

Pacing it out: individual activity

Collection: Course design

Resource: Adapting a module

Approximate duration

Two to four hours

Learning outcomes

After completing the activity you should have

1. acquired insight into how institutional procedures and cultures impact for good or for ill on teaching situations and aspirations;
2. acquired a critical understanding of curriculum and its constituent parts in a given degree;
3. acquired the confidence in one's own ability to identify blockages to learning and devise solutions, such as the cost and benefits of working with one or more primary texts per week in a module.

Introduction

The default structure for English literature modules is one text per week (a lecture and seminar on each). This headlong pace is often cited as one of first-year students' most pressing grievances: the contrast with the loving attention A Level courses pay to individual texts, analysing them closely over many weeks, is stark. Clearly, there are advantages to dealing with a good number of texts quite swiftly. But there is no need to obey convention without thought: maybe there is a case, sometimes, for slowing things down and using the change of pace as an opportunity to introduce innovative pedagogic approaches. This activity will allow you to 'mock up' just such a process of transformation.

1 | *This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.*

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The activity

1. Choose a module description (from the same folder where you found this resource in HumBox) on a topic in which you have some interest. If none of the sample documents seem appropriate, find the module description for a more appropriate module, either within your institution or on the website of another university.
 - [Constructing the Self: Victorian to Modern Literature](#)
 - [Contemporary Literature in a Global Context](#)
 - [Shakespeare's London](#)
 - [Story and Myth](#)
2. Halve the number of texts/topics on the module.
3. Now redesign the whole module. Decide how the teaching strategy might have to change now that there are fewer texts/topics. Will the learning outcomes be different? Rewrite whichever parts of the module description document you like.
4. Write some notes about how the two versions of the module that now exist might have different strengths and weaknesses, and be desirable in different contexts.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the Course design Collection

- Course design: introduction to the collection



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- Designing an English degree programme: resource overview
 - Designing in employability: individual activity
 - Designing in employability: group activity
 - Managing transition from A Level: individual activity
 - A delicate balance: group activity
 - A delicate balance: individual activity
- Designing an innovative English Literature module: resource overview
 - Location, location, location: individual activity
 - Location, location, location: group activity
 - Questions, questions
 - Integrating research into a module: individual activity
 - Integrating research into a module: group activity
- Filling the gaps: resource overview
 - Filling the gaps between sessions: individual activity
 - Filling the gaps between sessions: group activity
- Adapting a module: resource overview
 - Adapting a Literature module: individual activity
 - Adapting a Literature module: group activity
 - **Pacing it out: individual activity (*you are here)**
 - Curriculum framing
- Mapping and applying desirable student attributes: resource overview
 - Imaginary modules: individual activity
 - Imaginary modules: group activity
- Designing a creative-critical module: resource overview
 - Thinking about modules: individual activity
 - Thinking about modules: group activity

