



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching for Learning				
Module Code	UTLG8G-30-M	Level	M	Version	6.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	Oct 2014	Valid to			

<b>CAP Approval Date</b>	Nov 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. articulate a range of ways of understanding pupil learning and be able to articulate how that understanding has influenced their practice (Components A &amp; B);</li> <li>2. critically analyse, a number of research based perspectives on enhancing pupil success (Component B);</li> <li>3. develop personal theory in relation to teaching practices and articulate that theory with regard to ideas, perspectives and theories encountered during the module (Component B);</li> <li>4. plan the means to monitor and critically evaluate the outcomes of their actions (Component B);</li> <li>5. demonstrate a clear knowledge and understanding of the issues raised in the module and to be able to critically discuss and analyse those ideas, showing an ability to transform them in the process of developing an argument (Component B);</li> <li>6. take independent and self-critical responsibility for own work, guiding the</li> </ol>

	<p>learning of others and managing their own requirements for continuing professional development (Components A &amp; B);</p> <p>7. engage confidently in academic and professional communications with others, reporting on action clearly, autonomously &amp; competently including the capacity to communicate processes &amp; outcomes of their learning (Component A &amp; B).</p>
Syllabus Outline	<p>The syllabus will have a focus on improving the educational outcomes for children and young people in educational settings. The core of the syllabus will focus on understanding teaching and learning and some content will be negotiated to reflect key priorities in educational settings. These may include:</p> <ul style="list-style-type: none"> <li>• ways of thinking about learning and teaching</li> <li>• school effectiveness and school improvement</li> <li>• school cultures</li> <li>• assessment for learning</li> <li>• gender and achievement</li> <li>• learning theories including multiple intelligences, preferred learning styles and accelerated learning</li> <li>• inclusive practices</li> <li>• pupils with additional needs for example SEN/D, gifted and talented pupils</li> </ul>
Contact Hours	<p>The taught part of the module will be delivered through lectures and seminars.</p> <p>Other forms of contact and support provided will include:</p> <ul style="list-style-type: none"> <li>• individual tutor support;</li> <li>• student study guidelines pack;</li> <li>• on-line access to digitised readings and other resources;</li> <li>• library access and on-line journals;</li> <li>• access to writing at M Level workshops.</li> </ul>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes: lectures and seminars 2 hours per week. A mixture of lecture, seminar, presentation and group discussion with guided study tasks and structured discussion activity, drawing upon set reading and participants' experience, needs and contexts.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level.
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If <b>further reading</b> is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>

Indicative Reading List	<p>Arends, D. and Kilcher, A (2010) <i>Teaching for Student Learning: Becoming an Accomplished Teacher</i>. Abingdon: Routledge.</p> <p>Arthur, J. and Peterson, A. (2012) <i>The Routledge Companion to Education</i>. London: Routledge.</p> <p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p> <p>Fielding, M. and Moss, P. (2010) <i>Radical Education and the Common School: A Democratic Alternative</i> (Foundations and Futures of Education). London: Routledge.</p> <p>Hattie, J (2008) <i>Visible Learning for Teachers Maximizing Impact on Learning</i>. Abingdon: Routledge.</p> <p>Hayes, D. (2004) <i>The Routledge Guide to Key Debates in Education</i>. London: Routledge.</p> <p>Knight, O. and Benson, D. (2014) <i>Creating Outstanding Classrooms: A whole-school approach</i>. Abingdon: Routledge.</p> <p>McNiff, J. (2013) <i>Action Research: Principles and Practice</i>. 3<sup>rd</sup> ed. Abingdon: Routledge.</p> <p>O'Leary, M (2013) <i>Classroom Observation: A guide to the effective observation of teaching and learning</i>. Abingdon: Routledge.</p> <p>Pring, R. (2013) <i>The life and death of Secondary Education for All: Dream or Reality?</i> London: Routledge.</p> <p>Wilson, E. (2013) <i>School-based Research: A guide for education students</i>. London: Sage.</p>
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Part 3: Assessment	
Assessment Strategy	<p><b>Component A (A3 Poster)</b></p> <p>In order to demonstrate Masters' Level in reflecting on practice, students will need to make sure the presentation of the A3 poster includes:</p> <ul style="list-style-type: none"> <li>• a rationale for the small scale action enquiry</li> <li>• a coherent sequence for the small scale action enquiry</li> <li>• reference to underpinning theory, educational policy or perspectives on education.</li> <li>• an analytical commentary on an aspect of professional development</li> <li>• a reference list using the UWE Harvard system</li> </ul> <p><b>Assessment criteria for Component A:</b></p> <p><b>ALM: Conceptual Domain (Core)</b> The student demonstrates that they can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.</p> <p><b>HLM: Negotiated Domain</b> The assignment demonstrates that the student can clearly communicate the main issues being addressed through an appropriate method of visual presentation</p> <p><b>Component B (Written assignment)</b></p>

In order to demonstrate Masters' Level in reflecting on practice, students will need to make sure that the written assignment includes:

- Identification of the chosen area for the small scale enquiry
- Critical reflection on how the research theme and enquiry question are relevant and significant to the context of their professional development
- Critical reflection on practice in relation to theoretical and other contexts / frameworks / references.
- Critical analysis of the methods of data collection and findings from the small scale action enquiry.
- Evidence of the nature and quality of personal engagement.
- Evidence of systematic, critical reflection and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and the motives, causes and influences contributing to a particular development.
- Critical reflection on the impact of carrying out the small scale action enquiry on professional practice.

The written assignment must demonstrate engagement with relevant literature. Such engagement is a key feature of work at Masters' Level.

Identification of relevant literature. This might include regulatory, official or inspection documentation such as national standards,

- frameworks and professional literature such as institutional policy documents. There must also be reference to academic literature, both recent and seminal texts, to show links from theory to practice.
- Engagement with literature should show how it has helped with gaining insight into personal learning and how it is possible to use professional experience to challenge literature where appropriate.

Each student will be allocated a tutor to support their studies. Students will meet with their tutor, or contact them via email, for advice and guidance on the action enquiry.

**Assessment Criteria for Component B:**

**ALM: Conceptual Domain (Core):** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

**BLM: Literature Domain**

The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

**GLM: Action Domain:** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		

<b>Component A</b>	<b>weighting</b>
Presentation of an A3 poster in which students discuss issues arising from or related to a small-scale action enquiry.	25%
<b>Component B</b>	<b>weighting</b>
A written assignment of approximately 3750 words expanding on issues raised in the poster presentation (Component A)	75%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions)	<b>weighting</b>
Presentation of an A3 poster in which students discuss issues arising from or related to a small-scale action enquiry.	25%
<b>Component B</b> <b>Description of each element</b>	<b>weighting</b>
A written assignment of approximately 3750 words expanding on issues raised in the poster presentation (Component A)	75%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	