

CLM5014

TEACHING AND LEARNING IN HIGHER EDUCATION

Coordinator: [Dr Elena Gregoria Chai Chin Fern](#)

Credit	4										
Prerequisite/s	N/A										
Synopsis	This course introduces some core conceptual ideas underlying university teaching. The major concepts which are the focus of this course are frameworks of teaching-learning process, concepts of university education, understanding characteristics of university educators, competencies of university teachers, good teaching practices. The development of a personal philosophy of teaching is also discussed.										
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Internalize values of university/higher education• Discuss and analyse teaching practices to meet diverse needs of university students• Evaluate commonly held assumptions about teaching at higher education• Incorporate concept of academic quality										
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>46 Hours</td></tr><tr><td>Student-Centered Learning</td><td>8 Hours</td></tr><tr><td>Self-Study</td><td>100 Hours</td></tr><tr><td>Quizzes, Tests & Examinations</td><td>6 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	46 Hours	Student-Centered Learning	8 Hours	Self-Study	100 Hours	Quizzes, Tests & Examinations	6 Hours	Total	160 Hours
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Learning Units	<ol style="list-style-type: none">1. Concept of University Education<ul style="list-style-type: none">• National education philosophy and HEIs in Malaysia• Balancing needs of stakeholders• National priorities and global relevance• Life-long learning2. Academic Quality Assurance<ul style="list-style-type: none">• Issues and challenges of academic quality3. Teaching as a profession<ul style="list-style-type: none">• Commonly held assumptions about teaching• Professional characteristics of university teachers• Competencies of university teachers• Personal philosophy of teaching4. Scholarship of Teaching and Learning<ul style="list-style-type: none">• Integrating research and teaching• Documenting and reporting research on teaching5. Understanding University Diversity<ul style="list-style-type: none">• Recognizing students academic background• Socio-cultural differences and the learning environment• International students and special needs										

Assessment	<table border="1" data-bbox="395 136 845 533"> <tr> <td>Quiz</td> <td>10 %</td> </tr> <tr> <td>Assignment</td> <td>20 %</td> </tr> <tr> <td>Presentation</td> <td>15 %</td> </tr> <tr> <td>Reflective Report</td> <td>15 %</td> </tr> <tr> <td>Final Exam</td> <td>40 %</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Quiz	10 %	Assignment	20 %	Presentation	15 %	Reflective Report	15 %	Final Exam	40 %	Total	100 %
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References	<ol style="list-style-type: none"> 1. Ayers, W (2001). To Teach: The Journey of a teacher. New York, NY: Teachers College, Columbia University 2. Ministry of Education. (2002). Kod Amalan Jaminan Kualiti IPTA di Malaysia. Bahagian Jaminan Kualiti Jabatan Pendidikan 3. Moore, A. (2001). Teaching and Learning: Pedagogy, curriculum, and culture. New York, NY: Routledge Falmer. 4. Newton, D. P. (2000). Teaching for Understanding: What it is and how to do it. London: Falmer Press. 												