



Module Specification

Theoretical Perspectives on Teaching and Learning

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Part 1: Information

Module title: Theoretical Perspectives on Teaching and Learning

Module code: UTLG7U-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: Understandings of learning as social - Socio-cultural theory, activity theory, communities of practice.

Conceptualisations and metaphors to explain learning – participation, design, acquisition.

Neuroscientific approaches to learning and ‘neuro-myths’.

Claims to and definitions of creativity in teaching and learning.

New technologies in teaching and learning.

Conceptualisations of learners – learner identities, learner-centredness, learning-centredness.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning: The study blocks will consist of a range of modes of teaching and learning – lecture, seminar activity and discussion, workshop e.g. developing search skills for online sources, tutorial.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Each module is organised around two intensive study blocks taught over three days. (typically Thursday evening to Saturday morning), usually one month apart. In addition students are expected to attend the monthly BRILLE research centre seminars and engage in academic discussion and debate at the seminars. Students are allocated an academic mentor to support them throughout Part 1 of their EdD studies and as well as the module tutor, the academic mentor can provide individual support for the learning on this module. The taught sessions will make up approximately 30 hours in this module.

It is suggested that students engage in approximately 270 hours of independent study in association with this module.

The module will use blackboard as a means of sharing resources and engaging students in learning. As such some contact time may consist of contributions to online discussions or posting comments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a deep, systematic and critical understanding of a range of theoretical perspectives on teaching and learning in a diversity of learning contexts (both face-to-face and virtual) and sectors

MO2 Articulate a personal theory of learning informed by a critical awareness of relevant published works from a range of relevant disciplines

MO3 Evaluate teaching and learning approaches promoted in educational environments, face-to-face and/or virtual, and justify alternative approaches using a rationale based on understandings developed through engagement with published research studies

MO4 Propose research methods coherent with studies which conceptualise teaching and learning in specified ways e.g. socio-cultural theory

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Face-to-face learning = 30 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlg7u-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlg7u-30-m.html>

Part 4: Assessment

Assessment strategy: For this module, the assessment formats are an individual presentation to peers and tutors on two contrasting theoretical perspectives on a specified aspect of teaching and learning relating to the presenter's professional context and an individual piece of coursework words reviewing a range of theoretical understandings of a specified issue or issues in a teaching and learning context analysed by the writer. The essay should conclude with personal reflections on the outcomes of the review and recommendations for possible approaches to researching this issue further. The essay should cover the following areas:

An outline of a teaching issue (or some connected issues) in a specified context of learning

A review based on published literature of ways of understanding this issue from diverse theoretical perspectives

A discussion of personal reflections evaluating the outcomes of the research reviewed

Recommendations for the design of appropriate research studies in this area which reflect a particular theoretical perspective.

Students will be provided with feedback of a summative and formative nature on the work produced for assessments 1 and 2. Formative feedback will be provided during the teaching of each module during seminar and tutorial sessions. Module tutors and EdD mentors will be involved in providing formative feedback.

A selection from the Department of Education assessment criteria will be used in this module (as in all modules in the programme) and they are as follows:

- A: Conceptual Domain (Core)
- B: Literature Domain
- C: Contextual Domain
- D: Research Domain
- E: Ethical Domain

F: Values Domain

G: Action Domain

H: Negotiated Domain

Assessment components:

Presentation (First Sit)

Description: A 15 minute presentation (10 minute presentation plus five minutes for questions and answers)

Assessment criteria: A, C

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Written Assignment (First Sit)

Description: An essay of 3,750 words

Assessment criteria: ABC

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: A 15 minute presentation (10 minute presentation plus five minutes for questions and answers)

Assessment Criteria: A, C

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Written Assignment (Resit)

Description: An essay of 3,750 words

Assessment criteria: ABC

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Doctor of Education [Frenchay] EdD 2023-24