

CLM5084

TEACHING PRACTICE

Coordinator: [Assoc Prof Dr Ting Su Hie](#)

Credit	4										
Prerequisite/s	Successful completion of seven previous courses										
Synopsis	The courses provide participants with the opportunity to apply the knowledge and skills that they have learned from the other courses in the programme in real teaching situations. Particular attention is paid to their teaching plan, instruction skills, classroom management, interactions and feedback, and integration of materials and technology into their teaching. There will be at least four observed events and participants are required to prepare a reflective report for each event.										
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Develop a complete teaching plan for the lecturer that is going to be taught• Discriminate the effectiveness of teaching through self-reflection and peer evaluation• Organise the physical environment for effective teaching and learning• Deliver the teaching plan effectively to achieve lecturer objectives.										
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>10 Hours</td></tr><tr><td>Student-Centered Learning</td><td>35 Hours</td></tr><tr><td>Self-Study</td><td>103 Hours</td></tr><tr><td>Quizzes, Tests, & Examinations</td><td>12 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	10 Hours	Student-Centered Learning	35 Hours	Self-Study	103 Hours	Quizzes, Tests, & Examinations	12 Hours	Total	160 Hours
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Learning Units	<ol style="list-style-type: none">1. Introduction to Macro Teaching<ul style="list-style-type: none">• Organisation of module - why and how• Elements of effective teaching performance – guidelines and samples• Reflection on teaching - guidelines and samples• Formulating and managing constructive feedback• Organisation content feedback• Language of constructive feedback• Evaluation of Teaching Plans• Samples of Effective Teaching Plans• Analysing Evaluation Reports• Evaluation of Lecture Delivery• Samples• Discussion of evaluation report2. Teaching in Actual Classroom Situation<ul style="list-style-type: none">• Planning (Teaching Plan)• Instruction• Student-centered learning• Integration of materials and technology• Classroom management• Professionalism										

3. Reflection and self-assessment

- Planning
- Instruction
- Student-centered learning
- Integration of materials and technology
- Classroom Management
- Writing reflection reports after observed lectures
- Evaluating peer reflection reports

Assessment

Teaching Plans (Individual)	14 %
Teaching Delivery (Individual)	35 %
Self-Reflective Report (Individual)	30 %
Presentation (Integration of Technology) (Individual)	21 %
Total	100 %

References

1. Cohen,L.,Manion,L,& Morrison,K. (1996).A guide to teaching practice.London: Routledge Falmer.
2. Edwards, J. C., Friedland, J. A., Bing-You, R. (Eds.). (2002). Residents' teaching skills. New York: Springer.
3. Fry, H., Ketteridge, S., & Marshall, S. (2009). A handbook for teaching and learning in higher education: Enhancing academic practice (3rd ed.). New York: Routledge.
4. Gihaye,T.,& Ghaye,K. (1998).Teaching and learning through critical reflective practice. London: David Fulton Publishers.
5. Seldin, P., Miller, J. E., & Seldin, C. A. (2010). The teaching portfolio: A practical guide to improved performance. San Francisco: Jossey-Bass.