Glasgow School of Art Course Specification
Course Title: Learning Design and Teaching Practice in an Art School
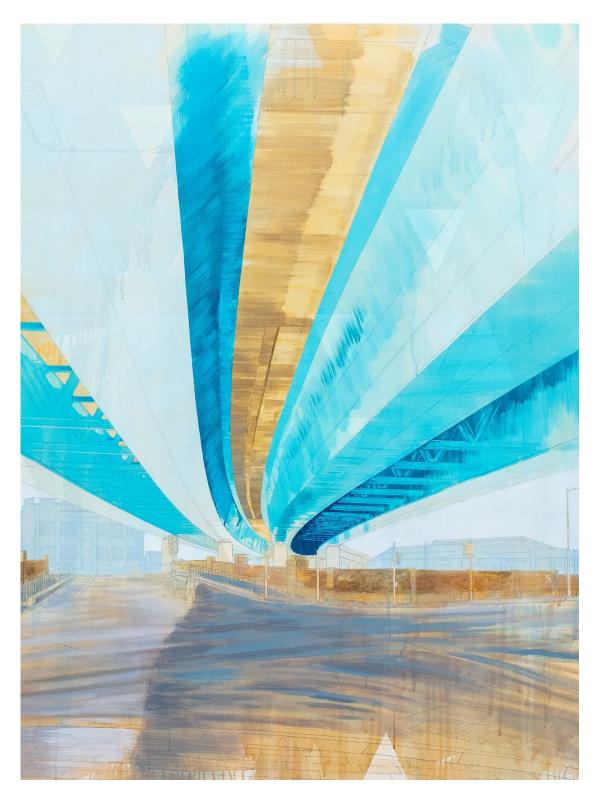

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Course Code	HECOS Code	Academic Session
		2025-26

Course Title	Learning Design and Teaching Practice in an Art School
Course Contact	Dr Maddy Sclater

Credits	20
SCQF Level	11
When Taught	Semester 2

Associated Programmes	Postgraduate Certificate Learning and Teaching in the Creative Disciplines Associate Fellow of AdvanceHE (GSA Staff and Students only)
Lead School	School of Design
Other Schools	N/A
Date of Approval	PACAAG August 2024

Course Introduction

This course is designed to introduce students to the fundamentals of inclusive learning design and effective teaching practice within an Art School environment.

The course introduces students to a range of perspectives and theories as to how we can conceptualise and understand student learning in the creative arts, applying these to the design of effective and inclusive learning situations and environments. Students will be supported to critically explore and reflect upon their own practice, applying core knowledge from research and scholarship to develop an evidence-informed approach to teaching and supporting learning.

Through meaningful and authentic forms of assessment students apply their learning to the design of a learning situation within their own context, building upon their learning from the course and direct feedback from their peers and tutors.

A key feature of the course's delivery is an observation of teaching or learning support practice, designed to provide students with direct feedback on their practice as a form of authentic continual professional development and to support students to identify future development and learning needs.

Course 1 of the Postgraduate Certificate Learning and Teaching in the Creative Disciplines programme is open to direct applications from GSA staff and Graduate Teaching Assistants who have a role in teaching or supporting learning. Successful completion of the course leads to recognition as an Associate Fellow of AdvanceHE and the award of 20 credits at SCQF level 11.

Students on the programme who are not GSA staff are not able to be awarded professional recognition in line with [AdvanceHE's Accreditation Policy](#). Students can, however, use evidence from their participation within this course and the full PG Cert programme towards a direct application to AdvanceHE for fellowship.

Course Aims

The course provides students with the opportunity to:

1. Explore and critically consider current debates and practices of inclusive learning design, teaching, support and feedback on student learning within the creative disciplines;
2. Develop their critical capacities as reflective teachers and/or supporters of student learning, identifying current and future learning needs and enhancement plans;
3. Interrogate and apply theoretical frameworks and pedagogical approaches to their own teaching practices to support learning within a diverse student body.

Course Intended Learning Outcomes

Students who successfully complete this course will be able to:

1. Design effective and inclusive learning situation, applying key theories and principles of student learning and learning design.
2. Discuss and apply principles of effective feedback for learning to learners within learning design.
3. Critically reflect upon and evaluate their practice and professional development as a teacher and/or supporter of student learning, identifying future enhancements to practice and continuing professional development needs.

Indicative Content

This course will introduce students to:

- Frameworks to support critical reflection and reflective practice
- Theories and perspectives on student learning and effective feedback practice in the creative arts
- Current research and scholarship for inclusive learning design and teaching practice
- Frameworks to evaluate and embed appropriate technologies and digital tools to enhance learning and teaching
- Approaches and methods to evaluate the effectiveness of learning and teaching

Description of Learning and Teaching Methods

This course is designed as a work-based learning course which supports students in their professional role and practice as teachers and/or supporters of learning. The course is taught online utilising a distance learning and work-based learning framework to support students to engage in meaningful and authentic learning relating to their teaching and/or learning support role.

The course is taught weekly using a flipped model of learning, providing asynchronous resources and learning activities to introduce core content which is further explored and consolidated through live synchronous workshop sessions. Students are supported to engage with these activities through a dedicated induction to the virtual learning environment and teaching approach.

The course also utilises a teaching observation to provide students with direct feedback on their teaching practice to support reflection on their personal and professional development as teachers and/or supporters of student learning.

Indicative Contact Hours	Notional Learning Hours

20	200

Description of Formative Assessment and Feedback Methods
Students are supported in their learning through a range of formative assessment activities as they progress through the course. These include: • Engagement in a range of peer review activities focused on learning design, feedback and teaching practice. • Tutor led observation of teaching • Regular feedback from tutors through in-class discussion and question and answer activities

Description of Summative Assessment arrangements
Summative assessment is designed to be authentic to each student's learning and teaching context and applicable to their role and practice. Assessment is designed to support students to reflect upon their role and practice of teaching and supporting learning as they study on the course, allowing them to not only demonstrate their learning through assessment, but also meaningfully apply their learning to their practice as they progress through the course and programme.

Description of Summative Assessment Method	Weight %	Submission week
Learning Design and Reflective Account of Practice Students are required to submit an artefact, session plan, or short pre-recorded presentation (no more than five minutes) which outlines a learning situation which they have designed and facilitated. Alongside this, students are required to submit a 1,000-word reflective account of practice providing a critical rational and evaluation of the learning design, identifying future enhancements.	80%	12
Personal Development Plan Students are required to undertake a tutor led teaching observation of their practice and submit a completed observation form which includes a 500-word reflection and personal development plan identifying future learning needs.	20%	12

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
Are all the students on the course taught wholly by distance learning?	Yes
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	N/A

Reading and On-line Resources

The following is an indicative list of resources for this course. To see the full reading and resource list see the Learning Design and Teaching in an Art School Resource Lists.

Ashwin, P. (2015) Reflective teaching in higher education, Bloomsbury Academic.

Beetham, H. & Sharpe R. (eds.) (2013) Rethinking pedagogy for a digital age: designing for 21st century learning 2nd ed, Taylor and Francis

Biggs, J.B. (2011) Teaching for quality learning at university 4th ed, Society for Research into Higher Education & Open University Press

Boling, E., Schwier, R.S., Smith, K.M., Gray, C.M. & Campbell, K (2016) Studio Teaching in Higher Education: Selected Design Cases, Taylor and Francis

Brookfield, S. (2017) Becoming a critically reflective teacher 2nd ed, Jossey-Bass

Harvey, M. (2020) Reflection for learning: a scholarly practice guide for educators, Advance HE

Jarvis, J., Smith, K., Hurford, D., & Read, A. (2022) Bias-aware Teaching, Learning and Assessment (Critical Practice in Higher Education), Critical Publishing

Marshall, S. (ed.) (2020) A Handbook for teaching and learning in higher education: Enhancing Academic Practice 5th ed, Routledge Falmer

Ramsden, P. (2003) Learning to teach in higher education 2nd ed, Routledge

Richards, A. et al (2015) Embedding Equality and Diversity in the Curriculum discipline-specific guides, AdvanceHE

Weller, S. (2019) Academic practice: developing as a professional in higher education 2nd ed, Sage