

**Name of Department**

<Module name>

<Module code>

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# Module calendar: important dates and overview

In this section, you can provide detailed information to students on how to prepare for each contact session. At the very least, the study guide and the clickUP courses should stipulate a clear, weekly work schedule so students can keep up independently. Students can prepare for the class using traditional textbooks, e-textbooks, PDF documents, Word documents, articles, websites, videos, or publishers’ learning systems. Preparing before class is key for actively participating in class discussions and activities. The goal is to have everyone ready to engage when class starts.

Please also add important assessments and other dates.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Contact session date | Unit / Theme | Preparation for class  Chapter/Activity Article/Website | Homework, classwork, or assignments |
| 1 | 4 Feb 2019  Monday | Areas | Textbook: Ch 3.1-3.5, p21-32  Video: <https://www.youtube.com/watch?v=GtCYrxxTjH> | Exercise 3.4: 3, 5, 6, 10 |
| 1 | 6 Feb 2019  Wednesday | Volume |  |  |
| 2 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
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|  |  |  |  |  |

# Introduction

## Welcome

This is an introduction of yourself and the module in a paragraph or two. Also, refer to and provide a link to the relevant Departmental Guidelines document here.

## Educational approach

This could include a brief statement about your approach as a lecturer to teaching and assessment in this module (your beliefs and ways of doing it). This also entails what they can reasonably expect from you about (for example) availability online or during office hours, as well as turn-around time for marking assignments.

## Learning in the discipline

This section is about the expected role that students should play as active participants in their learning process. How are they to approach learning in this discipline and module (you may consult current research articles and even the Faculty Student Advisors, e.g. how do you study maths, etc.). This might include information about the importance of class attendance and preparation for class. Encourage student engagement and interaction with content, tutors, peers and lecturers. Quality instruction requires students to come to classes prepared, enabling teaching to build on common prior knowledge.

## Restrictions and expectations on the use of generative AI

It is essential to clearly communicate the restrictions and expectations to students concerning using generative AI tools such as ChatGPT or Google BARD in assignments. This clarity ensures that students comprehend the established boundaries and adhere to the course or the Department's rules. Moreover, the various applications of generative AI should align with the module outcomes and the particular purpose of the assigned task. Here are some examples of restrictions a lecturer might consider:

* *Prohibition:* The lecturer may prohibit the use of generative AI altogether in assignments, requiring students to rely solely on their own knowledge and resources.
* *Limited use:* Alternatively, the lecturer may allow limited use of generative AI for specific purposes. For instance, students might be allowed to use it for clarifying concepts, generating ideas, or seeking initial guidance. However, the use of generative AI might be restricted when it comes to solving problems, writing essays, or completing substantial portions of the assignment.
* *Citation requirements:* If students are permitted to use generative AI, the lecturer may require them to cite the source of information generated by the model. This ensures that students provide proper attribution and distinguish their original work from the model-generated content.
* *Collaboration guidelines:* If collaboration is allowed, the lecturer might specify how students can work together and the limitations of seeking help from external sources, including generative AI.
* *Transparency:* The lecturer can ask students to be transparent about using generative AI. For example, students might be required to include a statement in their assignments indicating if and how they used language models while completing their work.
* *Procedural instructions:* The lecturer may provide specific instructions on how to use generative AI, such as time limits, specific prompts or questions that can be asked, or guidelines on the types of responses that are acceptable.
* *Compulsory:* Requiring students to submit a generative AI version of the assignment, including the prompts, and their reflection/critique on the generative AI version based on the course material provided and their final assignment in track changes.

## Responding to student feedback

In this section, outline your approach or any actions taken to incorporate student feedback to enhance teaching, learning, or assessment. At the University of Pretoria, students are expected to participate in providing feedback on teaching and assessment practice to ensure continuous improvement of learning experiences in modules taught. This process entails collecting student feedback and reflecting on how effectively changes have been implemented based on their input. It is important to communicate to your students the significance of offering constructive feedback on their learning experiences, as well as how you will utilise their comments to improve both the module and your teaching practices. This approach strengthens the quality of education and fosters a collaborative environment where student voices are valued and integrated into the university's ongoing pursuit of excellence. For more information, refer to the University of Pretoria's Procedure: Student Feedback on Teaching Survey (SFTS).

# Administrative information

State where and how any other communication relating to the module (not included in the study guide) will take place, eg notice boards (specify the location), clickUP (eg via the announcements tool), etc.

## Contact details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name | Building and room number | Telephone number | Email address | Consultation hours (in person and online) |
| Module coordinator |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Departmental  administrator |  |  |  |  |  |
| Lab instructor |  |  |  |  |  |
| Tutors |  |  |  |  |  |
| Teaching assistants |  |  |  |  |  |
| Faculty Student Advisor\* |  |  |  |  |  |
| Other |  |  |  |  |  |

## Timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Contact session | Day | Periods | Time | Venue |
| Lecture 1 | Monday | 2 & 3 | 9:30-11:30 | Aldoel Building: lecturing hall 2 |
| Lecture 2 |  |  |  |  |
| Practical |  |  |  |  |
| Tutorial |  |  |  |  |
| Online |  |  |  |  |

## Study material and purchases

Provide details of the prescribed textbook(s) and additional study material such as books, academic journals, class notes and internet references. A distinction should be made between compulsory prescribed material/reading to be purchased, and supplementary material/reading available through clickUP (e.g. a Library Page, or links to internet sites/video clips/podcasts). Details of other required purchases such as clickers, laboratory wear, calculators and software should also be provided.

# Module information

## Purpose of the module

A brief description of the value and importance of the module within the context of the programme and/or profession as a whole (where relevant) is provided here. A description of the main competencies (see Professional board exit level outcomes where relevant) and attributes (consider the UP Graduate attributes) that will be focused on in this module could be spelt out here The description should be closely linked to the description in the yearbook.

## Articulation with other modules in the programme

Explaining how the module links to other modules in the learning programme, provides context and emphasises its relevance. A simple diagram, mind map or written text may be provided to demonstrate the interrelationship and logical sequence of the various modules in a programme. The prerequisites for the module should also be spelt out here.

## Learning presumed to be in place

This section deals with more than mere prerequisites. It aims to answer the following question: What set of attributes (knowledge, skills and attitudes) should students have in place upon entering this module?

## Module outcomes

The main expected module outcomes that students should be able to demonstrate at the end of the module are mentioned here.

## Module structure

A broad overview of the module in relation to the topics that will be covered per unit, is provided here. Instead of having pages and pages of information on each and every study unit, consider the use of an interactive infographic where, as the student hovers over a topic, a pop-up screen appears that displays e.g. reference to the content covered, knowledge and skills to be mastered to guide students in how it should be learnt.

Benefits of rather using visual representations of information (e.g. an infographic):

* The idea is not to make learning intimidating but enjoyable for students using infographics. (The lecturer can still have his/her detailed Word document but on the infographic, it will be a link navigating the student to the page with detail).
* To make the content of the course more manageable for the students through chunking.

## Teaching/Learning/Assessment path per unit

The what, how, when and where of teaching, learning and assessment. Refer to the provided link for more information on prepare/engage/consolidate TEACH & LEARN The UP Way approach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module outcome(s) applicable to Unit 1** | **Unit 1’s Learning outcomes** | **Prepare** | **Engage** | **Consolidate** |
| Outcome 1  Outcome 2 etc. | Outcome 1  Outcome 2 etc. | TEACHING  Narrated PPT slides or pre-recorded videos of content (the “what”) | Competency-driven teaching using e.g. case studies/scenarios (how) | Q&A sessions using Bb Collaborate/ Zoom, etc.  Activities/Tasks to be completed  Formative and summative assessments |
|  |  | (links taking the student to the applicable content area in clickUP) | Teaching and learning methods (the “how”) |  |
|  |  | LEARNING OPPORTUNITIES  Platform where students ask questions upfront |  |  |
|  |  | ASSESSMENT  Pre-class quizzes |  |  |

## Credit map and notional hours

The number of credits allocated to a module gives an indication of the volume of learning required for the completion of that module and is based on the concept of notional hours. Should a module carry a weighting of 12 credits, it follows that you should spend an average of 10 x 12 hours of study in total on the module (1 credit = 10 notional hours). This includes time for lectures, assignments, projects, tests and exams. This means that you should spend approximately \_\_\_ hours/14 weeks = \_\_\_ hours per week.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class contact sessions | clickUP | Practical | Tutorials | Assessment  (including assignment) | Independent work | Other:  Field trips  Guest lectures |
|  |  |  |  |  |  |  |
| Total hours \_\_\_\_\_\_\_ = credits \_\_\_ x 10 notional hours (per credit) | | | | | | |

## Units

The following templates could be used to communicate information on unit outcomes and activities:

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1  Theme:  Week(s) and Dates: | | | |
| Unit outcomes | Teaching and learning strategies, methods and activities | Assessment opportunities | Materials and resources |
|  |  |  |  |
| Unit 1  Theme:  Week(s) and Dates: | | | |
| Unit outcomes | Teaching and learning strategies, methods and activities | Assessment opportunities | Materials and resources |
|  |  |  |  |

## Assessment

In this section of the study guide it is important to provide students with the full details of all assessment tasks in the module.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment title | **Short description or scope** | **Assessment**  **instrument**  **used (e.g.**  **project,**  **assignment,**  **test, portfolio,**  **quiz, examination.)** | **The assessment**  **tool used (e.g.**  **rubric,**  **memorandum)** | Weighting in relation to final mark |
| Class test 1 | Reading test | clickUP test | Memorandum | 10 |
| Class test 2 | Short paragraph writing test | clickUP test | Rubric (see clickUP for details) | 10 |
| Class test 3 | Referencing test | clickUP test | Memorandum | 10 |
| Semester test 1 | Case study (content weeks 1- 4) | Invigilated written test | Rubric (see clickUP for details) | 30 |
| Assignment 1 | Research essay | Take-home assignment | Rubric (see clickUP for details) | 40 |
| SEMESTER MARK | | | | 100/2 = 50% |
| Exam/exam assignment | Integration of competencies |  |  | 50% |
| FINAL MARK (Semester mark + Examination mark) | | | | 100% |

All assessments should be described in detail below this table. Complete details should include

* the date and time of tests / D-date and time for submission of the assignment is;
* the **format** in which a test will be written or in which an assignment should be submitted
* a **full and detailed description** of the assessment task (what students should do);
* clear expectations in terms of format (line spacing, number of words, title pages, declarations, etc.)
* **criteria** against which performance will be measured (if included in a rubric or spelt out somewhere else, it should be referred to here).