



GRADUATE TRAINING ELEMENT SPECIFICATION

Module Title:	Postgraduate Tutor & Demonstrator Course
Module Code:	GS602
Credit Value:	5 ECTS credits
Delivery Dates:	<p>The course will be delivered in 3 intensive sessions as follows:</p> <p>28th March 2012, 1pm - 4.30pm 25th April 2012, 1pm - 4.30pm 30th May 2012, 1pm - 4.30pm</p> <p>All sessions will take place in the Room DG10, Bea Orpen Building, DCU</p>
Module Co-ordinator(s) / Unit Contact Details:	<p>Morag Munro Head of Learning Innovation, DCU Tel: +353 1 700 5606 Email: morag.munro@dcu.ie</p>
Format/Components:	<p>The purpose of this module is to introduce postgraduate students acting as tutors and demonstrators to pedagogic theory and practical approaches to teaching and learning. The course takes a learner-centred approach and reflective practice is key to the learning process. Students are expected to engage in peer and group work during the module as well participating in collaborative exercises and online activities outside of timetabled seminars. Learning on this module includes transferable skills such as reflective practice, facilitation and questioning skills.</p>
Indicative content*:	<p>Tutor/demonstrator roles Exploring the role of the tutor/demonstrator in the University and across disciplines. Participants examine roles in their individual contexts. Discussion on 'What is teaching and learning?'</p> <p>Reflective practice Discussion on the benefits of reflective practice in teaching and in tutoring/demonstrating roles. Practical introduction to</p>

	<p>reflective practice techniques and reflective writing.</p> <p>Learning theory and learning differences Brief introduction to learning theory and focus on contemporary approaches. Examining individual differences in learning and learning styles and their relevance to tutoring and demonstrating roles.</p> <p>Course and class planning A practical introduction to learning outcomes. Practical approaches to course and class planning in the context of learning outcomes and learner needs.</p> <p>Methodologies Exploring different methods of teaching and learning and how to choose methods relevant to specific contexts and based on student learning needs.</p> <p>Questioning skills and facilitation How to use questions effectively for teaching and learning. Examining facilitation as a teaching approach and how effective questioning and facilitative skills relate to tutoring and demonstrating.</p> <p>Effective group working Basic group work theory. Examining how effective group work can enhance student learning. Practical approaches to managing students in groups.</p> <p>Assessment and providing student feedback Exploring assessment approaches and best practice at university. Discussion on the benefits and importance of student feedback.</p> <p>Evaluation Basic approaches to course evaluation. Discussion on the purpose and benefits</p>
Learning Outcomes:	<p>Upon successful completion of this module participants will be able to:</p> <ul style="list-style-type: none"> • Discuss the role of the tutor/demonstrator in their own context and discipline • Recognise and resolve issues arising through their own role as tutor/demonstrator • Select teaching and learning methods and resources relevant to their particular tutor/demonstrator context and the needs of their students • Write reflectively on their own practice and in relation to teaching and learning theory • Discuss key aspects and responsibilities of assessing students at university • Evaluate their own practice with a view to enhancing teaching and learning
Assessment*:	<p>100% continuous assessment comprising:</p> <ul style="list-style-type: none"> • Reflective journal (30%): Participants will be required

	<p>to submit regular reflective journal entries related to their application of modular learning to their own practice.</p> <ul style="list-style-type: none"> • Essay (70%): Participants of the module are required to submit an end of module reflective paper. This paper will demonstrate their learning of course topics and how it impacted on their practice as tutors/demonstrators. It is an academic paper that will require a link between theory, discussion and reflection on practice.
Please state which schools/research centres this module is suitable for:	All – students should register via their portal page through their Faculty’s GTE programme

Resources

Essential Book Resources

- Forster, F., Hounsell, D. and Thompson, S. 1995, *Tutoring and demonstrating. A Handbook.*, Centre for Teaching, Learning and Assessment. University of Edinburgh Edinburgh [ISBN: 0952395614]
- Kate Day, Ruth Grant, Dai Hounsell, *Reviewing your teaching*, Centre for Teaching Edinburgh [ISBN: 0952395622]
- Biggs, J. 1999, *Teaching for quality learning at university*, Society for Research into Higher Education and Open University Press Buckingham
- Gibbs, G. 1994, *Improving Student Learning: theory and practice.*, Oxford Centre for Staff Development Oxford
- Heron, J. 1999, *The Complete Facilitators Handbook*, Kogan Page London
- Race, P. (ed) 1999, *Tips for Lecturers*, Kogan Page London
- Race, P. and Brown, S. 1998, *The Lecturer's Toolkit*, Kogan Page London
- Ramsden, P., *Learning to teach in higher education.*, Routledge London
- Moon, J. 1999, *Learning Journals: a handbook for academics, students and professional development.*, Kogan Page London
- Light, G. and Cox, R. 2001, *Learning and Teaching in Higher Education: The Reflective Professional.*, Sage London
- Suskie, L. 2004, *Assessing Student Learning: a common sense guide.*, Jossey Bass San Francisco
- O'Neill, G., Huntley-Moore, S. and Race, P. 2007, *Case Studies of Good Practice in Assessment of Student Learning in Higher Education*, AISHE Dublin
- Butcher, C., Davies, C. and Highton, M. 2006, *Designing Learning from Module Outline to Effective Teaching*, Routledge press Oxon, UK

Supplementary / Recommended Book Resources

- Snowman, J. and Biehler, R. 2000, *Psychology Applied to Teaching*, 9 Ed., Houghton Mifflin Boston
- Schon, D. 1983, *The reflective practitioner*, Basic Books London
- Marton, F., Hounsell, D. and Entwistle, N. 1997, *The Experience of Learning: Implications for Teaching and Studying in Higher Education*, Scottish Academic Press Edinburgh
- Prosser, M. & Trigwell, K. 1999, *Understanding learning and teaching: the experience*

in higher education, SRHE and Open University Press

Other Resources

- Website: Centre for Teaching, Learning and Assessment. University of Edinburgh
Online Tutoring and Demonstrating Handbook
<http://www.tla.ed.ac.uk/services/tutdems/handbook.htm>
- Website: University of Melbourne
Tutor Training Guides
http://tlu.ecom.unimelb.edu.au/teaching_staff/tutors/resources.html
- Website: Australian National University
Resources for Tutors and Demonstrators
<http://tutors.anu.edu.au/>
- Website: University of Edinburgh
Code of Practice on Tutoring & Demonstrating
<http://www.acaffairs.ed.ac.uk/Regulations/CoP/TutoringDemonstrating.htm>

**Please note that the indicative content and approach to assessment are currently under review (Feb 2012) and are subject to change.*