THE GLASGOW SCHOOL OF ART	**Course Specification**

Course Code:
PGCLT2

1. Course Title:
Theory and the Practice of Learning and Teaching in the Creative Practices

2. Academic Session:
2011/12

3. Level:
SCQF 11

4. Credits:
30

5. Lead School/Board of Studies:
Cross-School Board of Studies

6. Course Contact:
Charles Neame

7. Course Aims:
This course aims to introduce participants to: • core theories of learning and teaching; • principles of curriculum development and evaluation; • Teaching and assessment strategies and methods • student-centred learning environments and activities in order to apply these principles in their own teaching and student support practice

Date of production / revision	**12 September 2011**

8. Intended Learning Outcomes of Course:

By the end of the course successful students will be able to:

1. critically analyse, evaluate and synthesise a variety of theories, methods and approaches to teaching, learning and assessment to create an effective and responsive learning environment in a variety of situations and circumstances that addresses the specific needs and challenges of students of the creative practices;

2. develop student-centred and constructively aligned curricula and learning environments including clear aims and learning outcomes;

3. Evaluating quantitative and qualitative data as appropriate, make informed judgements to improve, modify or maintain learning, teaching and assessment strategies and practices;

4. critically review and write appropriate aims and learning outcomes for the creative practices;

5. develop a research project proposal relating to learning environments and educational practice in the creative practices;

9. Indicative Content:

- Learning &Teaching within the political and regulatory framework of contemporary HE;
- student-centred learning and intellectual development of students;
- student support within the framework of widening access and diversity & equality legislation;
- how teachers develop and work with a Continuous Professional Development framework;
- reflective practice as a framework for professional practice and development;
- interactive learning technologies.
- Theories of knowledge, knowing and learning

10. Description of Summative Assessment:

Participants will be assessed by:

A 2500-3000 word critical case study of relevant components of their teaching practice, illustrated by observation of colleagues' teaching and a discussion of peer feedback on the participant's own teaching (where appropriate)

10.1 Please describe the Summative Assessment arrangements:

Participants submit work electronically, although it is possible to make alternative arrangements if other formats or modes, such as presentations, are agreed. A representative sample of work is second marked, and participants are provided with detailed feedback, mapped against the assessment criteria

11. Formative Assessment:

Formative feedback provided on written (summative) assessment submissions. Also opportunities to present examples of practice for peer review during workshop sessions. Feedback from the course tutor on work in progress is also available through one to one tutorial meetings.

11.1 Please describe the Formative Assessment arrangements:

| Date of production / revision | 12 September 2011 |

As above	

12. Collaborative:

Yes ☐	No ☒

12.1 Teaching Institutions:

13. Requirements of Entry:
As per admission to programme

14. Co-requisites:
None

15. Associated Programmes:
Postgraduate Certificate in Learning and Teaching (Creative Practices)

16. When Taught:
This course will be introduced in Term 1 and delivered across Term 2 of the PGCert

17. Timetable:
4 workshop days at approximately 6 week intervals (February and March)

18. Available to Visiting Students:

Yes ☐	No ☒

19. Distance Learning:

Yes ☐	No ☒

20. Placement:

Yes ☐	No ☒

21. Learning and Teaching Methods:

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation		
Tutorial	1	
Workshop	30	30
Laboratory work		
Project work		

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Professional Practice		134
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	135
Other (please specify below)		
TOTAL	**31**	**300**

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

23. Additional Relevant Information:

24. Indicative Bibliography:
Biggs, J. and Tang, C. (2007) *Teaching for quality learning at university*, 3rd Edition. Milton Keynes: Open University Press Cowdroy, R. & de Graaff, E.(2005) "Assessing highly-creative ability", *Assessment and Evaluation in Higher Education*, Vol. 30, No. 5, pp 507-518. Cowdroy, R. & Williams, A. (2006) "Assessing creativity in the creative arts", *Art, Design and Communication in Higher Education*, Vol 5, No. 2, pp 97-117 Danvers, J. (2003). 'Towards a radical pedagogy: provisional notes on learning and teaching in art and design'. *Journal of Art and Design Education*. 22(1). 47-57 Davies, A. (undated) *Writing learning outcomes and assessment criteria in art and design*. Dineen, R. & Collins, E. (2005) 'Killing the goose: conflicts between pedagogy and politics in the delivery of a creative education'. *Journal of Art and Design Education*. 24(1). 43-52 Fry, H., Ketteridge, S., Marshall, S. (2008) *A handbook for teaching & learning in higher education: enhancing academic practice*. 3rd ed. London: Routledge Madoff, S. H. (ed.) (2009) *Art school: propositions for the 21st century*. Cambridge, Mass: MIT Press Nicol D. J. & Macfarlane-Dick, D. (2006): 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.' Studies in Higher Education (2006), 31(2), 199-218 Orr, S. (2007). 'Assessment moderation: constructing the marks and constructing the students'. *Assessment & Evaluation in Higher Education*. Vol 32 (6), 645-656 Scottish Credit and Qualifications Framework (SCQF) (2010a). 'SCQF Handbook: User Guide'

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