

MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Teaching and Learning Techniques	Level: 6	Credit Value: 20
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Module code:EDC610 (if known)	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010
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Existing/New:	Title of module being replaced (if any):
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Originating Subject: Education & Childhood Studies	Module Leader:
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Module duration (contact hours/ directed/directed private study:	60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/ elective (identify programme where appropriate):	Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BA (Hons) Education and Childhood Studies	None	None

Module Aims:

This module will consider theoretical perspectives and conceptual frameworks which will lead to the development of effective learning and teaching techniques. It will provide an opportunity for students to put into practise some of these concepts in a short micro-teaching experience.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Critique a range of learning theories and relate them to particular teaching strategies;
2. Apply and evaluate a range of techniques and strategies for group teaching using appropriate theoretical constructs;
3. Analyse and evaluate the dynamics of a group of students, explaining how the teaching and assessment strategies employed support the learning process;
4. Critically discuss how learners' backgrounds and individual learning needs and styles should be taken into account when selecting teaching, learning and assessment strategies in order to promote inclusive practice;
5. Critically evaluate the necessary personal and practical skills for managing the learning and teaching process;
6. Critically observe, reflect and evaluate their own and others' teaching practice;
7. Critically reflect on and identify changes in practice, where appropriate, in the light of theoretical and experiential evidence.

Transferable/Key Skills and other attributes:

- Observational, analytical and evaluative skills based on reflective practice;
- Planning, organisation and time management;
- Identify and share good practice;
- ICT skills;
- Communication skills;
- Improving own learning and performance;
- Create and use resources/activities.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

A micro-teaching session of 20 minutes duration to a group of their peers, with file of evidence containing: lesson plan, resources/materials, justification of teaching methods, critical evaluation of own session and critical evaluation of the teaching of peers and the module.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	20 minutes micro-teaching session with accompanying file of evidence.	100%	c4,000

Learning and Teaching Techniques:

The module will emphasise the application of knowledge and understanding through a critical appreciation of the complexities involved in teaching, learning and assessment. Students will be encouraged to reflect on their experiences as learners and upon their observations on teaching both within the module and elsewhere. Learning will be facilitated by using lectures, workshops, discussion and 20-minute micro-teaching sessions designed to encourage application of theory to practice. The assessment processes will engage participants in reflective, evaluative observation linked to conceptual framework about effective learning, teaching and assessment.

Syllabus outline:

- What is learning?
- Individual learning styles ~ implications for teachers
- Key theories of learning
- Factors that help individuals to learn and how this relates to published theory
- Motivation
- Purposes and principles of assessment
- Assessing learning in the teaching situation
- Evaluating the effectiveness of teaching
- Planning and preparing a learning session
- Working with groups
- Working with individuals ~ coaching, mentoring, simulation and role-play
- Teaching Strategies (1) Questioning / Discussions / Case studies
- Teaching Strategies (2) Lectures / Presentations / Seminars
- Teaching Strategies (3) Demonstrations / Practical work
- Micro-teaching sessions

Bibliography

Essential reading:

Petty, G. (2009), *Teaching Today: A Practical Guide*. Fourth Edition. Cheltenham: Nelson Thornes.

Reece, I. and Walker, S. (2007), *Teaching, Training and Learning*. Sixth Edition. Houghton-le-Spring: Business Education Publishers Limited.

Scales, P. (2008), *Teaching in the Lifelong Learning Sector*. Maidenhead: Open University Press.

Woolhouse, M., Jones, T. and Rees, M. (2001), *Teaching the Post-16 Learner*. London: Northcote House Publishers.

Other indicative reading:

Bartlett, S. and Burton, D. (2003), *Education Studies: Essential Issues*. London: Paul Chapman.

Bartlett, S. and Burton, D. (2007), Introduction to *Education Studies*. Second Edition. London: Sage.

Blakemore, S. and Frith, U. (2005), *The Learning Brain: Lessons for Education*. Oxford: Blackwell Publishing.

Brookfield, S. and Preskill, S. (2005), *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Second Edition. San Francisco: Jossey-Bass.

Call, N. and Featherstone, S. (2003), *The Thinking Child: Brain-Based Learning for the Foundation Stage*. Stafford: Network Educational.

Cohen, L., Manion, L. and Morrison, K. (2004), *A Guide to Teaching Practice*. Fifth Edition. Abingdon: Routledge.

Geake, J. (2009), *The Brain at School: Educational Neuroscience in the Classroom*. Maidenhead: Open University Press.

Johnston, J. and Nahmad-Williams, L. (2008), *Early Childhood Studies*. Harlow: Pearson Longman.

Keeley-Browne, L. (2007), *Training to Teach in the Learning AND Skills Sector*. Harlow: Pearson Education Limited.

Moyle, J. (ed.) (2007), *Beginning Teaching, Beginning Learning*. Third Edition. Maidenhead: Open University Press.

Race, P. (2001), *2000 Tips for Lecturers*. London: Kogan Page.

Willan, J., Parker-Rees, R. and Savage, J. (eds) (2007), *Early Childhood Studies: An Introduction to the Study of Children's Worlds and Children's Lives*. Exeter: learning Matters.