

CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Classroom-based enquiry: Primary Education				
Module Code	UTXGQT-30-M	Level	M	Version	1.3
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	PGCE Primary Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTXGS5-30-3; UTXGQR-30-3; UTXGQG-30-M	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12 30/05/13 02/06/2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module trainees will be able to demonstrate that they:</p> <ol style="list-style-type: none"> 1. Understand the importance to continuing improvements in teaching practice and design, and outcomes for learners, of engagement with data, research, literature and other professional sources. (A & B) 2. Have a secure knowledge of the Foundation subjects in the curriculum and understand their importance to children's holistic development, how to foster and maintain pupils' interest in the subjects, and address misunderstandings (A) 3. Evaluate different models of learning relating to the acquisition of knowledge, or skills, and discrete teaching vs cross-curricular teaching (A) 4. Understand the role of the subject leader and have a deep understanding of the specific pedagogical knowledge related to their specialist subject/area.(B) 5. Know how to plan and conduct a small-scale enquiry in a systematic and independent way, using primary and secondary sources and appropriate ethical and methodological approaches; (B) 6. Can articulate a rationale for how planned interventions in their teaching are informed by an understanding, underpinned by literature, of how children learn; (B)

	7. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support children's attainment; (B)
Syllabus Outline	<p>Foundation subject knowledge and curriculum understanding</p> <p>Specialist subject and subject pedagogical knowledge</p> <p>Formative interrogation and use of data to improve children's attainment</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and case studies of practice</p> <p>Evidence-based professional knowledge and professional learning communities</p> <p>Current national educational policy, curriculum and priority areas</p> <p>Curriculum, pedagogy and assessment</p>
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, , technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.</p>
Reading Strategy	<p>All trainees 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. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>All essential reading will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.</p> <p>If further reading is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Alexander. R. (2009) <i>Children, their World, their Education: final report and recommendations of the Cambridge Primary Review</i>, Abingdon: Routledge.</p> <p>Bolton, G. 3rd Edition (2010) <i>Reflective Practice, Writing and Professional Development</i>. London: Sage.</p> <p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p>

	<p>Craft, A. (2010) <i>Creativity and Education Futures: learning in a digital age</i>, Stoke on Trent: Trentham.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through reflective practice</i>. Abingdon: Routledge.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice: A Practical Guide</i>. London: Paul Chapman Publishing.</p> <p>Male, B. (2012) <i>The Primary Curriculum Design Handbook: Preparing our Children for the 21st Century</i>. London: Continuum</p> <p>Mcgill, C. N'Guessan, T. Rosen, M eds (2007) <i>Exploring Creative Learning</i>, Stoke on Trent: Trentham.</p> <p>Poulson, L and Wallace, M (2004) <i>Learning to Read Critically in Teaching and Learning</i>. London: Sage</p> <p>Ridley, D. (2008) <i>The Literature Review: A Step-by-Step Guide for Students</i>, London: Sage.</p> <p>Sewell, K. (ed) (2008) <i>Doing Your PGCE at M-Level: A Guide For Students</i>. London: Sage.</p> <p>Wragg, T. (2011) <i>An Introduction to Classroom Observation (Classic Edition)</i>, Abingdon: Routledge.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module will be assessed in two components. The first component focuses on trainees understanding of the foundation subjects and the relationship with cross curricula teaching and learning. Different models of cross curricula learning are to be explored, as will subject integrity and pedagogical approaches to learning.</p> <p>Part two of the assessment for this module will explore trainees understanding of policy, practice and issues within a specialist area. Trainees will be required to engage in and evaluate a small-scale enquiry with this focus.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	P/F
First Sit		
Component A Description of each element	Element weighting (as % of component)	
Presentation 10 minutes	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
Written evaluation (3750 words)	Pass/Fail	

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Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
1. Presentation 10 minutes	Pass/Fail
Component B Description of each element	Element weighting (as % of component)
1. Written evaluation (3750 words)	Pass/Fail
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.	