# Wrexham Glyndŵr UNIVERSITY

**MODULE SPECIFICATION PROFORMA**

| **Module Title:** | Mastering Professional Learning | **Level:** | 7 | **Credit Value:** | 30 |
|---|---|---|---|---|---|

| **Module code**: | EDM701 | **Is this a new module?** | Yes | **Code of module being replaced:** | N/A |
|---|---|---|---|---|---|

| **Cost Centre(s):** | GAPE | **JACS3 code**: | X370 | |
|---|---|---|---|---|

| **With effect from:** | September 17 |
|---|---|

| **School:** | Social & Life Sciences | **Module Leader:** | Ruth Davies |
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| Scheduled learning and teaching hours | 30 hrs |
| Guided independent study | 270 hrs |
| Placement | 0 hrs |
| **Module duration (total hours)** | 300 hrs |

| **Programme(s) in which to be offered** | Core | Option |
|---|---|---|
| MA Education (including the following routes; Counselling Skills for Education, Leadership and Learning and Teaching) | ✓ | ☐ |
| MA Play, Policy and Practice | ✓ | ☐ |
| MA Education (Youth and Community route) | ✓ | ☐ |

| **Pre-requisites** |
|---|
| N/A |

## Module Aims

To encourage critical reflection and evaluation through an evidence- based approach to practice and continuous professional development

To enable the students to develop their knowledge and skills, to utilise appropriate writing, research and study skills, following academic conventions.

To provide students with the opportunity to analyse and evaluate research, policies and/or developments in their own professional context.

## Intended Learning Outcomes

Key skills for employability

| KS1 | Written, oral and media communication skills |
| KS2 | Leadership, team working and networking skills |
| KS3 | Opportunity, creativity and problem solving skills |
| KS4 | Information technology skills and digital literacy |
| KS5 | Information management skills |
| KS6 | Research skills |
| KS7 | Intercultural and sustainability skills |
| KS8 | Career management skills |
| KS9 | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy |

| At the end of this module, students will be able to | | Key Skills | |
|---|---|---|---|
| 1 | Critically analyse their own continual professional development to date. | KS1 | KS8 |
| | | KS9 | |
| | | | |
| 2 | Critically evaluate an area of research or policy or development within a professional context. | KS3 | KS6 |
| | | KS8 | |
| | | | |
| 3 | Evidence appropriate analytical academic research and writing skills, including accurate use of citation and referencing. | KS1 | KS5 |
| | | KS6 | |
| | | | |
| 4 | Critically evaluate their own performance within a professional setting. | KS2 | KS8 |
| | | KS9 | |
| | | | |
| 5 | | KS1 | KS7 |

| | Critically evaluate practice, learning opportunities and assessment they have provided. | KS8 | KS9 |
|---|---|---|---|
| | | | |

**Transferable skills and other attributes**

Use critical reflection to contribute to improvements in practice.
Develop critical thinking and scholarship relating to professional development.
Demonstrate an advanced level of independent learning ability.
Demonstrate proficiency in the use of libraries, data bases and the internet, as sources of information

**Derogations**

Not applicable

**Indicative assessment:**

Students are required to reflect on, and critically review, an aspect of their practice within a professional context.

As part of this process students will be expected to provide a detailed reflective practice assignment of their professional and scholarly progress, together with a critical commentary.

It is expected that this will involve other people, such as their own students and peers, to help them reflect. From this critical review/reflection the student should identify how they are going to improve their professional practice that they focused upon.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|---|---|---|---|---|---|
| 1 | 1, 2 and 3 | Essay | 40% | | 2,500 |
| 2 | 3, 4 and 5 | Reflective Practice | 60% | | 3,500 |

**Learning and Teaching Strategies:**

Lead in lectures supported by seminars, tutorials and group-based activities.
Participants will be encouraged to support one another's learning in seminar settings and through electronic discussion boards.

**Syllabus outline:**

Critiquing a range of models of reflective practice;
Applying reflective models in a range of practice-based roles and settings;
The impact of policies and developments with a professional context;
Critiquing own values and ethics within teaching and other professional practices;
How a critique of professional and personal values can be applied within professional practice.

| Bibliography: |
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| **Essential reading** |
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Bolton, G. (2014), *Reflective Practice: Writing and Professional Development.* Third Edition. London: SAGE Publications Ltd.

Moon, J.A. (1999), *Reflection in Learning and Professional Development: Theory and Practice.* Abingdon: RoutledgeFalmer.

Moon, J.A. (2006), *Learning Journals: A Handbook for Reflective Practice and Professional Development.* Second Edition. London: Routledge.

Schon, D.A. (1987), *Educating the Reflective Practitioner.* San Francisco: Jossey-Bass.

| **Other indicative reading** |
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Bradbury, A. (2014), 'Learning, assessment and equality in Early Childhood Education (ECE) settings in England', *European Early Childhood Education Research Journal,* Vol. 22, No. 3, pp. 347 - 354.

Fourcade, F. and Go, N. (2012), 'Towards a new paradigm in experiential learning: Lessons learned from kindergarten', *Journal of Management Development,* Vol. 31, No. 3, pp. 198 - 208.

Ghaye, T. and Lillyman, S. (2006), *Learning Journals and Critical Incidents*. London: Quay Books Division.

Hunt, C. (1998), 'Learning from Lerner: reflections on facilitating reflective practice', *Journal of Further and Higher Education*, Vol.22, No. 1, pp. 25 - 31.

Russell, T. (2005), 'Can reflective practice be taught?', *Reflective Practice*, Vol. 6, No. 2, pp.199 - 204.

Sellars, M. (2014), *Reflective Practice for Teachers.* London: SAGE Publications Limited.

Soler, J., Craft, A. and Burgess, H. (eds) (2001), *Teacher Development: Exploring Our Own Practice.* London: Paul Chapman Publishing Limited.

Tarrant, P. (2013), *Reflective Practice and Professional Development.* London: SAGE Publications Limited

**Journals**
*British Journal of Educational Psychology*
*British Educational Research Journal*
*Creative Teaching and Learning*
*Professional Journal in Education*