

CLM5044

MANAGEMENT OF TEACHING AND LEARNING

Coordinator: [Dr Jamayah Sali](#)

Credit	4												
Prerequisite/s	CLM5014 Teaching and Learning in Higher Education CLM5024 Curriculum & Instructional Design CLM5034 Principles of Teaching and Learning												
Synopsis	This course enhances understanding on management of teaching and learning process that will contribute to effective learning. It discusses the various methods and approaches of managing teaching and learning activities in order to enhance effectiveness of the learning experience, particularly at Higher Education. The major topics covered are classroom management, motivating students, mentoring and counselling, student supervision, and evaluation of teaching and learning towards continuous professional development.												
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Distinguish factors influencing effective management of teaching and learning in higher education• Identify, analyse and display effective classroom management practices.• Identify, select and decide on appropriate methods and techniques that motivate learners at higher education level• Demonstrate effective use of communication skills in mentoring, counseling and student supervision.												
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>36 Hours</td></tr><tr><td>Tutorials</td><td>7 Hours</td></tr><tr><td>Student-Centered Learning</td><td>14 Hours</td></tr><tr><td>Self-Study</td><td>98 Hours</td></tr><tr><td>Quizzes, Tests & Examinations</td><td>5 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	36 Hours	Tutorials	7 Hours	Student-Centered Learning	14 Hours	Self-Study	98 Hours	Quizzes, Tests & Examinations	5 Hours	Total	160 Hours
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Total	160 Hours												
Learning Units	<ol style="list-style-type: none">1. Teaching and Learning at Higher Education<ul style="list-style-type: none">• Managing Teaching & Learning• What/Who do we need to manage• Classroom Management (CM)• Teaching Learning Framework• Characteristics of work in the classroom• Classroom Management Profile• What is outcome of your CM profile2. Current Issues on Management for University Classrooms Managing Teaching & Learning<ul style="list-style-type: none">• Classroom Management Part 2: Planning For and Managing Instructions3. Principles and Strategies of Motivation<ul style="list-style-type: none">• Basic Helping Relationship Skills for Counselors• Interpretation Personality Inventory												

- Basic factors influencing personality
4. Theories and Techniques in Mentoring and Counseling University Students
 - Basic Helping Relationship Skill
 - Personality
 - Assignment
 - Theories
 - Skill
 5. Management of Student Supervision
 - Definition
 - Basic Roles of Supervisor
 - Type of supervision: Stages
 - Motivation
 - Student's feedback
 - Joint supervision: Problem
 - Supervision ethics
 6. Constructing and Managing Self Evaluation Processes
 - What is Evaluation
 - Why is evaluation necessary
 - Perspective of new lecturers
 - Perspective of experienced lecturers
 - From students point of view
 - Faculty's Perspective
 - Source of feedback
 - Methods of feedback
 - Questionnaires
 7. Developing Personal Continuous Professional Development Plans
 - What Is Continuous Professional Development
 - Relationship between Professional Development and individual within an institution
 - Key Aspect on Professional Development
 - Factor contributing towards increase Professional Development
 - Features Characterizing practice in CPD
 - Suggestion-support of shared ownership of CPD

Assessment

Assignment 1 (Individual)	20 %
Assignment 2 (Group)	30 %
Group Presentation	10 %
Final Examination	40%
Total	100 %

References

1. Ames, R., & Ames, C. (1990). Motivation and effective teaching. In B. F. Jones and L. Idols (eds.), Dimensions of Thinking and Cognitive Instruction. Hillsdale, NJ: Erlbaum.
2. Arend, R. (1997). Classroom Instruction and Management. Boston, MA: McGraw-Hill.
3. Arend, R. (2004) Learning to Teach. 6th Edition, Boston, MA: McGraw-Hill.

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| | <ol style="list-style-type: none"><li data-bbox="384 103 1485 170">4. Cangelosi, J. S. (1999). Classroom management strategies: Gaining and maintaining students' cooperation. John Wiley and Sons.<li data-bbox="384 181 1485 248">5. Centra, J. A. (1993). Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness. San Francisco, CA. Jossey-Bass. |
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