

Area of Activity 1: Design and plan learning activities and/or programmes of study

The focus here is the preparation you do for your engagement with learners, rather than your actual teaching practice or the learning environment, which are covered by A2, A3 and A4, although, there may be some overlaps. Relevant activities for A1 could include:

- Designing or re-designing individual sessions or sections of a module or programme
- Planning different kinds of interaction/activities to engage learners in a variety of contexts
- Re-designing existing resources, such as PowerPoint slides, to scaffold learning more effectively
- Creating learning resources such as resource packs, reading lists, developing Blackboard content and other web-based resources
- Planning into your teaching, particular approaches which will effectively motivate and support your learners

What literature might you look at for Area of Activity 1?

(Please note, there might be some overlap with other Areas of Activity, particularly Area of Activity 2)

- Active learning
- Androgogy (how to engage adult learners)
- Bloom's taxonomy
- Constructivism and social learning
- Constructive alignment
- Deep/surface/strategic learning
- Experiential learning
- Group work
- Independent learning
- Modelling and scaffolding
- Motivation (intrinsic/extrinsic)
- Students' prior knowledge
- Student-centred activities

Institutional and sector priorities you might refer to:

- Curriculum Framework
- Diversity & inclusion
- Employability
- Internationalisation/globalisation
- Research-led teaching

Useful questions to answer when writing Area of Activity 1 of your PAT

- What are your aims/is your vision for your students' learning?
- How does the way you design learning activities/opportunities relate to your aims/vision?
- How do your design choices facilitate your students' learning in general and/or specifically within their subject area?
- What are the pedagogic reasons for your choice of subject materials/activities/use of particular learning technologies?
- How do you make use of learning outcomes to inform your planning and design of learning?
- Do students (and you) understand how all the components of the module or session(s) fit together? Would anything else make the design clearer?
- Do you signpost how aspects of the module/sessions might be relevant to their learning more widely?
- In what ways do you consider the cohort of students and the needs of groups/individuals when designing learning experiences (V1, V2)?
- What external factors, if any, influence your design (V4)?
- If the learning has already happened, were your initial thoughts about the activities/experiences you designed correct?
- Will you change anything next time? Why/why not?
- Have you learned anything that can be transferred across your teaching?