

Guiding Teaching Practice

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Once the learning outcomes are written and the assessment methods have been decided, it is time to start thinking about teaching strategies which might best communicate course intentions to students, allowing them time to engage with material, and work through troublesome topics on your course with guidance. Planning activities which make student thinking visible will allow you to see what has been learned, and where the gaps might be.

Instructional Planning and Delivery

Below is a table with examples of how an instructor might use learning outcomes and assessment methods to inform their teaching and learning activities. It has been adapted from University College Dublin's *Teaching and Learning* Open Educational Resources.

Title of Module: Evaluating and Reflecting on your Teaching

Outcomes	Assessment	Teaching & Learning Activities
On the completion of this module you should be able to:	Critically reflective written report containing the following:	
1. Participate in a Mentoring Observation Cycle in the role of the mentee 2. Use Critical Reflection Theory to reflect on gain made by participating in the Peer Observation Process	<ul style="list-style-type: none">▪ Evidence of having completing the prescribed Mentoring Observation Cycle▪ A reflective statement of personal and professional gains made from the Peer Observation Process	<ul style="list-style-type: none">▪ Introductory group tutorial to cover Critical reflection Theory▪ Seminar to introduce Peer Observation and the use of a Learning Contract▪ Peer mentor sessions
3. Use a range of methods to gather student feedback	<ul style="list-style-type: none">▪ Evidence of having received and responded to student feedback▪ A reflective statement of what has been achieved as a result of gathering feedback from students	<ul style="list-style-type: none">▪ Workshop titled Methods of Gathering Student Feedback▪ Project titled Collecting Student Feedback (using a variety of methods)
4. Explain the links between education research and your teaching practice	<ul style="list-style-type: none">▪ Formatively assessed by tutor in online discussions (in preparation for future formal assessment)	<ul style="list-style-type: none">▪ Contributions to online forum responding to various prompts

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