

Filling gaps between sessions: group activity

Collection: Course design

Resource: Filling the gaps

Approximate duration

One hour

Learning outcomes

This activity is designed to help participants focus on the components of an English degree and the different modes of learning students engage in and the types of guidance they may require. After completing the activity participants should have

1. acquired insight into how institutional procedures and cultures impact for good or for ill on teaching situations and aspirations;
2. acquired a critical understanding of curriculum and its constituent parts in a given degree;
3. acquired the confidence in one's own ability to identify blockages to learning and devise solutions, such as guiding the work students do between their face-to-face sessions with the teacher.

Introduction

In this activity participants will explore methods to structure how students use their time outside of class meetings and in doing so help them to prepare for effective and productive engagement when there is face-to-face instruction. Through reflection on the modules that participants currently teach this activity encourages them to move beyond the classic instruction to 'read the book and think about it'.

The activity

1. Group the participants into pairs.
2. Ask each participant to write down (legibly!) the structure of one term of a module they are teaching, or plan/hope to teach.
3. Ask each participant to show their module plan to their partner, explaining its basic structure, contents and teaching strategy.
4. Brainstorm with the whole group a list of different types of things that students can be asked to do between seminars. (You might like to look at chapter 4 of the English Subject Centre's *Good Practice Guide on Small Group Teaching* - http://www.english.heacademy.ac.uk/archive/publications/reports/small_gp_teaching.pdf, on 'The space between', in preparation for this part of the session.)
5. Now ask each participant to devise between-session student activities for their partner's module plan.
6. Conclude with a plenary discussion.

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



2 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project. This work by English Subject Centre is licensed under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.

- 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 (*you are here)**
- 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

