
ACADEMIC TEACHING APPRENTICEHIP – MODULE GUIDE

“It’s very brave going from a position of authority to one where you are an apprentice.”

Eleanor Catton

As you reach the final year of your degree programme you are becoming an expert on a range of areas within psychology. By taking this module, you are taking a step back to the role of the novice to begin to understand the process of teaching. However, you come with one very important attribute: you are an expert learner, which as you will see means you bring considerable knowledge to the table. In this module, we will look at what we know about learning and learners to consider how to teach and create teaching materials.

Educational aims of module

This module aims to provide you with an authentic learning experience in higher education teaching. You will study different approaches and metaphors used to understand learning and examine how these have been applied in your previous core study on the BSc psychology programme. You will then apply different types of learning design model to the development of teaching materials focussed on the area of psychology. Specifically, you will work together to produce materials aimed at Level 4 (first year) psychology students. This will require you to work both independently and in small groups to research a specific psychology subject area and analyse how best to teach and assess this topic. By analysing learning in this way, you will engage with the debate around what exactly is meant by learning, reflect on your own practice and develop a psychology resource.

Module Learning Outcomes

At the end of this module, you should be able to:

- G1 Understand and apply different approaches to learning in psychology.
- G2 Apply a variety learning design tools to analyse existing teaching and learning resources.
- G3 Use a variety of learning design tools to inform development of new teaching and learning resources in psychology.
- G4 Keep a record of your own learning through blogging.
- G5 Provide critical feedback to others both informally and formally.

Module delivery

Face-to-face teaching

This module will not be delivered in the conventional manner of weekly lectures, seminars and practical classes. Instead you will have three one-hour lectures in Weeks 1-3, introducing you to core concepts. Each of these lectures will have short reflective tasks for you to complete afterwards and an associated seminar, also lasting for one hour. As with your previous modules, you are expected to prepare in advance for seminars and details of what you need to do are on KEATs. In addition to the reflective tasks from the lectures, you will have the opportunity to submit a formative ‘Homework’ task after each lecture. Details of these are given in the lectures and assessment brief.

From week 4, there is a shift in the face to face teaching away from staff-led teaching to group work as you work in your groups to create your teaching resources. There are two types of group work session. The first, which run from Week 4-8 in the timeslot allocated to the lecture in the previous

weeks, are unfacilitated – you are expected to structure these sessions yourself - although you will find it helpful to use them to plan for the second type of group work session – the facilitated workshops. In these facilitated sessions, which run in Weeks 4, 6 and 7 you will work together to design your teaching resource completing a series of activities. The unfacilitated group work sessions can be held wherever your group find it convenient to work, but Addison House Group Rooms 1-3 on the Mezzanine Floor have been reserved for you to use if you wish.

Copies of relevant lecture material and details of seminar and workshop activities will be provided via KEATs at least two days in advance of the timetabled session. You will not be provided with a copy of slides in the lecture itself but will be given a crib sheet to help you extract key information. You will be required to read specific materials in advance of seminars to engage fully with discussions. Due to the timetabling of the module this is likely to mean that you read the seminar paper before the corresponding lecture. This ordering may mean that reading the paper takes a little longer, but this has been considered in the workload of the module. Please note that whilst we aim to make lecture capture available you should not rely on this method as technical problems beyond the module organiser's control can prevent this being available.

Online support

In addition to face-to-face teaching you will have online support from the module organiser via a designated KEATs page, which you can access from your Psychology BSc Homepage. On the 'Academic Teaching Apprenticeship' page you will find the standard pieces of information including this guide, assessment information and reading lists. You will also have access to a Module Forum where you can ask questions and discuss relevant topics with your peers. The module organiser will aim to respond to posts where necessary within two working days. The academic content of the module, is organised by learning event, rather than topic because topics will recur throughout the module. Therefore, you have sections for lectures, seminars and group-work.

Independent study

You are expected to supplement face-to-face teaching with independent study. This should include:

- **Reading:** Each topic covered is accompanied by core reading, normally in the form of papers from the field of education. In some cases, there are additional resources as well. These typically include texts that integrate ideas from across apparently different topics, represent recent advances in the field, and/or illustrate the application of theory to real-world issues.
- **Reflection:** You should complete specific reflective activities throughout but the process of reflection should be continuous. You should particularly consider how the knowledge you gain in this module impacts on your learning in other modules you are currently studying.

Module Assessment

This module is assessed entirely through coursework. There are several different coursework components that you must complete described below (full details are in the assessment brief).

Reflective Blog Posts (25%):

You are required to complete five reflective blog posts based on the three seminars and first two facilitated workshops. Each posting should be no more than 500 words long and contributes 5% of the total module grade. Note that it will be difficult to complete these if you were not present at the corresponding session.

Psychology Teaching Resource (50%):

The main piece of coursework on this module is the creation of your Level 4 psychology teaching resource, which you complete as a group. This resource should account for approximately 10 hours of learning (i.e. ~1 week on a 15-credit module). Note that the grade awarded for this piece of work is partially determined by your peers. The examiner's grade is weighted at 0.9 and combined with an average grade from a small group of peer reviewers, weighted at 0.1.

Peer feedback (10%):

Completing peer review of another group's teaching resource contributes 10% of your final module grade. You will be required to work through the resource and provide constructive feedback, based on a given criteria. This must be completed in a specific time period, details are given in the assessment brief

Module Reflection (15%):

Your final piece of coursework is a short reflective essay about the structure and design of the module itself. This is limited to 1000 words.

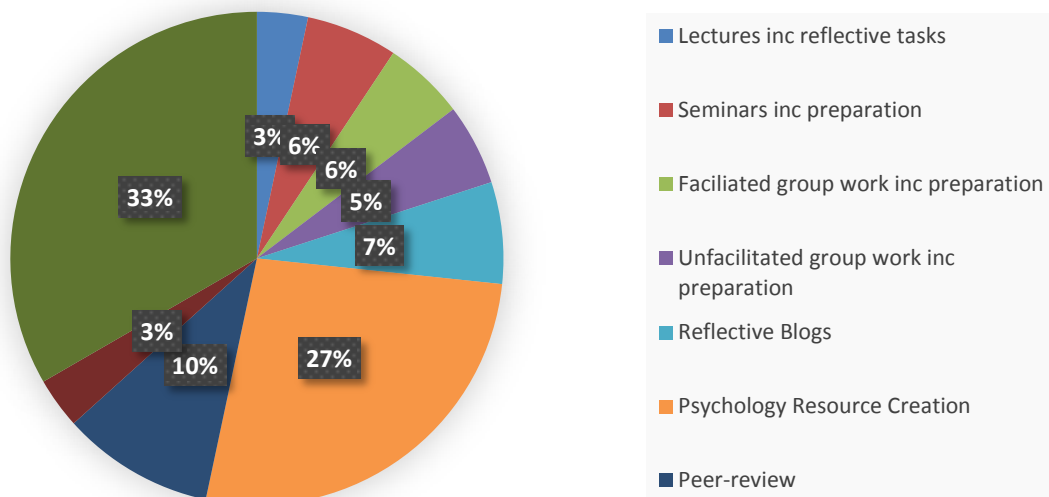
Module Reading

Please access the MyReadingLists tab on KEATs for the details of all reading.

Student workload

The workload for this module, in line with University Benchmarks for a 15-credit module, is 150 hours of study. The approximate split of your time is shown in the pie chart below.

Percentage of time on the dedicated to the different module activities

**Teaching staff*****Module organiser:***

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