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| **How to use the Shared Module Evaluate and Reflect Tool** | | |  | **The tool evaluates shared modules across three elements** | | |
| 1. *Use the questions below to identify areas of strength in your curriculum and areas for enhancement* | | |  | Social network with solid fillDisciplinary culture and context | | |
| 1. *Mark yourself from 1(low) to 3(high) on how well you can answer the questions.*   *Make a note of specific issues*  *Low = you have never considered the issue or can hardly answer the question*  *High = Can answer question fully. Issue well addressed in the curriculum* | | |  | Books with solid fill Curriculum | | |
| 1. *Use low scores to identify challenges and areas for improvement areas* | | |  | Gears with solid fillLogistics and Administration | | |
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| **DISCIPLINARY CULTURE/POSITIONALITY**  Q1 How do the core beliefs I hold about my discipline shape the way I have designed/teach this module AND to what extent do I think about the implications of disciplinary differences between me and the different cohorts of students on the module? | Q2 How has my disciplinary background shaped the characteristics of successful professionals I embody for my students and aim to embed in the curriculum ? Do I see these skills only from the perspective of my discipline? | Q3 How clear am I about assumptions I may hold concerning the disciplinary backgrounds and skills of student groups and how these may affect how they connect with me and the module ? | | | Q4 Do I show that I am curious about and appreciate the learning needs and approaches to learning of students enrolled on my module from programmes outside my discipline; outside my school/ department etc ? | Q5 Do I engage in active observation in my classroom to understand the dynamics among students from different programmes? | |
| **CURRICULUM**  *Learning Outcomes*  To what extent are the module learning outcomes aligned with the learning outcomes of each programme in which the students are enrolled?  Q2 Is the language used to express the module learning outcomes free of jargon and understood by students across the different disciplinary backgrounds?  Q3 To which extent do my module learning outcomes incorporate or reflect the interdisciplinarity associated with shared modules?  Q4 If my module is part of a programme-level accreditation, have I considered how the accreditation might influence the learning outcomes?  Q5 To which extent do my learning outcomes reflect the distinct attributes/ benefits associated with shared modules? | *Content and Pedagogy*  Q1 Have I included information to explain the links between the disciplinary areas of my students?  Q2 Have I considered activities that can speak to or are relevant for the disciplinary identities of all students enrolled in the shared module?  Q3 Have I taken steps to ensure there is enough support for students who might be less familiar with the main discipline(s) underpinning my module?  Q4 Have I taken steps to ensure the content is challenging enough for students who are more familiar with the main discipline(s) underpinning my module?  Q5 Have I provided students with opportunities to interact with other students beyond their respective disciplinary affiliation?  Q5 Have I considered how to communicate about the benefits and challenges of shared modules to my students? | *Assessment*  Q1 Have students already undertaken a similar type of assessment in their degree programs?  Q2 Is interdisciplinary reflected in the proposed assessment?  Q3 Does my assessment favour students with a particular disciplinary background/affiliation?  4 If my module is part of a programme-level accreditation, have I considered how the accreditation might impact the choice of assessment? | | | **Reflections** | | |
| **LOGISTICS/ADMINISTRATION/COORDINATION**  *Class size, timetabling, module delivery structure*  Q1 Am I aware of the typical class size students are used to be taught in their programmes? (e.g., are the students used to large or small size classes?)  Q2 Is the size of the class (both in lecture and workshops) appropriate to ensure students’ engagement and participation?  Q3 Do I know whether students belonging to the same programmes have been allocated to the same class or whether classes are mixed (e.g. attended by students from different programmes)?  Q4 Am I aware of how the different programmes' timetabling restrictions impact the timetable of the shared module? (e.g. also for group work)  Q5 Am I satisfied with the module delivery structure (lectures and workshops) and students' number per session? (e.g., do I feel I'd need more or less time for lectures or workshops? Would I prefer having more/less students allocated to the lecture/workshops?) | *Team teaching/support/feedback mechanism*  Q1 To what extent does the teaching team reflect the disciplinary affiliations of the students?  Q2 To what extent does clear communication exist among members of the teaching team (with regards to individual roles and contribution)?  Q3 Am I aware of any departmental/ School/University level support in place for students who might have difficulties with particular aspects of the shared module (e.g. numeracy; disciplinary norms in academic writing and referencing; etc.)?  Q4 Am I satisfied with the formal and/or informal feedback mechanisms in place for the shared modules from all the Programmes to capture interdisciplinarity? (method & quality of feedback?) |  | | |

**Review the areas where you have given yourself a low score. Identify the top challenges that you need to address to embed transparency, interdisciplinarity, inclusivity so that you can enhance your module. Focus on a few top priorities and make a list of actions you can take**

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| Social network with solid fill **Disciplinary Culture/Positionality** - Top challenges and Action points |
| Books with solid fill**Curriculum** - Top challenges and Action Points |
| Gears with solid fill**Logistics /Administration/Coordination** Top challenges and Action Points |