Mapping & applying desirable student attributes: resource overview

Collection: Course Design

Learning outcomes

The activities in this resource are designed to help you to

1. gain insight into the challenges presented by the subject, its ways of thought, of writing, of arguing, of reading;
2. achieve an enhanced level of critical self-awareness as a teacher;
3. spell out and defend your own values as a teacher;
4. acquire nuanced insight into the specific teaching skills demanded at once by your subject and by your student constituency;
5. understand more about how students learn in this subject.

Overview

How exactly are you hoping to affect your students' behaviour when you teach them? Obviously, you want them to attend classes and submit assessments, but what of more interesting, subtle practices? What intellectual, organisational, aesthetic qualities would you like your teaching to encourage? The argument of the activities in this resource is that thinking about possible answers to these questions is an excellent first step towards a reconceptualisation of your role as a lecturer--an opportunity to ground what you do in lectures and seminars in a clear sense of what would be best and most useful for the students.

Both of the activities, one for groups, the other for individuals, take as their basis a stimulating list of 'desirable student attributes'--things it would be good for students to be able to do--compiled by Professor Ben Knights. You may well disagree with this list: you may have additions and revisions you would like to make. But it's likely that you'll

find the list a stimulus to reflection. It proves, we would argue, that English lecturers can write and think about the key components of excellence in their subject: and this means that it is also possible to think analytically about the planning of modules, the design of which is the end product of both of the activities in this resource.

Activities within this resource

- Imaginary modules: individual activity
- Imaginary modules: group activity

Resources in the Course design Collection

- Course design: introduction to the collection
- Designing an English degree programme: resource overview
  - Designing in employability: individual activity
  - Designing in employability: group activity
  - Managing transition from A Level: individual activity
  - A delicate balance: group activity
  - A delicate balance: individual activity
- Designing an innovative English Literature module: resource overview
  - Location, location, location: individual activity
  - Location, location, location: group activity
  - Questions, questions
  - Integrating research into a module: individual activity
  - Integrating research into a module: group activity
- Filling the gaps: resource overview
  - Filling the gaps between sessions: individual activity
  - Filling the gaps between sessions: group activity
- Adapting a module: resource overview
  - Adapting a Literature module: individual activity
  - Adapting a Literature module: group activity
  - Pacing it out: individual activity
  - Curriculum framing

- **Mapping and applying desirable student attributes: resource overview (*you are here)**
    - o Imaginary modules: individual activity
    - o Imaginary modules: group activity
- Designing a creative-critical module: resource overview
    - o Thinking about modules: individual activity
    - o Thinking about modules: group activity