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Planning your route through the
ADEPTT Pack



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INTRODUCTION

This section has been designed to help you plan your route through the elements of the ADEPTT pack. You will find here a range of diagnostic tools and approaches which have been provided to map your learning needs and achievements as well as supporting your professional development. Working through it will help to:

- ❖ **INTRODUCE YOU TO ADEPTT AND ESTABLISH WHICH TOPICS ARE RELEVANT FOR YOU**

- ❖ **GUIDE YOU THROUGH THE RELEVANT SECTIONS OF THE PACK**

- ❖ **ACT AS A REFERENCE POINT WHILE YOU ARE WORKING THROUGH THE TOPICS, SO YOU MAY WANT TO COME BACK TO SOME ELEMENTS OF IT AS YOU PROGRESS**

- ❖ **SUPPORT THE DEVELOPMENT OF A REFLECTIVE APPROACH TO PROFESSIONAL PRACTICE AS A LECTURER**
(See also section 6: Reflecting on your teaching)

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HOW AND WHEN TO USE THE DIAGNOSTIC TOOLS

Some initial diagnostic tools presented here are used at the start of the pack in order to give you an opportunity to reflect upon existing skills and needs in the context of your work.

- THE INTRODUCTORY EXERCISE IS A TOOL TO KICK START A REFLECTION OF WHERE YOU ARE NOW
- THE SWAIN ANALYSIS HELPS YOU TO UNDERSTAND STRENGTHS AND WEAKNESSES, AND TO PLAN A GENERAL APPROACH
- ADEPTT – TAKING AN OVERVIEW OF YOUR NEEDS HELPS YOU TO IDENTIFY WHICH SPECIFIC SECTIONS OF THE ADEPTT MATERIALS WOULD BE USEFUL AND START TO IDENTIFY YOUR ROUTE THROUGH THEM

WORKING WITH THE MATERIALS

The materials are flexible and approachable and designed to be:

- USED SELECTIVELY OR AS PART OF A STAGED PROGRAMME
- USED BY SMALL GROUPS OF YOU AND OTHER COLLEAGUES
- USED INFORMALLY OR AS PART OF A MORE FORMAL EVENT
- BROKEN UP INTO DIFFERENT SIZED CHUNKS
- FOR THE BEGINNER OR MORE EXPERIENCED LECTURER
- READ INDIVIDUALLY
- STANDALONE WITHOUT ANY OTHER GUIDANCE

GETTING STARTED

Before you start it's important to be realistic about the time management and planning needed to work through the topics. You can start to address this by using the following Introductory Exercise.

INTRODUCTORY EXERCISE:

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<p>Who are you? –</p> <p>Write a brief introduction about your background;</p> <p>Your professional life outside teaching - identifying associated skills.</p>	
<p>Your current teaching –</p> <p>Are you new to teaching?</p> <p>New to the institution?</p> <p>The nature of your teaching role and duties.</p>	
<p>What do you hope to gain through participating in ADEPTT?</p>	

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Another exercise which may be helpful at the start of the pack is a SWAIN type analysis. This will help you in the construction of an action plan to help you get the most from the relevant sections of ADEPTT. The main components of the SWAIN¹ analysis are:

S	STRENGTHS
W	WEAKNESSES
A	ASPIRATIONS
I	INHIBITORS
N	NEEDS

You need to spend about ten minutes completing the boxes on the next page. Most are self explanatory – What *Strengths* and *Weaknesses* do you bring to your role? What are your *Aspirations* associated with this role over the next six to nine months? Invariably real life events (completing a PhD; moving house; child care) have an impact upon these aspirations and will give rise to *Inhibitors*. It may be possible to work around some of these, others are more intractable. What *Needs* are there to be resolved to meet the aspirations and diminish the impact of the inhibitors?

¹ In this hybrid version of SWAIN 'I' stands for *Inhibitors* rather than Interest which was in the original.

STRENGTHS

WEAKNESSES

ASPIRATIONS

INHIBITORS

NEEDS

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ADEPTT – an overview has been designed to enable participants to gain an overview of the ADEPTT pack and identify which topics are relevant to you. Completion of this may identify a number of issues – many, no doubt, associated with time management. The ADEPTT Pack is designed to be very flexible, so that you can work through topics that are relevant to you now, and perhaps come back to others at a later date. *ADEPTT – an overview* will help you chart an individual pathway through the pack in the form of an *Action Plan*. This can be reused and adjusted as you work through the pack or as circumstances change.

ADEPTT - TAKING AN OVERVIEW OF YOUR NEEDS

ADEPTT COMPONENT	EXISTING KNOWLEDGE, EXPERIENCE OR AWARENESS	WHAT I WOULD LIKE TO FIND OUT MORE ABOUT	CHALLENGES/BARRIERS TO COMPLETION	WHAT DO I NEED TO PUT IN PLACE FOR SUCCESSFUL COMPLETION
PRACTICAL INFORMATION <ul style="list-style-type: none"> ● Survival Guide ● Working as a part-time Lecturer: getting paid, contracts and employment law ● Practical Issues: car parking, email, e-learning, library, resources etc ● The Changing Face of Higher Education 				
LEARNING AND TEACHING <ul style="list-style-type: none"> ● Managing the Workload ● Teaching at the Right Level ● Teaching Large Groups ● Critical and Cultural Studies ● Studio Practice ● Assessment ● Planning Your Teaching ● Devising Teaching and Learning Activities ● Tutorials and Other Teaching Approaches 				
STUDENT SUPPORT <ul style="list-style-type: none"> ● Introduction to the Disability, Discrimination Act part 4 - Education ● Students with Asperger Syndrome ● Students with Physical Disabilities and Dexterity Difficulties ● Students with Dyslexia and Other Specific Learning Difficulties ● Students who are Deaf ● Students who are Blind or Visually-Impaired ● Students with Mental Health Conditions ● Teaching International Students ● Employability in the curriculum ● Study Skills ● Health and Safety ● Ethics in the curriculum 				
YOUR OWN PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ● Reflecting on Teaching ● Continuing Professional Development 				

**INDIVIDUAL LEARNING STYLES
AND SOME THEORIES OF LEARNING**

Explicit in the philosophy driving ADEPTT is the recognition of individual needs. This is complemented in many ways through awareness of Individual Learning Styles. Through the completion of an appropriate learning styles questionnaire² you will gain insights about your own favoured approaches to learning and see how these impact upon how you teach, and also appreciate the different learning preferences of your students.

A copy of the **Learning Styles Questionnaire** with descriptors and decoding table is available in pdf format from:

<http://www.itlearningmaterials.com/learningstyle.pdf>.

The **VARK** questionnaire may be particularly informative for lecturers in Art and Design since it draws attention to the concept of the visually stimulated learner. It can be accessed and completed on-line at:

<http://www.vark-learn.com/english/page.asp?p=introduction>

² Two are indicated here. The Learning Styles Inventory devised by Honey and Mumford and VARK which was developed out of Neuro-linguistic programming (NLP)