Questions, questions

Collection: Course design

Resource: Designing an innovative English Literature module

Approximate duration

One hour

Learning outcomes

Completing this activity should help you to

1. revise or develop one of your modules in a reflective fashion;
2. develop a willingness to take risks in trying a new pedagogic strategy;
3. have available an extended repertoire of tools and media for engaging students and designing new modules
4. acquire the confidence to propose a new module or form of assessment, or of teaching;
5. be able to navigate the usage of your own research in the light of pedagogic need.

Introduction

Working on your own module can be a solitary activity: sometimes you may feel you are going round in circles, failing to address key issues. It does not always feel natural to ask a colleague for help. This activity will help you have a conversation with yourself about your module.

The activity

1. Choose a module of your own to think about: either one you have taught or/and are teaching, or a module you would like to teach. If it is a module that does not

exist yet, take some time to think about what it might consist of: assessment strategy, teaching method, topics, etc.

2. Start playing the video of the interview with Dr Hannah Crawforth (King's College, London) about her module 'Shakespeare's London'. (We are very grateful to our colleagues for allowing us into their classrooms, lecture halls and offices to observe and discuss their teaching. As you work with these examples of teaching and course design please keep your commentary focused upon the activity and refrain from criticisms that would be unhelpful or unkind in a face-to-face encounter.)

Interview with Hannah Crawforth: Shakespeare's London – Module design
(http://vimeo.com/19706652)

3. Whenever you come to a question (all questions are written out in white on a black background), pause the video. Before starting the video again, and listening to Dr. Crawforth's answer, answer the question yourself orally, in relation to the module you have chosen. If you have chosen to focus on an imaginary module, you will have to invent the details of the course-- and any problems too, of course! Some questions will not be relevant.

4. How did your answers differ from those of Dr. Crawforth? What was the reason for any differences? Write down a short list.

5. What other questions would you ask yourself about the module in question? Write them down and speak your answers.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.
http://humbox.ac.uk/2731/

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 (*you are here)**
  - 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
  - Imaginary modules: individual activity
  - Imaginary modules: group activity
- Designing a creative-critical module: resource overview
  - Thinking about modules: individual activity
  - Thinking about modules: group activity