

## **IDPO 2910 Undergraduate Teaching Opportunities (UTOP)**

### **Course Instructor**

Ms Phoebe MOK, Education Developmental Manager, Undergraduate Core Education Team, IPO

### **Guest Instructor**

Prof Marshal LIU, Associate Professor of Engineering Education, Department of Chemical and Biological Engineering (CBE)

### **Course Description**

Undergraduate Teaching Opportunities (UTOP) is an experiencing level Common Core course which provides basic teacher's training to undergraduate students.

UTOP aims at helping students to acquire and practice the core competencies and providing unique and real-life teaching experience for HKUST students. Teaching is a process of helping learners to acquire knowledge in an effective way. Such process involves receiving and giving effective pedagogical instructions and is often characterized by its experiential and reflective nature. Thus, UTOP aims at allowing students who are interested in teaching to practice their teaching skills by providing them with real-life teaching opportunities. Pre-teaching training, consultation sessions will be provided to ensure students are well-prepared for their teaching. Reflection sessions and a mini teaching conference will allow students to practice the essential competences for teaching and encouraging students to deepen their learning through experiential learning.

### **Course ILOs**

Upon completion of this course, students are expected to be able to:

- explain the subject knowledge accurately and effectively to learners;
- design, implement and evaluate appropriate learning, teaching and assessment strategies to cater the learners' individual learning differences;
- identify and address educational issues by adopting appropriate strategies to arouse learners' interest; and
- reflect on and make reasoned analysis on one's teaching.

### **Course Highlights**

- This is a pilot-run of the Common Core Experiencing course.
- The course structured around four basic components: Pre-teaching training, consultation sessions with staff, actual teaching, and teaching conferences.
- Students will be given opportunities to design their teaching materials which will be taught to a group of secondary/primary school students.
- The theme of UTOP (i.e. the content/subject of UST students' teaching) may vary from year to year, depending on collaborating faculty (i.e. guest instructor). For 2022-23 Spring, the theme is STEM.
- Students with basic STEM knowledge may enrol in UTOP 2022-23 Spring. No pre-requisite is required but students needs to be sure of having appropriate level of STEM knowledge to teach primary/secondary school students.

## Assessment

Task	Weighting	Due dates
<b>Actual teaching</b> <ul style="list-style-type: none"> <li>• Rehearsal of teaching (x1)</li> <li>• Actual teaching sessions to primary/secondary school students (x2)</li> <li>• Teaching Conference Presentation (x1)</li> </ul>	<b>50%</b>  <b>5%</b>  <b>20% + 20 %</b>  <b>5%</b>	  Week 10  Week 11, 12  Week 13
<b>Learning portfolio</b>	<b>30%</b>	Week 12
<b>Class participation</b>	<b>10%</b>	N/A
<b>Peer evaluation</b>	<b>10%</b>	Week 10, 13

## Course Schedule

Week	Date and Topic	Assignment/ Assessment tasks
1	<b>Friday, Feb 3 - Lecture #1: Introduction of UTOP</b>  Focus: Introduction of UTOP; course structure; assessment tasks etc.	Reding: <i>How learning works</i> Chapter 1-3
1	<b>Friday, Feb 6 – Lecture #2: Mingling &amp; Understanding perspectives on teaching 1</b>  Focus: Building a sense of community; sharing of students’ teaching experience/perspective on teaching.	
1	<b>Friday, Feb 10 - Lecture #3: Understanding perspectives on teaching 2</b>  Focus: Building a sense of community; faculty and/or school teachers are invited to share their teaching experience/perspective on teaching.	
2	<b>Monday, Feb 13 – Lecture #4: How Learning Works</b>  Focus: Any effective teaching must begin with a consideration of how	

	students learn. This lecture intends to introduce the science of learning and research-based learning theories.	
2	<p><b>Friday, Feb 17- Lecture #5: How Learning Works</b></p> <p>Focus: Any effective teaching must begin with a consideration of how students learn. This lecture intends to introduce the science of learning and research-based learning theories.</p>	
3	<p><b>Monday, Feb 20 – Lecture #6: Introduction of pedagogy; Team formation</b></p> <p>Focus: This session will begin by students sharing the learning principles applicable in their teaching context. Different pedagogies will be introduced and discussed. By the end of the lecture, students may spend some time to pair up as a team to prepare for their teaching.</p>	<p>Assessment task:</p> <p>Identify 1- 2 learning principles and discuss how you plan to apply in your teaching.</p>
3	<p><b>Friday, Feb 24 - Lecture #7: Effective teaching and explanation skills</b></p> <p>Focus: There are many ways of teaching, but some are more effective than others. Effective teaching utilizes instructional strategies that are most appropriate for the content and the student and is carried out in a proficient manner that allows for deep learning.</p>	
4	<p><b>Monday, Feb 27 – Lecture #8: Effective teaching and explanation skills</b></p> <p>Focus: There are many ways of teaching, but some are more effective than others. Effective teaching utilizes instructional strategies that are most appropriate for the content and the student and is carried out in a proficient manner that allows for deep learning.</p>	
4	<p><b>Friday, March 3 - Lecture #9: Assessment and feedback</b></p> <p>Focus: Assessment is a central feature of teaching, and frames how students learn and what students achieve. This lecture will explore the design of assessment tasks and ways to provide constructive feedback to students.</p>	
5	<p><b>Monday, March 6 – Lecture #10: Faculty consultation session 1</b></p> <p>Focus:</p>	

	Students (as a team) will meet with faculty to discuss the content and topics they intended to teach. The topics must be accurate and appropriate to learners' level.	
5	<p><b>Friday, March 10 – Lecture# 11: Faculty consultation session 2</b></p> <p>Focus: Students (as a team) will meet with faculty to discuss the content and topics they intended to teach. The topics must be accurate and appropriate to learners' level.</p>	
6	<p><b>Monday, March 13- Lecture #12: Teaching skills consultation session</b></p> <p>Focus: After finalising the content students want to teach, they will meet with the course instructor to discuss (or revise) how they plan to deliver the content to their learners.</p>	
6	<p><b>Friday, March 17 – Lecture #13: Teaching skills consultation session</b></p> <p>Focus: After finalising the content students want to teach, they will meet with the course instructor to discuss (or revise) how they plan to deliver the content to their learners.</p>	
7	<p><b>Monday, March 20 – Lecture #14 Preparation for teaching rehearsal</b></p> <p>Focus: This is an open consultation (optional) for students to schedule appointment with faculty/course instructor to discuss their teaching plans.</p>	
7	<p><b>Friday, March 24 – Lecture #15 Rehearsal for actual teaching</b></p> <p>Focus: Students to schedule appointment with faculty/course instructor to discuss their teaching plans.</p>	
8	<p><b>Monday, March 27 – Lecture #16 Rehearsal for actual teaching</b></p> <p>Focus: Student will present their topics in front of the class. Peer feedback and evaluation will be given.</p>	<p>Teaching presentation</p> <p>Peer assessment</p>

8	<b>Friday, March 31 – Lecture #17</b> <b>Rehearsal for actual teaching</b>  Focus: Student will present their topics in front of the class. Peer feedback and evaluation will be given.	Teaching presentation  Peer assessment
9	<b>Monday, April 3 – Lecture #18</b> <b>Preparation for actual teaching</b>  Focus: Student will present their topics in front of the class. Peer feedback and evaluation will be given.	Teaching presentation  Peer assessment
N/A	<b>Friday, April 7 + study break (public holiday)</b>	
N/A	<b>Monday, April 10 + study break (public holiday)</b>	
9	<b>Friday, April 14 – Lecture #19</b> <b>Actual Teaching</b>  Focus: Student will teach group(s) of primary/secondary school students.	Evaluation from school teacher/students
10	<b>Monday, April 17 – Lecture #20</b> <b>Actual Teaching</b>  Focus: Student will teach group(s) of primary/secondary school students.	
10	<b>Friday, April 21 – Lecture #21</b> <b>Actual Teaching</b>  Focus: Student will teach group(s) of primary/secondary school students.	
11	<b>Monday, April 24 – Lecture #22</b> <b>Actual Teaching</b> Focus: Student will teach group(s) of primary/secondary school students.	
11	<b>Friday, April 28 – Lecture #23</b> <b>Debrief on teaching experience</b>  Focus: Student will come together as a group to discuss, evaluate and reflect on their actual teaching experience.	
12	<b>Monday, 1 May (public holiday)</b>	
13	<b>Friday, 5 May – Lecture #24:</b> <b>Teaching Conference</b>  Focus: a mini teaching conference will be organised where	

	cross-team collaboration and on-the-spot teaching will be involved.	
13	<b>Monday, 8 May – Lecture #25: Reflection</b>  Focus: final debrief and reflection.	Learning portfolio due