

<b>Course Code:</b>	<b>Session</b>
PDIS101	2017/18

<b>1. Course Title:</b>
Learning and Teaching in the Creative Disciplines

<b>2. Version</b>	<b>Date of Production/Revision:</b>	<b>Approval Date</b>
1.0	2017/18	4 <sup>th</sup> October 2017 AC

<b>3. Level:</b>
SCQF Level 11

<b>4. Credits:</b>
20 Credits

<b>5. Lead School/Board of Studies:</b>
Learning and Teaching Team   School of Design

<b>6. Course Contact:</b>
Mark Charters   Academic Development Coordinator   <a href="mailto:m.charters@gsa.ac.uk">m.charters@gsa.ac.uk</a>

<b>7. Course Aims:</b>
The course provides students the opportunity to: <ol style="list-style-type: none"><li>1. Develop their critical capacities as reflective and reflexive higher education teachers and/or supporters of student learning;</li><li>2. Examine and explore the role of creativity in teaching and educational enquiry;</li><li>3. Interrogate and apply theoretical frameworks and pedagogical approaches to their own teaching practices to support learning within a diverse student body;</li><li>4. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own practices as teachers in the creative disciplines.</li></ol>

<b>8. Intended Learning Outcomes of Course:</b>
Students who successfully complete this programme will be able to:

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1. Critically reflect upon, evaluate and develop actions to enhance their pedagogic approach to teaching and/or support of student learning;
2. Critically evaluate and synthesise concepts and theories of learning and teaching, research and policy in higher education and apply them to their own educational practice and development;
3. Select and apply appropriate teaching and learning support methods to create effective learning situations, in the context of the specific needs and challenges of the creative practices;
4. Develop student-centred and constructively aligned programmes, courses, learning activities and assessments appropriate to the needs of a diverse student body;
5. Evaluate learning, teaching and assessment processes and activities in response to student and peer feedback, research and scholarship to enhance the student learning experience.

### 9. Indicative Content:

The course will cover the following core content:

- Reflective practice
- Theoretical frameworks for understanding student learning
- Design, delivery and assessment of learning
- Technology Enhanced Learning
- The political and regulatory framework which govern contemporary HE
- Equality, Diversity and Inclusive Educational Practice
- Evaluating and Enhancing Teaching Practice

### 10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Reflective Portfolio	4000 – 5000 word reflective portfolio	100	25

#### 10.1 Please describe the Summative Assessment arrangements:

A 4000-5000 word reflective portfolio demonstrating a student's fulfilment of the intended learning outcomes.

The portfolio should include a 1000 word reflective account detailing students development of their teaching practice as a result of participating in the course and a series of case studies and critical incidents demonstrating students engagement in core content and detailing how they meet the intended learning outcomes of the course.

Student's work is submitted electronically and marked and moderated by the course team. Feedback is provided in relation to intended learning outcomes. Alternative submissions formats can be agreed with the course team i.e. physical portfolio.

**11. Formative Assessment:**

Students are required to complete a series of seven reflective journals as part of their engagement on the course which are aligned to the summative assessment requirements. Students and tutors provide formative feedback on journal entries facilitating developmental dialogue between tutors, students and peers.

**11.1 Please describe the Formative Assessment arrangements:**

Formative assessment submissions are indicatively scheduled for weeks 3, 6, 9, 11, 14, 17, and 20 as part of the workshop delivery timetable and blended learning activities.

**12. Collaborative:**Yes No **12.1 Teaching Institutions:**

4T

**13. Requirements of Entry:**

N/A

**14. Co-requisites:**

Educational Enquiry and Research Methods

**15. Associated Programmes:**

Masters of Education in Learning, Teaching and Supervisory Practices in the Creative Disciplines

Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines

**16. When Taught:**

Semester 2 and 3

**17. Timetable:**

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The course is delivered through a range of teaching activities including teaching through face to face and blended learning activities. Delivery of content is thematic and is scheduled over eight three week periods running from Semester 2, week 1, to Semester 3, Week 25.

**18. Available to Visiting Students:**

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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**19. Distance Learning:**

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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**20. Placement:**

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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**21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation		
Tutorial	1	1
Workshop	24	24
Laboratory work		
Project work		
Professional Practice		50
E-Learning / Distance Learning		25
Placement		
Examination		
Essay		
Private Study		50
Other (please specify below)		50
<b>TOTAL</b>	<b>25</b>	<b>200</b>

**22. Description of "Other" Teaching and Learning Methods:**

Formative Assessment - Reflective Journals: 14  
 Summative Assessment - Portfolio Development: 36

**23. Additional Relevant Information:**

N/A

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## 24. Indicative Bibliography:

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[Drew, L. & Last, J. \(2007\) \*Evaluating the student experience in art and design\*, HEA GLAD](#)

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