MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Theoretical perspectives on teaching and learning					
Module Code	UTLG7U-30-M		Level	M	Version	4
Owning Faculty	Arts Creative Industries and Education		Field		Secondary Education and Lifelong Learning	
Contributes towards	Professional Doctorate (Education)					
UWE Credit Rating	30	ECTS Credit Rating	15		Module Type	Standard
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	April 2014		Valid to			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1) 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; (A, B) 2) Articulate a personal theory of learning informed by a critical awareness of relevant published works from a range of relevant disciplines; (B) 3) 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; (B) 4) Propose research methods coherent with studies which conceptualise teaching and learning in specified ways e.g. socio-cultural theory. (B)
Syllabus Outline	• 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
Contact Hours	• 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.
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.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. **Key Information Set - Module data** *Number of credits for this module* 30 The table below indicates as a percentage the total assessment of the module which constitutes a - **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Key Information Set - Module data

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours		Allocated Hours	
300	30	270		300	✅

				Coursework assessment percentage		75%	
				Practical exam		25%	
						100%	

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Biesta, G. (2006) Beyond learning: democratic education for a human future Claxton, G., Chambers, M., Powell, G., Lucas, B. (2011) The learning-powered school: pioneering 21st century education Bristol: TLO Ltd. Daniels, H., Lauder, H., Porter, J. (2009) Education, theories, cultures and learning - a critical perspective London: Routledge Littleton, K. & Howe, C. (2010) Educational dialogues - understanding and promoting productive interaction Abingdon: Routledge Poulson, L. Wallace, M. (2004) (eds.) Learning to read critically in teaching and learning London: Sage Thomas, G. (2007) Education and theory - strangers in paradigms Maidenhead: Open University Press Wells, G. & Claxton, G. (2002) Learning for life in the 21st century Oxford: Blackwell Relevant Journals British Educational Research Journal

	Educational Review International Journal of Qualitative Studies in Education <u>Websites</u> www.tlrp.org.uk The Economic & Social Research Council's Teaching & Learning Research Programme website.

Part 3: 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 components A and B. 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

Identify final assessment component and element	**Component B is the final component.**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A 15 minute presentation (10 minute presentation plus five minutes for questions and answers) Assessment criteria: A, C	100

Component B Description of each element	Element weighting (as % of component)
1. An essay of 3,750 words Assessment criteria: ABC	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A 15 minute (10 minute presentation plus five minutes for questions and answers) Assessment Criteria: A, C	100
Component B Description of each element	Element weighting (as % of component)
An essay of 3,750 words Assessment criteria: ABC	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.