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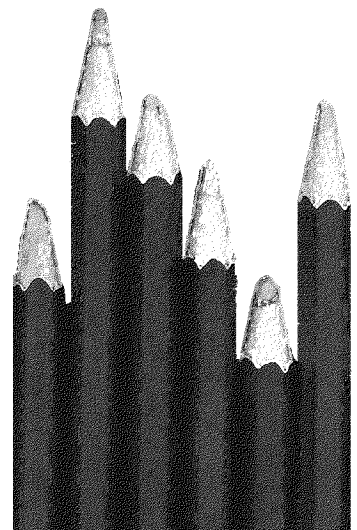
Using the ADEPTT Lecturer Pack

USING THE ADEPTT LECTURER PACK

PLANNING A ROUTE THROUGH THE ADEPTT PACK

USING THE LEARNING & TEACHING SECTION

USING THE STUDENT SUPPORT SECTION



Using the ADEPTT Lecturer Pack

The Lecturer Pack, the companion to this Facilitator Pack, is based around topics which lecturers themselves have requested and provides a flexible "pick-and-mix" set of resources to use either in groups or one-to-one. It is important, if you are handing out copies of the whole Lecturer Pack, to reassure participants that they are not expected to work through all the elements but to dip into the ones that are relevant to them. It is up to you and your participants which topics you select and just how you use the materials, but some guidelines and suggestions follow.

Planning a route through the ADEPTT Pack

This section of the Lecturer Pack is designed to help participants plan their route through the elements of the ADEPTT pack, and to select the topics most relevant to them. You will find here a range of diagnostic tools and approaches, which have been provided to map participants' learning needs and achievements as well as supporting their professional development. It's a good idea to familiarise yourself with the different diagnostic tools so that you can choose the most appropriate ones; feel free to adapt the templates provided to suit your particular group.

Working through this section with your participants could help you plan a programme of workshops or individual study that will be relevant to their needs and their roles. They may wish to return to it further down the line to map their progress and see whether other topics have become relevant.

Using the Learning & Teaching Section

of the Lecturer Pack

(TO BE USED IN CONJUNCTION WITH THE WORKSHOP RESOURCES IN THE LECTURER PACK)

THIS SECTION IN THE LECTURER PACK COVERS THE FOLLOWING TOPICS:

- ❖ **MANAGING THE WORKLOAD**
- ❖ **TEACHING AT THE RIGHT LEVEL**
- ❖ **TEACHING LARGE GROUPS**
- ❖ **STUDIO PRACTICE**
- ❖ **CRITICAL AND CULTURAL STUDIES**
- ❖ **ASSESSMENT**
- ❖ **PLANNING YOUR TEACHING**
- ❖ **DEVISING TEACHING AND LEARNING ACTIVITIES**
- ❖ **TUTORIALS AND OTHER TEACHING APPROACHES**

The resource materials provided for these topics in the Lecturer Pack has been designed to be as flexible as possible, and it is up to you how you use them with your participants. As well as case-studies provided by part-time lecturers, each section includes questions, key points, and follow-up notes.

Using the Learning & Teaching Section

You could:

- ❖ **GIVE OUT THE LECTURER MATERIALS FOR THE RELEVANT TOPIC IN ADVANCE**

OR

- ❖ **USE THE INTRODUCTORY SECTIONS AS OHPs**
- ❖ **ASK THE PARTICIPANTS TO DISCUSS THE QUESTIONS IN SMALL GROUPS AND SHARE BACK KEY POINTS**
- ❖ **ENCOURAGE PARTICIPANTS TO READ AND DISCUSS THE CASE-STUDIES IN THE LIGHT OF THEIR OWN EXPERIENCE OR EXPECTATIONS**
- ❖ **CIRCULATE HANDOUTS OF THE KEY POINTS**

Tutorials and other teaching approaches, Planning Your Teaching and Devising Teaching and Learning activities are longer sections covering a number of subjects, so you could either pick out topics to discuss, or work through the whole section at a longer session.

RESOURCES NEEDED:
1 Case studies
2 Handouts
3 Flipchart and pens
4 Blu-Tac
5 OHP (if using)
6 Evaluation sheets

Using the Student Support Section of the Lecturer Pack

(TO BE USED IN CONJUNCTION WITH THE
WORKSHOP RESOURCES IN THE LECTURER PACK)

INTRODUCTION

The resource materials provided for these topics in the Lecturer Pack are centred around case studies provided by part-time lecturers, and participants are encouraged to read and discuss these in the light of their own experience or expectations and to complete the questions that follow.

THIS SECTION IN THE LECTURER PACK COVERS THE FOLLOWING TOPICS:

- ❖ **DIVERSITY**
 - **AN INTRODUCTION TO THE DISABILITY DISCRIMINATION ACT PART 4**
 - **STUDENTS WITH ASPERGER SYNDROME**
 - **STUDENTS WITH PHYSICAL DISABILITIES & DEXTERITY DIFFICULTIES**
 - **STUDENTS WITH DYSLEXIA AND OTHER SPECIFIC LEARNING DIFFICULTIES**
 - **STUDENTS WHO ARE DEAF**
 - **STUDENTS WHO ARE BLIND OR VISUALLY-IMPAIRED**
 - **TEACHING STUDENTS WITH MENTAL HEALTH CONDITIONS**
 - **TEACHING INTERNATIONAL STUDENTS**

Using the Student Support Section

- ❖ EMPLOYABILITY IN THE CURRICULUM
- ❖ STUDY SKILLS
- ❖ HEALTH AND SAFETY
- ❖ ETHICS

DIVERSITY

You can cover one or any combination of the topics, depending on the size and interests of the group. Following the introduction to DDA Part 4, a larger group could be split up to cover several topics, with each appointing someone to take notes and feed back to the whole group at the end.

The case studies are framed with a brief introduction and a follow-up sheet of key points on each topic, which can be presented as a set of handouts and/or OHP slides.

You might like to finish off the session by asking the whole group to draw out any key strategies that will help more than one set of students and – if you haven't already done so – give them a copy of the DDA Part 4 summary and a set of the "points and strategies" sheets to take away.

RESOURCES NEEDED:
1 Case studies
2 Handouts
3 Flipchart and pens
4 Blu-Tac
5 OHP (if using)
6 Evaluation sheets