MODULE DESCRIPTION

<table>
<thead>
<tr>
<th>MODULE TITLE:</th>
<th>Inquiry and reflection in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE NUMBER:</td>
<td>P70409</td>
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</tbody>
</table>

1. MANAGEMENT DETAILS

Module leader: George Roberts
Level: 7
No. of credits: 40
Mode of delivery: blended, face-to-face or online
Pre-requisites: (P70407 & P70408) or P70405, or APL APEL
Co-requisites: or P70405 may be taken concurrently.
Barred combinations: N/A
Other restrictions or requirements: This is an in-service course. Participants must be employed on approximately 0.5 FTE or more in higher education and have approximately 200 hours per year of facilitating student learning (see Programme specification section 6).
Timetable information: The course is taught primarily through learning set meetings over 2 semesters (see syllabus, below). An open workshop programme supports the module. Wednesday afternoons from 1300-1600 have traditionally been the day on which module events are scheduled.

Programme/s in which this module may be taken

<table>
<thead>
<tr>
<th>Programme/s in which this module may be taken</th>
<th>Status on programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate certificate in teaching in higher education (MU61)</td>
<td>compulsory</td>
</tr>
<tr>
<td>OCSLD Associates Programme (MU80)</td>
<td>optional</td>
</tr>
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</table>

2. MODULE AIMS

This synoptic, 40-credit Inquiry and reflection module serves as the capstone to the New lecturer programme, the PCTHE, and our route to HEA fellowship. The module will also be included in the revised MA Education (Higher Education) pathway.

Through this module, participants will explore a range of learning theories and the wider context of higher education policy; participants will be expected to relate theory and policy to their practice both generally, in the discipline and institution, and personally in their own work.

This module provides participants with autonomy and flexibility in how they achieve the PCTHE and HEA Fellowship.

The module is constructed around five aims:

1. Developing research-informed learning and teaching practices in our learners and ourselves, in disciplinary and professional communities;
2. Responding to and shaping the wider context of higher education policy institutionally, regionally, nationally and globally;
3. Participating in and developing the learning and teaching practice of individuals.
Reflection and inquiry MODULE DESCRIPTION

1. Institutions, disciplines and professions;
2. Acquiring and practising contemporary scholarship of learning, teaching and assessment;
3. Developing and applying critical, reflective practice to the investigation and evaluation of teaching.

The Reflection and Enquiry module enables us to recognise, value and accredit learning and development activities undertaken both within and outside the programme, for example in work or other professional development contexts. These might include learning through open online courses, massive or otherwise (MOOCs), or other un-accredited courses at Brookes and elsewhere, or through workplace initiatives such as local peer observation and enhancement of teaching, assessment and learning, course and programme teams, and other similar activities.

Participants are supported through learning-sets to achieve academic and professional qualification articulated with the MA in Education and the Professional Doctorate in Education (EdD). The learning in the module is based formally on individual learning agreements (see below). This allows for diversity, autonomy, authenticity and flexibility in assessment. It is possible to discuss with the tutor and negotiate undertaking the module in distributed collaborative mode (i.e. learning sets could meet at distance) providing a fully online route to the PCTHE and HEA fellowship.

Higher Education Academy (HEA) UK Professional Standards Framework (UKPSF)
The module is aligned with the Higher Education Academy (HEA) UK Professional Standards Framework (UKPSF) at Level 2; successful completion entitles participants to Fellowship of the HEA. This module places an emphasis on the participants and tutors as principal learning resources and conceives of reflective practice, evaluation and investigation of teaching as social action. The module addresses all five areas of activity in the UKPSF:
1. Designing and planning of learning activities (A1)
2. Teaching and supporting learning (A2)
3. Assessing and giving feedback to learners (A3)
4. Developing effective learning environments (A4)
5. Engage in CPD (A5)

3. LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>On successful completion of this module, participants will be able to:</th>
<th>*Post/Graduate Attribute developed</th>
<th>Other GAs developed</th>
<th>Criteria: Taught, Practised or Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop, implement and critically evaluate effective learning designs, showing awareness of ethical practice in your professional context.</td>
<td>Academic literacy</td>
<td>Research literacy, Active citizenship</td>
<td>Core knowledge, Critical analysis</td>
</tr>
<tr>
<td>2 Demonstrate and appraise your own scholarship of teaching showing a theoretical understanding of the complex and changing Higher Education Environment and the implications for professional academic practice and quality assurance</td>
<td>Academic literacy</td>
<td>Research literacy</td>
<td>Core knowledge, Professional values, Critical analysis</td>
</tr>
<tr>
<td>3 Research an aspect of your own practice in learning, teaching and assessment in</td>
<td>Research Literacy</td>
<td>Critical self-awareness</td>
<td>Reflection and evaluation</td>
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February 2014
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<th>MODULE DESCRIPTION</th>
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<tbody>
<tr>
<td>your discipline and evaluate the implications for your practice</td>
<td>and personal literacy</td>
</tr>
<tr>
<td>4 Critically reflect on learning and teaching practice using formal and informal approaches, making appropriate use of feedback from peers and students; and, enter into a professional dialogue with peers in a range of developmental areas.</td>
<td>Critical self-awareness and personal literacy</td>
</tr>
<tr>
<td>5 Evaluate your own performance and personal learning strategies, identify your continuing professional development strengths, needs and aspirations and make effective use of a wide range of pedagogical research</td>
<td>Critical self-awareness and personal literacy</td>
</tr>
<tr>
<td>6 Develop, use and evaluate a range of technologies for scholarly communication, information acquisition and enhancing learning and knowledge creation.</td>
<td>Digital and information literacy</td>
</tr>
<tr>
<td>7 Engage with and evaluate your own discipline-based, institutional, national and global higher education policies and practices</td>
<td>Active citizenship</td>
</tr>
<tr>
<td>8 Monitor and critically examine the way you provide support to students on academic and pastoral issues taking into account all dimensions of student diversity</td>
<td>Active citizenship</td>
</tr>
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4. OUTLINE SYLLABUS

Module Map

Inquiry and reflection in higher education

<table>
<thead>
<tr>
<th>Common course experience</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course intro &amp; learning contract</td>
<td>Set meeting</td>
<td>Set meeting</td>
</tr>
<tr>
<td>Set meeting</td>
<td>Set meeting</td>
<td>Set meeting</td>
</tr>
<tr>
<td>Individual &amp; small group tutorials</td>
<td>Workshop 1</td>
<td>Workshop 2</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Workshop 3</td>
<td>Workshop 3</td>
</tr>
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</table>

Assessment task 1: Teaching observations & professional reflection

Learning set variant 1: everything in the common course experience plus two tutor facilitated coursework activities (the traditional route)

Traditional route

Assessment task 2: Collaborative learning and teaching development and presentation (lead a 30 minute learning set seminar)

Assessment task 3: Individual investigation of an issue around teaching in higher education (sustained inquiry) 5,000 words

Learning set variant 2: everything in the common course experience plus one, the other or both assignments present evidence of outcomes achieved by other means: other courses or professional activity. For each item presented as evidence, what is required is a mapping of evidence to module learning outcomes and a critical professional conversation in the Learning set at which the set and the tutor evaluate and feedback on the evidence. Further development may be required before the evidence is accepted.

Work-based route

Assessment task 2: Present evidence mapped to outcomes of a sustained collaborative group project undertaken in the past 3 years in a professional context

Assessment task 3: Present evidence mapped to outcomes of an individual sustained pedagogical inquiry undertaken in the past 3 years in a professional context.

Learning sets will meet at least 6 times throughout the year. The meetings should be self-organising according to the needs and agreements within the individual sets and course intended outcomes.

Semester 1

- Week 0: Introduction to the module and the learning agreement
- Weeks 1-3: Individual or small group tutorial surgeries developing the learning agreement
- Week 2: Workshop: Inquiry and Reflection
- Week 3: Learning agreements due
- Week 4: Workshop: Forming learning sets, High-stakes group work, peer learning assessment and evaluation
- Weeks 4-6: First teaching observation
- Week 6: Workshop: Teaching in the disciplines (showcase last year’s Sustained Inquiries)
- Week 8: Learning Set meetings
- Week 10: Learning Set meetings
- Week 12: Workshop: Learning Theory (showcase last year’s Learning Set Seminars)

Semester 2

- Weeks 1-12: Learning set meetings and teaching observations continue
- Week 4: Workshop: Frameworks for Evaluation
- Week 7: Course Conference and peer evaluation
- Week 12, all evidence presented.

George Roberts
February 2014
5. TEACHING LEARNING AND ASSESSMENT STRATEGY

The module engages with authentic, professional, academic practice through social, collaborative and peer learning approaches, providing a framework to draw on a wide range of experience, roles and disciplines in higher education.

Participants will complete a learning agreement, which will set out in detail their assessment tasks. They will receive individual and small group tutorials to help them complete their learning agreements.

Through the assessment tasks, in their learning sets, participants will identify a range of valued practices and will relate these to underlying social, institutional, pedagogical, political, philosophical and historical phenomena.

Based on the learning agreements, participants will be organised into learning sets of about 6 people each. Each set will be facilitated by a course tutor. Learning sets are free to determine their own meeting needs, within the course framework. There will be about 6 learning set meetings throughout the year.

Learning sets enable the recognition of contextualised workplace-based learning, such as work done in programme development groups and other aspects of academic practice such as continuous professional development (CPD), disciplinary work and teaching, especially where there is development of pedagogic scholarship and community (group) working practices. The module allows for original work to be undertaken in the course, or for work done outside the course to be mapped to course learning outcomes and presented for assessment.

The module and learning sets are supported by a short programme of workshop sessions which are linked to the assessment tasks and provide opportunity to showcase participants work from previous years on the course.

There will be a course conference in the second semester at which participants will present elements of their assessment tasks for peer review.

6. LEARNING HOURS

<table>
<thead>
<tr>
<th>Scheduled learning and teaching activities</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Learning set meetings/tutorials</td>
<td>15 hours</td>
</tr>
<tr>
<td>Workshops and Course conference</td>
<td>20 hours</td>
</tr>
<tr>
<td>Guided learning set work</td>
<td></td>
</tr>
<tr>
<td>Collaborative group activities</td>
<td>35 hours</td>
</tr>
<tr>
<td>Independent study, preparing assignments and reflective writing</td>
<td>130 hours</td>
</tr>
<tr>
<td>In service practice learning</td>
<td></td>
</tr>
<tr>
<td>Teaching and/or supporting student learning (including observations)</td>
<td>200 hours</td>
</tr>
<tr>
<td><strong>Total 40 UK QAA Credits; 20 ECTS</strong></td>
<td><strong>400 hours</strong></td>
</tr>
</tbody>
</table>
### 7. ASSESSMENT TASKS

#### 7.1 Summative assignments

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Word count/ length of exam</th>
<th>Learning outcomes assessed</th>
<th>Weighting</th>
<th>KIS category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Teaching observations and professional reflection</td>
<td>2500 or equivalent</td>
<td>1, 2, 4, 5, 6</td>
<td>33%</td>
<td>Coursework</td>
</tr>
<tr>
<td>Assignment 2: Sustained collaborative group project</td>
<td>2500 or equivalent</td>
<td>1, 3, 4, 7, 8</td>
<td>33%</td>
<td>Coursework/practical exam</td>
</tr>
<tr>
<td>Assignment 3: Individual investigation of an issue around teaching in higher education</td>
<td>2500 or equivalent</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>33%</td>
<td>Coursework</td>
</tr>
</tbody>
</table>

### Assessment task 1: Teaching observations and professional reflection

Participants will undertake and reflect on at least four teaching observations and on their professional development as teachers with the support of their learning set. The assignment will need to contain reflections on: teaching observations; course and learning set participation; and, a professional developmental statement. At least one of the teaching observations must focus explicitly on assessment and feedback (diagnostic, formative or summative) and show awareness of assessment and feedback at the programme level.

### Assessment task 2: Sustained collaborative group project

Participants will undertake, and with the support of their learning set, develop and/or present evidence of:
- a sustained collaborative group project addressing an issue around teaching in higher education which must address institutional and national strategies for teaching, learning and personal and professional development

### Assessment task 3: Individual investigation of an issue around teaching in higher education

Participants will, with the support of their learning set, develop and/or present evidence of:
- an individual investigation of an issue around teaching in higher education which must address institutional and national strategies for teaching, learning and personal and professional development
## 8. INDICATIVE READING LIST

These two books are provided to participants on p70409 as set texts, as a means of introducing participants to the pedagogical literature of higher education and to encourage the collection of a personal library of pedagogical writing.


This book is provided as a set text on p70405, and should be considered a key text for p70409 as well:


Other key readings


Francisco: Jossey Bass


| Date module first approved: | 28 February 2014 (?) |
| Date of most recent revision: | 28 February 2014 (?) |