

Filling gaps between sessions: individual activity

Collection: Course design

Resource: Filling the gaps

Approximate duration

One hour

Learning outcomes

This activity is designed to help you 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 you 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 your 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 you 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 you currently teach this activity helps you to move beyond the classic instruction to 'read the book and think about it'.



1 | *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.*

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Activity

1. Read chapter 4 of the English Subject Centre's *Good Practice Guide to Small Group Teaching* - http://www.english.heacademy.ac.uk/archive/publications/reports/small_gp_teaching.pdf, on 'The space between: what students can do before and after small group sessions'.
2. Can you apply this chapter to a module you teach or are planning to teach? Write down a sequence of sessions and topics, then plan how you might help the students' learning by structuring the time between sessions.
3. Write a short paragraph explaining to an imaginary colleague teaching the same module explaining the rationale behind your plan for inter-seminar activities.

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



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- 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 (*you are here)**
 - 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



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