



Tuning Japan Workshop Tokyo, 19-20 March 2015



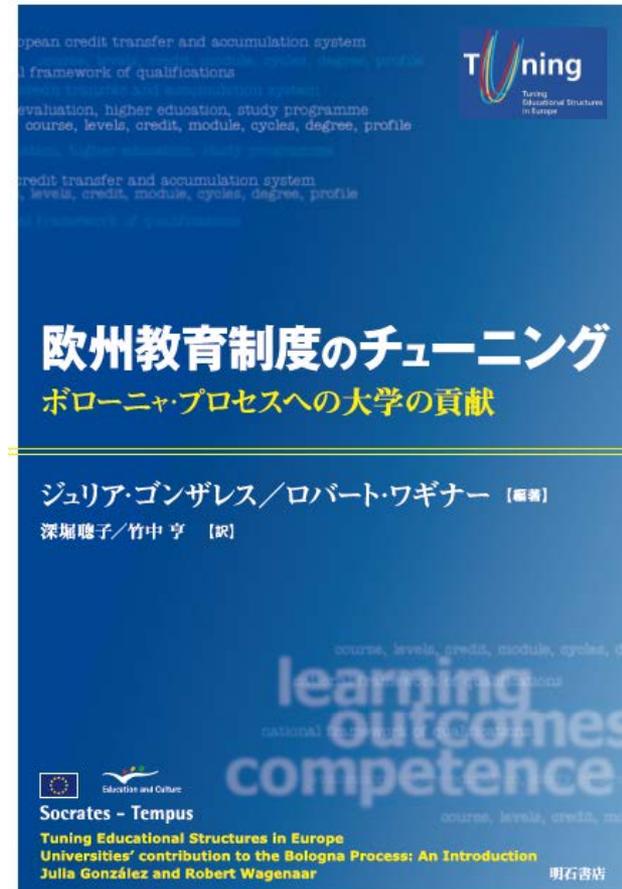
Teaching, Learning and Assessment in Student-centered degree programs

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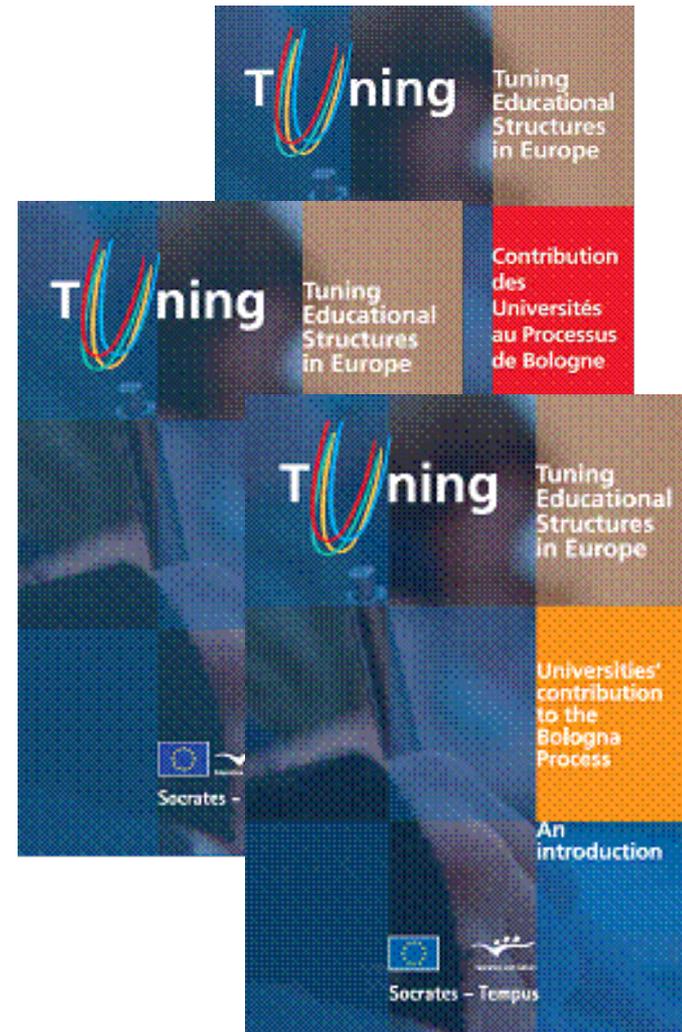
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Teaching, learning and assessment

Outline of presentation

1. Student-centred study programmes
2. Modes of Teaching and Learning
3. Modes of Assessment
4. Syllabus: the Tuning Model





1. Student-centred learning



Student centred learning:

An approach or system that supports the design of learning programmes which focus on **learners' achievements**, accommodate different learners' **priorities** and are consistent with reasonable students' **workload** (i.e. is a programme feasible within the duration of the learning programme). It's accommodates for learner's greater **involvement** in the choice of content, mode , pace and place of learning.



Student-centred Learning



Choice of modes of instruction, learning and assessment

We distinguish:

- ◆ Majors
- ◆ Minors
- ◆ Electives

Competence (knowledge, subject specific and generic skills) development is based on progression of learning in succeeding course units



2. Modes of Teaching and Learning



Teaching techniques:

- Lecture (from reading a note to an interactive set-up)
 - Seminar (small group teaching)
 - Tutorials
 - Research seminar
 - Exercise classes or courses (to learn particular technics)
 - Workshops (classroom based practical classes)
 - Problem-solving sessions
 - Laboratory teaching
 - Demonstration classes
 - Placement (internship) / Traineeship
 - Work based practice
 - Fieldwork
 - Online / Distance or e-learning
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Modes of Teaching and Learning

Learning techniques:

- Conduct searches for relevant material in libraries and on-line
- Survey literature
- Summarize readings, write a critical analysis, write a review
- Learn to pose problems and solve them
- Conduct increasingly complex even if small scale research (supervise and semi-independent)
- Practice technical or laboratory skills
- Practice professional skills (e.g. Medicine/Nursing, Teaching)
- Research and write papers, reports, dissertation of increasing difficulty (in terms of size and complexity of material)
- Work with other students to co-produce a report/design/answer or solve a problem (teamwork / project work)
- Prepare and make oral presentations, either as a member of a group or individually
- Make constructive criticisms of the work of others, and use the criticism of others productively (peer reviewing)
- Chair and participate usefully in meetings (e.g. seminar groups)
- Lead a team and/or be a useful member of a team
- Work under time constraint to meet deadlines
- Communicate questions and findings with others using a variety of media
- Learn to criticize own work



Modes of Teaching Assessment



Assessment modes

- Written or oral examination: test of knowledge or skill
- Oral presentations
- Laboratory reports
- Making analyses of texts and data
- Skills performance observed and analyzed (e.g. work placements, laboratories, leadership, teamwork)
- Work placement reports or diaries
- Professional or skills portfolios
- Fieldwork reports
- Written essays or reports or part of these (review, critique of contrasting research papers)

Summative: “summing-up” / Formative: “learning by doing”



Modes of Teaching, Learning and Assessment



Learning Outcomes are the foundation for the Assessment criteria and the Learning, Teaching and Assessment Strategies

Implies:

Select most effective mood(s) of instruction

Select most appropriate assessment method(s)

➤ Role of the Course Unit Syllabus: Tuning Model



4. Syllabus: the Tuning model



Syllabus Guidelines (Tuning model)

0. Dates of examination and resit
 1. Title / Module code (see study guide) / Degree programme / Study phase / Module type / Lecturer(s)
 2. Number of credits
 3. Entry requirements
 4. Course description
 5. Bibliography /Literature
 6. Key Competences / Programme Learning Outcomes to be developed
 7. Expected Learning outcomes
 8. Assessment requirements and Assessment Procedure
 9. Learning and Teaching Strategies and Methods
 10. Position of the module in the degree programme
 10. Weekly programme
 11. Breakdown of workload
 12. Assessment requirements
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Thank you for your attention !





More information



Web sites:

International Tuning Academy: <http://tuningacademy.org>

Tuning Europe: <http://tuning.unideusto.org/tuningeu>

Tuning América Latina: <http://tuning.unideusto.org/tuningal/>

