

# Imaginary modules: group 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 participants

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 their own values as a teacher;
4. acquire nuanced insight into the specific teaching skills demanded at once by the subject and by participants' student constituency;
5. understand more about how students learn in this subject.

## Introduction

This activity is designed as a stimulus for lecturers--a prompt to get them to bring something essential but sometimes occluded to the front of their minds: the importance of rooting their teaching in the needs of the students. The activity provides lecturers 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 also possible (and desirable) to think in detail about how to plan their 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. Distribute a handout containing the list of desirable student attributes (You will find this handout in the same folder as this resource in HumBox). This list was compiled by Ben Knights, Director of the English Subject Centre.
2. Discuss each attribute separately with the full group. Brainstorm with the participants assessment types and teaching strategies that might encourage the development of each attribute, writing up thoughts on the board as they are developed by the group.
3. Divide the group into pairs. Ask each participant to choose a module topic that they have never taught but which they would like to.
4. Ask them to write down, individually, three learning outcomes for this imaginary module.
5. Ask the participants to discuss their modules with their partner, devising appropriate assessment types and teaching strategies for each module together.
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/>

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

