

**COURSE TITLE:** Strategies and tools to plan Academic Teaching (Anna Serbati, 15 hours - 3 cfu)

**PERIOD:** February 2024

### **COURSE CONTENTS, OBJECTIVES AND LEARNING OUTCOMES**

#### **Description of activity and topics:**

The course will introduce PhD students to teaching and learning theories, strategies and tools in higher education. The following topics will be developed:

- The teacher role in higher education and the student-centered approach
- Designing learning outcomes and planning teaching
- Constructive alignment theory
- Methodologies and technologies to promote students' engagement and learning
- Assessment and feedback strategies and tools
- Reflective practice and development in the teaching role

#### **Specific learning objectives (i.e. specific knowledge and skills that the participants in the activity will acquire):**

At the end of the course, students will be able to:

- Describe and explain fundamental concepts of teaching and learning in higher education
- Design learning outcomes and plan a teaching session adopting the "constructive alignment" theory
- Understand different teaching and learning methodologies and ways to apply and integrate them in class
- Recognise summative and formative assessment methods and their features
- Understand and adopt appropriate feedback strategies to promote learning
- Provide feedback to peers' course design in a constructive manner
- Adopt a reflective approach to own teaching for continuous improvement.

### **DUBLIN DESCRIPTORS (Indicate the learning objective(s) that the activity aims to achieve, exercise and/or consolidate)**

- systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- ability to make a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- ability to critically analyse, evaluate and synthesise new and complex ideas;
- ability to communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- ability to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

### **ENTRANCE REQUIREMENTS (Indicate any specific knowledge and/or skills that the student must have in order to participate in the activity)**

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### **TEACHING AND LEARNING METHODS AND ACTIVITIES**

The course will be highly interactive, integrating lectures with individual and group activities. The following strategies will be adopted:

- Lectures
- Discussions
- Individual planning of teaching units
- Group work
- Reflection and peer feedback

### **ASSESSMENT OF THE ACHIEVEMENT OF LEARNING OBJECTIVES (Possibly an activity carried out independently by the student functional to his/her research activity)**

Each student will design a teaching session, including learning outcomes, teaching and learning methods and assessment and feedback strategies. Feedback will be offered by peers and by the instructor.

### **BIBLIOGRAPHY /STUDY MATERIALS (video-lessons, etc.) (Specificare se il materiale va letto, visionato, etc. prima degli incontri)**

Aligning teaching for constructing learning - John Biggs (for a summary of the theory see here:

[https://www.heacademy.ac.uk/sites/default/files/resources/id477\\_aligning\\_teaching\\_for\\_constructing\\_learning.pdf](https://www.heacademy.ac.uk/sites/default/files/resources/id477_aligning_teaching_for_constructing_learning.pdf))

Some teaching and learning methods databases:

<https://www.buffalo.edu/catt/develop/design/teaching-methods.html>

The teacher will provide additional materials and papers