both large and small group instruction like the overhead transparencies, slides, videos, and multi-media to suit

instructional needs. Emphasis will be on the utilisation of these media for effective instruction.

The mode of instruction will be lectures and practice-based workshops where participants will have hands-on experience in the designing and development of instructional materials.

DT706: INSTRUCTIONAL STRATEGIES WITH STUDENTS IN GROUPS

This module is an extension of the work commenced in DT701. The purpose of this module is to examine a variety of group structures and activities which may be used to further instructional aims in higher education. Participants will gain an understanding of factors affecting the success or failure of group activities. A range of teaching strategies suitable for large and small groups (e.g. tutorials) will be explored through practical demonstration and micro-teaching sessions.

On completing this module, each participant should be able to:

- explain the rationale for selecting a particular instructional strategy for use in groups;
- plan and conduct an instructional sequence incorporating various group teaching

- strategies;
- lead a seminar or tutorial discussion;
- facilitate cooperative learning in groups;
- demonstrate the ability to supervise group assignments/projects.

DT707: CURRICULUM DESIGN

This module will consider ways of designing curricula given the demands of course syllabuses, new understanding of how students learn at the tertiary level and the structure of knowledge in a particular discipline. A problem-solving approach will be adopted for the different disciplines to be considered. Themes to be identified and examined will include:

- Relationship between the curriculum and the needs of society,
- Values underlying the curriculum,
- Appropriateness of pre-specified objectives,
- Relationship between content and process, and
- Curriculum design techniques, e.g. need, task and concept analysis, and media utilization.

THE PROJECT REPORT

The project is best related to the work in your present position. It can be a study of a particular problem or strategy in teaching, the production of some teaching materials or the evaluation of a course or any study that will provide useful insights into your work. It should usually entail collection of some data, either quantitative or qualitative (eg. views of colleagues, open-ended responses of students). In brief, it is best that the project be related to what you have learnt in the programme and to your work.

You should begin to think about the project at an early stage of the programme. Once you have decided on an area to work in, a personal tutor will be assigned to you, with whom you can discuss your project further.

The project report may range from 8,000 to 10,000 words. It should be typewritten and properly packaged for submission.

The *style* of the text should follow that recommended for higher degree theses/dissertations, such as that of *The Chicago Manual of Style* (13th ed) or another acceptable style manual.

RESOURCES ON LEARNING AND TEACHING IN HIGHER EDUCATION

There are several well-known texts on Learning and Teaching in Higher Education. One of them is Professor Lewis Elton's *Teaching in Higher Education: Appraisal and Training* (1987), and another is Paul Ramsden's *Learning to Teach in Higher Education* (1992).

In addition, the NIE Library has bought a new compendium of resources on Effective Learning and Teaching in Higher Education, which is a project managed by the Committee of Vice-Chancellors and Principals (CVCP) Universities' Staff Development Training Unit. This package of 12 titles comprise self-instructional materials, illustrative subject-specific examples and workshop materials. According to the blurb, the package "addresses the needs of both individual staff and those with responsibility for the arrangement of departmental and/or central programmes of professional development". The titles of the 12 modules are:

- 1 What is Active Learning?**
(by Pam Denicolo, University of Surrey, and Noel Entwistle and Dai Hounsell, University of Edinburgh)
- 2 Course Design for Active Learning**
(by Carole Baume, Calibre Training Ltd, and David Baume, Open Polytechnic)

- 3 Planning Teaching for Active Learning**
(by Diana Eastcott and Robert Farmer, Birmingham Polytechnic)
- 4 Active Learning in Large Classes and with Increasing Student Numbers**
(by Pat Cryer, USDTU, and Lewis Elton, Department of Employment)
- 5 Enabling Active Learning in Small Groups**
(by Sandra Griffiths, University of Ulster, and Patricia Partington, USDTU) (Plus a videotape)
- 6 Active Learning in Practical Classes**
(by Richard Horobin and Mike Williams, University of Sheffield, and Bruce Anderson, University of Essex)
- 7 Active Learning in Field Work and Project Work**
(by Richard Horobin and Mike Williams, University of Sheffield)
- 8 Learning Actively on One's Own**
Block A: Promoting Effective Study Skills
(by Noel Entwistle and Hilary Tait, University of Edinburgh)
Block B: Preparing Self-Instructional Materials
(by Pat Cryer, USDTU, and Lewis Elton, Department of Employment)
- 9 Essay Writing for Active Learning**
(by Dai Hounsell, University of Edinburgh, and Rowena Murray, University of Strathclyde)

- 10 Promoting the Development of Personal and Professional Skills**
(by Richard Kemp and Phil Race, Polytechnic of Wales)
- 11 Assessing Active Learning**
(by George Brown, Department of Employment, and Malcolm Pendlebury, Queen's Medical Centre, Nottingham)
- 12 Evaluating Teaching and Courses from an Active Learning Perspective**
(by Mike O'Neil, Nottingham Polytechnic, and Gus Pennington, Teesside Polytechnic)

Besides the set in the Library, single booklets (containing Parts 1 & 2 of each module) can be purchased from the School of Education's General Office (Room 205, Level 2, Oei Tiong Ham Building) at the cost of S\$20 per booklet (to cover the original price of the booklet, postage and packing).