

The Federation for Self-financing Tertiary Education (FSTE)

Project on Teacher Competency Framework

Synopses of Structured Professional Development Programmes

Module 4 : Models of learning: Tools for teaching

Target participants:	Full-time and part-time teaching staff of the self-financing tertiary sector (the Sector) who wish to have better understanding of their students in learning
Aims:	To provide participants with basic understanding about learning and the design of learning activities
Structure of the Module:	<p>The Module will have two sessions of three hours each making a total of 6 hours. The learning outcomes of the Module are as following: After completing the Module, participants will be able to:</p> <ul style="list-style-type: none">a. Aware that there is no panacea in teaching: for different learning outcomes, and for different target students, different learning model should be apply to achieve effective learningb. Identify the processes of three major learning & teaching strategies: direct instruction, group discussion and thoughtful presentationc. Prepare one learning activity of at least one hour in duration for a chosen learning outcome and for a particular target group of students
Content	<p>The Module will cover the following contents:</p> <ul style="list-style-type: none">a. Explore the spectrum of learning & teaching approachesb. Understand the nature of learningc. Design learning tasks with different teaching strategiesd. Develop effective questioning skillse. Reflection on effective teaching
Learning, teaching and assessment	<ul style="list-style-type: none">a. Apart from the provision of essential knowledge and skills, participants will have opportunities to practice skills and exchange viewsb. Assessment of the Module will mainly through participations and practicum during classesc. An attendant certificate will be issue to those who have complete both sessions of the module

References:

1. John D. Bransford, Ann L. Brown, and Rodney R. Cocking (Eds.) (2009). *People Learn: Brain, Mind, Experience, and School (Expanded Edition)*. Washington, D.C.: National Academy Press.
2. Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning*. London ; New York : Routledge.
3. Wormeli, Rick. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA : ASCD.