

## Appendix

### HUM50010 Tutor Training for Arts and Humanities (10 ECTS Level 5)

#### Module Description

This module is offered as part of the structured PhD and presents an important career development opportunity to help prepare you for an academic position or a range of other career paths. It is designed to support you in your role as a postgraduate tutor and to develop and enhance your skills and confidence as a university teacher. The module is available to all postgraduate tutors in the College of Arts and Humanities and was developed in partnership with experienced tutors from a range of Arts and Humanities disciplines with funding from the National Forum for the Enhancement of Teaching and Learning in Higher Education. The module focuses on your needs and priorities as a postgraduate tutor, with each learning unit addressing different parts of your role, from planning and delivering classes, to facilitating learning within the classroom, to assessment and feedback. Each unit offers hands-on support, guidance and advice to assist you in your ongoing work as a tutor, and throughout the module you will be encouraged to critically reflect upon, develop, and enhance your teaching practice in the context of the modules on which you are tutoring. Peer learning is a key aspect of the module so you will be invited to share your experiences with tutors from different disciplines and learn from each other. The module complements tutor support structures within your school and modules but focuses more broadly on developing your skills in teaching, learning and assessment. And through the critically reflective practice that the module fosters and encourages, you will further refine a range of transferable skills such as presentation and communication skills, active listening, constructive feedback, emotional sensitivity, complex problem-solving skills, and flexibility.

#### Learning Outcomes

By the end of this module, you will be able to:

1. Create structured **lesson plans** and accessible **learning resources** that engage students and support module teaching, learning and assessment outcomes.
2. Critically evaluate a variety of **teaching and learning methods** to facilitate student learning across a range of classes, modules, and stages, and different student abilities, learning styles, and cultures.
3. Utilize the potential of the **VLE** to support students and module outcomes, and critically evaluate different **educational technologies** available to support teaching, learning and assessment activities.
4. Contribute to the assessment of a module by **grading** with accuracy and consistency, providing fair and constructive **feedback**, and helping to ensure **academic integrity**.
5. Understand school and university policies regarding the **role, duties and responsibilities** of the tutor as part of a teaching team and under the direction of a module coordinator.

#### Module Outline

Unit	Topic	Learning Outcomes
1	Introduction: Preparing for your First Teaching experience	In this unit you will become familiar with the practical information and resources you require to teach at UCD and will gain the confidence and reassurance you need to begin teaching.
2	Lesson Planning I: Teaching to Module Outcomes	In this unit you will reflect upon the role and responsibilities of a tutor in a team-taught module and will learn to design and deliver your classes to support module learning outcomes.
3	Teaching Strategies I: Teaching Style	In this unit you will critically reflect on the kind of teacher you want to be and begin to develop your own teaching philosophy.
4	Teaching Strategies II: Engaging Students	In this unit you will explore a range of traditional and technology-enhanced tools and methods to engage students and critically reflect on their application in your teaching context.

5	Assessment I: Grading	Upon completing this unit, you will understand and be able to apply UCD policies on assessment, and will have practice grading assessment samples using the UCD grade descriptors and discipline-specific rubrics.
6	Lesson planning II: Peer Observation	In this unit you will be introduced to the UCD Model of Peer Observation and begin to plan your participation in this process according to your own professional goals.
7	Teaching strategies III: Facilitating Group Work	In this unit you will reflect upon the value of peer learning and group work and refine your skills in facilitating effective group work.
8	Assessment II: Feedback	Upon completing this unit, you will understand and be able to apply good practices in providing feedback to students, and will be equipped to fully utilize the feedback tools on Brightspace to give clear and constructive feedback.
9	Supporting Students	Upon completing this unit, you will understand your role as 'first contact' for students requiring additional support and will be equipped with the knowledge to direct students to the support they require, recognising the limits of your role.
10	Review: Enhancing Practice	In this unit you will critically reflect on your own teaching practice and identify areas that are already strong and areas that you would like to further improve.

### Module Delivery

This is a **blended module** that combines online learning materials on Brightspace with some traditional face-to-face teaching to allow busy tutors the **flexibility** to fit the work around your teaching responsibilities, PhD research, and other commitments. The module will be offered over **twelve weeks** (beginning two weeks before the start of the semester) but you are free to engage with the learning materials at times that suit you. You are required to attend **three synchronous sessions** over the course of the semester and you will also be part of a semi-formal **peer group** that will meet once a week.

### Module Assessment

80% Portfolio: Choose four of eight options including lesson plans, teaching philosophy, evaluation of new teaching methods/tools, grading and feedback samples, peer observation, facilitating group work.

20% Peer Group: Participation in weekly peer group discussion and activities with short (300 word) reflection on what you learned by engaging with your peers.

All work on the module involves critical reflection, and you will be given models for critically reflective practice and writing.

The module is assessed Distinction/Pass/Fail.