

SG8001: TEACHING STUDENTS: FIRST STEPS

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Teaching Students: First Steps

Subject Code

SG - School of Graduate Studies

Course Number

8001

Academic Unit

School of Graduate Studies (SGS)

College/School

School of Graduate Studies (SG)

Course Duration

One Semester

Credit Units

1

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

A Pass in SG8002

Exemptions from this prerequisite are granted to students who have achieved an overall band score of IELTS of 6.5 or above with a score of the speaking component of 6.5 or above; or an overall score of 79 or above in TOEFL internet-based test or 550 or above in paper-based test or 213 or above in computer-based test with a score of 20 or above in the speaking section of TOEFL iBT or its equivalent in the paper-based or computer-based TOEFL tests. Exemptions can also be granted on a case-by-case basis to students who show proof that they are native speakers of English and to those who have successfully completed a master's degree majoring in English studies (e.g. Linguistics in English, English Literature, Teaching English as a Second Language, etc.).

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course aims to prepare participants to undertake a limited teaching role with undergraduate and postgraduate students, and provides an introduction to the basic theoretical knowledge and practical skills required to begin teaching at university.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the context for learning and teaching at City University of Hong Kong.	20	x	x	
2	Apply Outcomes-Based Teaching and Learning (OBTL) approach in student learning.	30	x	x	
3	Utilize Digital Learning tools in teaching.	20		x	x
4	Deliver a high quality learning and teaching activity.	30		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will gain theoretical knowledge in student learning through the lectures.	1, 2	
2	In-class discussion	Students will engage in the in-class discussions for reflection and review of best practices in classrooms.	1, 2, 4	
3	Hands-on workshop	Students will acquire familiarity with digital learning tools for enhancing learners' experience.	3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual presentation (simulated teaching session with interactive student learning activities and assessment plan)	1, 2, 3, 4	100	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Individual presentation

Criterion

Content

Pass (P)

Adequate:

Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are stated and aligned in general; content is accurate but not always relevant.

Good:

Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are clearly stated and aligned; content is accurate and relevant.

Excellent:

Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are vividly stated and constructively aligned; content is accurate, thorough, and directly on point.

Score: /8

Failure (F)

Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) or Assessment Tasks (ATs) is/are not stated nor aligned; content is erroneous or irrelevant.

Assessment Task

Individual presentation

Criterion

Organization

Pass (P)

Adequate:

Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.

Presentation falls slightly outside set time parameters; ILOs, LTAs and ATs are presented in a correct sequence, but inappropriate proportion of time is allocated.

Good:

Identifiable structure is present and consistently executed with few statements out of place.

Presentation meets set time parameters; ILOs, LTAs and ATs are presented in a correct sequence, and appropriate proportion of time is allocated.

Excellent:

Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.

Presentation makes full, effective use of time and stays within time parameters; ILOs, LTAs and ATs are presented in a correct sequence, and good proportion of time is allocated

Score: /4

Failure (F)

Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.

Presentation falls well outside set time parameters; ILOs, LTAs and ATs are presented in a wrong sequence, and inappropriate proportion of time is allocated.

Assessment Task

Individual presentation

Criterion

Engagement with Students

Pass (P)

Adequate:

Uses a limited range of instructional strategies. Some methods may engage students, but there are periods of low interest.

Good:

Regularly uses a variety of instructional strategies to engage students. Methods are effective in maintaining student interest.

Excellent:

Consistently employs a variety of instructional strategies that actively engage all students. Uses innovative and creative methods to maintain high levels of interest.

Score: /4

Failure (F)

Relies on a narrow range of instructional strategies. Methods are often ineffective in engaging students, leading to low interest.

Assessment Task

Individual presentation

Criterion

Language

Pass (P)

Adequate:

The student has demonstrated that he or she can use English fluently in a simulated teaching activity, although frequently it may be strained, tentative or hesitant. It is adequately intelligible and grammatically correct and tends to be produced in the equivalent of short paragraphs, with evident use of literal translations and self-corrections. The student can use different language functions but control of aspect and some grammatical structures may be weak.

Good:

The student has demonstrated a high degree of fluency in a simulated teaching activity, although occasionally it may be strained, tentative or hesitant. S/he demonstrates sufficient accuracy, clarity, and precision to convey his/her intended message without misrepresentation or confusion. His/her speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement.

Excellent:

The student is fully fluent and accurate with no demonstration of error patterns in basic structures, although s/he may make sporadic errors, particularly in less-used structures or in high-frequency, complex structures, but not distracting to a native interlocutor nor interfering with communication.

Score: /4

Failure (F)

The student usually makes response-oriented and limited use of English and may minimally address some requirements of a simulated teaching activity. Responses contain many inaccuracies in vocabulary, grammar, and pronunciation. Frequent and extended self-corrections and hesitations or pauses occur as student tries to find adequate lexical and grammatical forms. Consistent errors in production and frequent breakdowns occur, resulting in limited intelligibility.

Student may generate sentence-length utterances which are reactive in nature and can elicit simple information with different types of questions, but when tasked with performing a higher-level function or topic obvious difficulty expressing and linking ideas and using appropriate verb tenses is evident.

Part III Other Information

Keyword Syllabus

Outcomes-Based Teaching and Learning, Digital Learning, Graduate Teaching Assistant Student Engagement

Reading List

Compulsory Readings

Title	
1	Deslauriers, L., Schelew, E., & Wieman, C. (2011). Improved learning in a large-enrollment physics class. <i>Science</i> , 332(6031), 862-864.
2	Feldon, D. F., Peugh, J., Timmerman, B. E., Maher, M. A., Hurst, M., Strickland, D., et al. (2011). Graduate students' teaching experiences improve their methodological research skills. <i>Science</i> , 333(6045), 1037-1039.
3	Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. Mantz Yorke. Centre for Higher Education Development, Liverpool John Moores University. <i>UK Higher Education</i> , 45(4), 477-501.
4	Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. T. (1991). The instructional effect of feedback in test-like events. <i>Review of Educational Research</i> , 61(2), 213-238.
5	Chiu, P. H. P., Corrigan, P., & Hui, S. K. F. (2019). A study of graduate teaching assistants' self-efficacy in teaching: Fits and starts in the first triennium of teaching. <i>Cogent Education</i> 6(1). https://doi.org/10.1080/2331186X.2019.1579964

6	Biggs, J. (2003). Aligning teaching for constructing learning. Advance HE Knowledge Hub https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning
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Additional Readings

Title	
1	Nil