

Imaginary modules: individual activity

Collection: Course design

Resource: Mapping and Applying Desirable Student Attributes

Approximate duration

One hour to 90 minutes

Learning outcomes

The activities in this collection 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.

Introduction

This activity is designed as a stimulus--a prompt to get you to bring something essential but sometimes occluded to the front of your mind: the importance of rooting your teaching in the needs of the students. The activity provides you with a set of 'desirable student attributes' drawn up by an experienced English Studies academic. The intention is to bring home the fact that it is possible for English lecturers to articulate what qualities their teaching should be helping develop in their students--and that therefore it is possible (and desirable) for you to think in detail about how to plan your teaching sessions with the development of such qualities in mind.



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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The activity

1. Choose a module topic that you have never taught but would like to.
2. Read Ben Knights's list of 'Desirable student attributes' (contained within the same folder as this resource in HumBox). Are there some that seem particularly relevant to the module topic you have chosen? Can you think of others? Supplement the list accordingly.
3. Bearing the list of desirable student attributes in mind, write three learning outcomes for your module.
4. Choose an assessment pattern (e.g. 2,000-word essay plus unseen exam) for the module. You may like to work through some of the exercises in the Assessment collection in preparation.
5. Design the relationship between sessions (lectures and seminars) on your course, the teaching strategy, and any between-session activities.
6. Now write a paragraph explaining the rationale behind your module proposal, as if written to convince a sceptical colleague.

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



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

