



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching for Learning				
Module Code	UTLG8G-30-M	Level	M	Version	6.2
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 Education (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	September 2020		

CAP Approval Date	Nov 2014 02/06/2016
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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"> articulate a range of ways of understanding learning and be able to articulate how that understanding has influenced their practice (B); critically analyse, a number of research based perspectives on enhancing learner success (Component A & B); 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); 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 A &B); take independent and self-critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development (Components A & B);

	<p>6. engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning (Component A & B).</p>
Syllabus Outline	<p>The syllabus will have a focus on improving the educational outcomes for learners 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"> • ways of thinking about learning and teaching • evaluating the effectiveness and of educational organisations and how this might be improved • learning cultures • assessment for learning • gender and achievement • learning theories • inclusive practices • learners with additional needs
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"> • individual tutor support; • student study guidelines; • on-line access to digitised readings and other resources; • library access and on-line journals; • access to writing at M Level support.
Teaching and Learning Methods	<p>Scheduled learning. 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>Independent learning includes hours engaged with essential reading, 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 essential reading 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 further reading 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>. 3rd 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>Component A - presentation</p> <p>Assessment criteria A and B</p> <p>In order to demonstrate Masters’ Level in reflecting on practice, students will need to make sure the presentation includes:</p> <ul style="list-style-type: none"> • reference to underpinning theory, educational policy or perspectives on education. • an analytical commentary on the relevance to professional development • a reference list using the UWE Harvard system <p>Component B (Written assignment)</p> <p>Assessment criteria A, B and G,</p> <p>In order to demonstrate Masters’ Level in reflecting on practice, students will need to make sure that the written assignment includes:</p> <ul style="list-style-type: none"> • reference to academic literature, both recent and seminal texts, to show links from theory to practice. • Critical reflection on how the research themes of the literature used are relevant • Critical reflection on practice in relation to theoretical and other contexts / frameworks / references.
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	<p>Assessment criteria</p> <p>A: 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.</p> <p>B: Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.</p> <p>G: 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.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A	weighting	
Presentation of a critical reflection on a research study relevant to the content of the module, taken from a key academic journal. (10 minutes)	100%	
Component B	weighting	
Critical reflection on an aspect of teaching for learning relevant to own practice (3750 words).	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions)	weighting	
Presentation of a critical reflection on a research study relevant to the content of the module, taken from a key academic journal.	100%	
Component B	weighting	
Description of each element		
Critical reflection on an aspect of teaching for learning relevant to own practice (3750 words).	100%	

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.