

<b>Module Title:</b>	Connecting Theories of Learning, Teaching and Assessment (L4)	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS411	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	130 hrs
Placement	10 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes  No

**Module Aims**

Explain key aspects of learning, teaching and assessment through engagement with key research and literature within own context and subject discipline.

Make connections between appropriate theory to practice through academic enquiry in own discipline.

Review, consolidate, extend and apply knowledge through the development of the curriculum

**Intended Learning Outcomes**

1. Apply relevant theoretical concepts to programme design that promotes effective student learning
2. Reflect on the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to include appropriate elements of the core curriculum and employability skills
3. Evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies
4. Evaluate learning theories to inform the creation of resource materials to support student learning

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

At the end of this module, students will be able to		Key Skills	
1	Apply relevant theoretical concepts to programme design that promotes effective student learning	KS1	KS5
		KS6	KS9
2	Reflect on the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to	KS1	KS5
		KS6	KS8

	include appropriate elements of the core curriculum and employability skills	KS9	
3	Evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies	KS1	KS4
		KS3	
4	Evaluate learning theories to inform the creation of resource materials to support student learning	KS1	KS3
		KS6	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Writing skills</li> <li>• Sharing ideas</li> <li>• Evaluation and reflection</li> <li>• Improving own practice</li> <li>• Interpretation and analysis of information</li> <li>• Evidence-based practice</li> <li>• Curriculum design and development</li> <li>• Organisation skills</li> <li>• Communication skills</li> </ul>			

**Derogations**

All elements of the module must be passed in order to achieve a pass in the module

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** In an essay, students will review an existing Scheme of Learning (SoL)/Scheme of Work (SoW) or syllabus related to their subject discipline. Alternatively students can create a SoL/SoW for a series of lessons. Students will then analyse the design and development of two lessons associated with the SoL in relation to the planning of the approaches and methods that support learning and assessment and the creation of appropriate resources for learning. Students will be expected to make clear links between educational theory and models and support their analysis with appropriate sources of references.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Essay	100		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

**Learning and Teaching Strategies:**

This module is delivered through taught classroom sessions and directed study tasks. This will involve working alone, in groups, with peers, tutors and colleagues.

Sessions will comprise of the presentation of information, reading, practical activities and discussion. Work-based learning and self-directed tasks form a large part of this module and are used to inform the assessment and materials used in the classroom. In addition students will receive further support through access to the virtual learning environments.

**Syllabus outline:**

- Designing effective Schemes of Learning (SoL)/Schemes of Work (SoW)
- Planning lessons that constructively align to the SoL/SoW
- Threshold concepts and troublesome knowledge
- Pedagogical Content Knowledge (PCK)
- Schools of Learning – Humanist, Cognitivist, Constructivist, Behaviourist etc.
- Use of technology to support learning
- Personal learning Styles Pedagogy
- How learners learn
- Pedagogy v andragogy
- Theories, models and approaches to assessment
- Constructive feedback
- Effective management of the learning environment

**Bibliography:**

**Essential reading**

Boyle, B. and Charles, M. (2014), *Formative Assessment for Teaching and Learning*. London: Sage.

Campbell, A. and Norton, L. (2007), *Learning, Teaching and Assessment in Higher Education*. Exeter: Learning Matters Ltd.

Rushton, I. and Martin, S. (2012), *Reflective Practice for Teachers in Lifelong Learning*. Maidenhead: Open University Press.

Reece, I. and Walker, S. (2007), *Teaching, training and learning; a practical guide*. 5th edition. Tyne and Wear: Business Education Publishers Limited.

Salmon, G. (2006), *e-tivities: the key to active online learning*. Oxon: Routledge Falmer.

Tummons, J. (2005), *Assessing Learning in Further Education*. Exeter: Learning Matters.

**Other indicative reading**

Kelly, A.V. (2009). *The Curriculum: Theory and Practice*. 6<sup>th</sup> Edition. London: Sage Publications Limited.

<http://www.excellencegateway.org.uk/>

<http://geoffpetty.com/>

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