Adapting a module: resource overview

Collection: Course Design

Learning outcomes

Upon completion of this activity you will have

1. acquired nuanced insight into the specific teaching skills demanded at once by the subject and by your student constituency;
2. considered and chosen an extended repertoire of tools and media for engaging students and thereby have more options to choose from in your teaching;
3. acquired a pragmatic, usable, understanding of the formative relations between assessment and curriculum;
4. developed your critical understanding of curriculum; and potentially,
5. acquired the confidence to propose and argue to colleagues for a new module or form of assessment, or of teaching.

Overview

When designing a module, it is important to be sensitive to contextual factors: level, relationship to the rest of the programme, prerequisites, the extent to which the subject-matter will be familiar to students, and so on.

It is just as important to be aware of the range of exciting possibilities open to you. Will you use a VLE to set discussion tasks between timetabled sessions? What preparation will you expect from the students before each session? Is there somewhere local relevant to the module you could go to with the students, on a 'field trip'? Is there a film or TV programme you think everyone on the module should watch? Are there unusual forms of assessment that might be particularly appropriate to the topic of the module?

This activity will encourage you to think more about such topics, and will give you practice in linking decisions about module structure and content to an awareness of module context.

Activities within this resource

- Adapting a Literature module: individual activity
- Adapting a Literature module: group activity
- Pacing it out: individual activity
- Curriculum framing

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
    - 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 (*you are here)**
    - Adapting a Literature module: individual activity
    - Adapting a Literature module: group activity
    - Pacing it out: individual activity

- o Curriculum framing
- Mapping and applying desirable student attributes: resource overview
  - o Imaginary modules: individual activity
  - o Imaginary modules: group activity
- Designing a creative-critical module: resource overview
  - o Thinking about modules: individual activity
  - o Thinking about modules: group activity