

## **MA Education: Creative & Academic Practices in Higher Education**

Welcome to the Postgraduate Certificate in Higher Education (PGCE).

### **Pre-course preparation**

The period before you start the PGCE will allow you to reflect on your teaching and learning support role within the context of your subject. You will have the opportunity to undertake some preparatory reading, to explore the PGCE Learning Space and engage in the online discussion based on your preparatory reading. You will need to enrol on the PGCE before you can access the Learning Space.

### **Enrolment**

Online enrolment for postgraduate students starts 2 weeks before term starts. You will be sent two emails – the first containing your username – the second containing your password.

### **Learning Space**

To access the Learning Space go to: <http://learningspace.falmouth.ac.uk>

You will need to log in if this is the first time you have used the Learning Space.

Go to 'Help & Support', then 'Learning & Teaching'. Then you will see the MA Education home page. Under this is the PGCE page. The password for access is pgche11.

Once you have logged in for the first time, this page will automatically show on your list of courses for future access.

Find a folder called 'Pre-course preparation' which contains the reading, an electronic copy of the negotiated learning profile and the Radio 4 recording.

You may also want to set up your own user profile in Learning Space – the Help tutorial will show you how to do this. Feel free to use the PGCE discussion space to introduce yourself to others on the course and let us know a little more about why you are doing it.

Use the Negotiated Learning Profile enclosed as a reflective tool to review your experiences of education, both teaching and learning. You may wish to review your personal development review targets related to teaching and learning within your role and take these into account. You may also wish to use some of these questions in an initial discussion with your tutor/mentor. Summarise your reflections in the centre column of the form. There is no word limit to this, so do not be constrained by the size of the boxes for response. This Negotiated Learning Profile will provide a discussion document for your first tutorial, will help you to plan your way through the course and act as a document to reflect on your professional development at the end of the course.



### **Reading**

Trow, M., 2005 *Reflections on Transition from Elite to Mass to Universal Access: Forms and Phases of Higher Education in Modern Societies Since WWII*. Berkley: University of California.

### **Listening**

Buerk, M., 2009. *The Moral Maze 'What are universities for and who are they for?'* Radio 4: 21<sup>st</sup> October 2009.

**Consider** for debate at the first session of the PGCE

What do you think universities are for?  
What do you think learning should be like at university?  
Where do you think creativity fits into university education?  
Your responses to these questions will be used

If you have any problems accessing The Learning Space, or any questions at all please do contact me: [caroline.cash@falmouth.ac.uk](mailto:caroline.cash@falmouth.ac.uk) or 01326 214390 (ext 4390).

Yours sincerely

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## MA Education: Creative & Academic Practices in Higher Education

### Negotiated Learning Profile

Name

Personal Tutor/Mentor

<b>Approaches to teaching and learning</b>	<b>Reflective response</b>	<b>Negotiated learning route</b>
What teaching and/or learning support activities are you involved in?		
How do you view your role as a teacher in higher education?		
What are your main goals in supporting learning?		
How do you view the role of the student?		
What do you see as the main goals of learning?		
What is your approach to teaching? What are the main ways in which you teach and how do these help to achieve the goals of teaching and learning?		
What influences have shaped your current views and approaches – where do they come from?		
<b>Design and planning of learning activities</b>		

Give an example of a learning activity that you planned. How did it support learning? How could you take it further?		
Are there learning activities that you are not involved in but would like to know more about?		
<b>Assessment and giving feedback to learners?</b>		
How do you understand the purpose of assessment?		
What assessment activities are you involved in?		
What do you understand feedback to mean?		
Are there particular approaches to assessment and feedback that you favour?		
<b>Developing effective environments for student learning</b>		
How do you manage the physical environment in which learning takes place?		
What experience do you have of one-to-one, tutorial, seminar, studio and lecture teaching?		
What experience do you have of virtual learning environments?		

Are you involved in activities that take students out of the studio/university environment e.g. fieldtrips, work placement, gallery visits?		
Are you involved with teaching/supporting learning at different levels? If so, how do you meet the intellectual development of different stages?		
<b>Integration of scholarship, research and professional activities within teaching and supporting learning</b>		
What activities do you undertake within your subject area and which influence your teaching?		
What relevant professional activities do you do that informs your teaching?		
Are there aspects of scholarship, research or professional practice that you would like to explore with reference to your teaching?		

Evaluation of practice and continuing professional development		
How do you know if your teaching/learning support is effective?		
What contributions do you make to subject area evaluation activities?		
How do you seek feedback from colleagues or learners on your teaching practice? How do you act on this feedback?		
How do you update yourself on aspects of teaching and learning within your subject area?		
How do you use staff development activities, attendance at conferences etc. to develop your own teaching and learning?		

**Are there any other aspects of teaching and learning that you wish to explore whilst undertaking this programme of study?**