







**CPID**Centre for Pedagogical
Innovation and Development

Certificate in

Learning, Teaching and Assessment Strategies for Student Engagement



Level 9		Location: Online
		Duration: Semester (9 weeks)
		Attendance: 75%
		Module Code: LEAR 09043
		ECTS Credits: 15
		Entry requirements: Applicants are required to have a 2:1, level eight qualification or equivalent
Contact Details: Email: Ruth Benson at cpid@tus.ie		

Module Aim

This aim of this module is to provide participants with an opportunity to develop key areas in learning, teaching and assessment in order to be competent teachers, taking cognisance of the potential and challenges of blended and distance learning. The module will be underpinned by the principles of universal design for learning and informed by the TUS Learning, Teaching and Assessment strategy.

Module Learning Outcomes

On completion of this module the learner will/should be able to:

- Select from and critically discuss a variety of methods for enabling effective learning, innovative teaching and appropriate assessment strategies that reinforce active learning and student engagement, underpinned by the principles of TUS Learning, Teaching and Assessment Strategy.
- Apply discipline-appropriate methods to their teaching situation and professional context.
- Develop a critically reflective practice approach and review and plan their teaching and assessment practices to incorporate active individual and group learning strategies and authentic assessment methods, employing digital technologies as appropriate.
- Engage with a community of teachers in a process of continuous professional development.

- Inform their teaching with the principles of inclusive learning, teaching and assessment practices, with a critical awareness of the changing socio-cultural context of education and contemporary themes such as academic integrity and the use of artificial intelligence.

Module Assessment

Assessment in the programme is through the submission of three assessment elements informed by learning, teaching and assessment activities. Each assessment is assessed on a pass/fail basis. The assessment strategy is designed to provide evidence of the achievement of learning outcomes and requires critical engagement with current literature including the use of student feedback to inform practice. There will be an opportunity for the timely resubmission of assessments where appropriate.