



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations of Learning				
Module Code	UTLGSP-20-M	Level	M	Version	2
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	MA Education				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	none		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2018		Valid to	September 2024	

CAP Approval Date	1 August 2012
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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"> 1. Critically evaluate the range of ideas about learning, and the tensions between these. (Assessment component A) 2. Locate central themes in the historical development of ideas about learning. (Assessment component A) 3. Analyse critically the range of ideas about how learning takes place. (Assessment component A) 4. Identify and understand the implications for teachers of different notions of learning. (Assessment component A) 5. Be able to select and successfully apply appropriate strategies to enhance learning, in a variety of situations. (Assessment component A) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Oral contributions during discussions/seminars • Teamwork • Active participation in role-play exercise • Performance in set exercises

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Syllabus Outline	<p>In all sessions there will be opportunities to reflect on the theories and ideas discussed in the light of: the students' own practice in bringing about learning (in whatever context this may be – (as a teacher, a school manager, a parent, etc.); their experiences and development as learners, both in the past, and specifically on the MA course. This will include explicit discussion of what they find to be more and less effective ways of learning and teaching.</p> <p>The following topics will be covered in the course. Within these topics, it will be possible for students to explore age-specific interests, as is appropriate to their own professional situation:</p> <ul style="list-style-type: none"> • Learning theories • Recent neurological research and the implications for brain-based learning • Multiple Intelligences • Learning styles • The impact of the digital age on learning • Social and emotional aspects of learning (SEAL) • Taxonomies of Educational Objectives • Contemporary strategies for the enhancement of learning, including: 'Learning to Learn' (metacognition), Assessment for Learning, Accelerated Learning, Thinking Skills (De Bono), and Building Learning Power.
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • Lectures 30 hours • Discussion/Seminars 3 hours • Exercises 5 hours • Video exemplars 1 hour • Oral presentations 2 hours • Role Play 1 hour • Guest Speaker 2 hours • Self-initiated study 150 hours • Online self-inventories 2 hours • Tutorials 2 hours • Lesson Observations 2 hours <p>TOTAL NOTIONAL TIME 200 hours</p>
Teaching and Learning Methods	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed (as shown above) to enrich the delivery and to cater for different student learning styles and preferences.</p> <p>Scheduled learning includes lectures, seminars, tutorials; set exercises, video exemplars, oral presentations, role-play, guest speakers, online surveys and self-inventories, lesson observations.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p>

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<p>Reading Strategy</p>	<p>Required Reading List</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The require reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p>Recommended Reading</p> <p>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.</p> <p>Access and Skills</p> <p>The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course 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.</p> <p>Indicative Reading List</p> <p>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, <i>current</i> advice on readings will be available via the module guide.</p>
<p>Indicative Reading List</p>	<p>Beere, J. and Gilbert, I. (2007) <i>The Learner's Toolkit: Developing Emotional Intelligence, Instilling Values for Life, Creating Independent Learners and Supporting the SEAL Framework ... the SEAL Framework for Secondary Schools</i> (2007)</p> <p>Bloom, B. et al. (1956) <i>Taxonomy of Educational Objectives; The Clarification of Educational Goals</i>. New York McKay</p> <p>Bruner, J. (1974) <i>Towards a Theory of Instruction</i>. New York: Belnap Press</p> <p>Crebbin, W. (2000) <i>Revisioning learning - contributions of postmodernism, constructivism and neurological research</i>. Retrieved on February 1st 2012 from http://www.aare.edu.au/00pap/cre00462.htm</p> <p>Gardiner, H. (2000) <i>Intelligence Reframed: Multiple Intelligences for the 21st Century</i> New York: Basic Books</p> <p>Ginniss, P.(2002) <i>Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner</i>. Carmarthen: Crown House Publishing</p>

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	<p>Gould, J (2009) <i>Learning Theory and Classroom Practice in the Lifelong Learning Sector</i>. Exeter: Learning Matters Pub.</p> <p>Gray, C and MacBain, S. (2012) <i>Learning Theories in Childhood</i>. London: SAGE</p>
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Part 3: Assessment	
Assessment Strategy	<p>The purpose of the assessment assignment is to assess understanding of the subject matter in Module UTLGSP-20-M and the ability to reason within knowledge of the subject. The intended learning outcomes for Assessment A (Individual essay, controlled through tutorials and the requirement to present individual reflections/experiences. Weighting = 100%) are the same as for the module. I.e. to.</p> <ul style="list-style-type: none"> • Critically evaluate the range of ideas about learning, and the tensions between these. (Assessment component A) • Locate central themes in the historical development of ideas about learning. (Assessment component A) • Analyse critically the range of ideas about how learning takes place. (Assessment component A) • Identify and understand the implications for teachers of different notions of learning. (Assessment component A) • Be able to select and successfully apply appropriate strategies to enhance learning, in a variety of situations. (Assessment component A) <p>General assessment criteria include:</p> <ul style="list-style-type: none"> • Relevance of the material in the work to the title of the assignment • Relevance to the content of the course • Understanding of the issues or problems under discussion • Knowledge and understanding of relevant readings • Independent research, where applicable • Use of suitable data, as appropriate • Clarity and depth in the analysis of theory, data and the issues under discussion • Coherence of argument • Clarity and relevance of introduction and conclusion • Clarity and precision of expression • Use of appropriate and consistent conventions for referring to the work of others. • Clarity of presentation (layout, use of paragraphs and tables...) • Clarity of writing, including grammar, punctuation, spelling and sentence construction. <p>Summative assessment feedback</p> <p>For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.</p>

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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3750 word essay	100%	
Component B Description of each element	Element weighting (as % of component)	
1.		
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3750 word essay	100%	
Component B Description of each element	Element weighting (as % of component)	
1.		
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.		

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First CAP Approval Date	1 st August 2012			
Revision ASQC Approval Date	TBC	Version	2	Link to RIA 12736
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				