

Module Code:	EDS513
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Module Title:	The Effective Learning Environment
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Level:	5	Credit Value:	20
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Cost Centre(s):	GAPE	JACS3 code:	X300
		Hecos code:	100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 21/06/2018

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

Module Aims

To enable students to:

- Understand how educational settings are organised and managed effectively to promote learner engagement, development and inclusion;
- Show knowledge and understanding of the impact of the environment on learning in general and in relation to their workplace setting;
- Understand how the learning environment can be managed and organised to take into account the ethos, relationships and policies to support effective practice.

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	Identify and critically evaluate characteristics of an effective learning environment, including ethos, relationships and policies which support practice and the social, physical, psychological and pedagogical contexts in which learning occurs and which impact upon learner achievement and attitudes;	KS1	KS3
		KS4	KS5
		KS6	
2	To examine and reflect upon the factors that influence learning environments, including the management of curricula; resources; communication; home-school relationships and the role of the practitioner;	KS1	KS3
		KS4	KS6
3	Discuss and reflect upon how the environment can be designed, organised and managed to support learning and teaching, including children/young people with learning differences and ALN/SEN;	KS1	KS2
		KS3	KS6
4		KS1	KS4
		KS9	

	Examine own views and experiences within organisations and reflect upon how these have impacted upon professional practice.		
5	Reflect upon and evaluate working collaboratively and identify action points for future personal and professional development.	KS1	KS2
		KS4	KS5
		KS8	
Transferable skills and other attributes			
<ul style="list-style-type: none"> • Reflection, • Analysis, • Problem solving, • Evaluation and action planning; • Making links between theory and practice; • Managing own learning and working with others; • Communication 			

Derogations
None

Assessment:					
Indicative Assessment Tasks:					
Two assessments will be undertaken by students which will highlight their understanding of the design of the learning environment and the impact upon learners and practitioners. The assessment will be made up of two parts:					
<p>(A) A group presentation – students will need to plan, display and present an educational setting focusing upon the vision, policies, provision and practice within this environment and justify how this would promote an effective learning environment to enhance inclusion and attainment. Participants will work in groups of approximately five and the mark awarded for the presentation will be a group mark;</p> <p>(B) An individual reflective blog which evidences students involvement in the group presentation process, their input into the design of the learning environment and how the final presentation was informed including their personal contributions and how their presented environment compares to their workplace environment.</p>					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration	Word count (or equivalent if appropriate)
1	1 – 4	Presentation	70%	20 minutes	c2000
2	5	Reflective Practice	30%		1000

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including lectures, workshops, observation, directed study tasks and tutorials. Students will be expected to develop the ability to evaluate critically their own progress and achievement and that of others; to engage fully in independent activity and collaborate in group work effectively; and make full use of the University's library and VLE (Moodle) to enhance their study.

Syllabus outline:

- The characteristics of an effective learning environment particularly the cultures, policies and practice that help promote a healthy, inclusive, safe, secure, positive, interactive and stimulating environment within the social, physical, psychological and pedagogical contexts in which learning occurs and which affect learner achievement and attitudes;
- The ability to observe, record and evaluate a range of environments and to determine influencing factors and the impact of these upon learning and development;
- The use and management of both indoor and outdoor environments to promote learning opportunities and social inclusion;
- Designing, organising and managing learning environments and the impact upon learners e.g. learners with Autism;
- Risk assessment;
- Reflective practice.

Indicative Bibliography:

Essential reading

Booth, T. and Ainscow, M. (2011), *Index for Inclusion. Developing Learning and Participation in Schools*. Bristol: Centre for Studies on Inclusive Education (CSIE).

Bosch, K.A. (2006), *Planning Classroom Management: A Five Step Process to Creating a Positive Learning Environment* (Second Edition). London: Sage Publishing Ltd.

Brucato, J.M. (2005), *Creating a Learning Environment: An Educational Leader's Guide to Managing School Culture*. Oxford: Scarecrow Education.

Whitbread, D. (ed.) (2000), *The Psychology of Teaching and Learning in the Primary School*. London: Routledge Falmer

Other indicative reading

Anderson, J.C. (2010), *The De-cluttered School: How to Create a Cleaner, Calmer and Greener Environment*. London: Continuum International Publishing Group Ltd.

Cartwright, P., Scott, K. and Stevens, J. (2002), *A Place to Learn: Developing a Stimulating Learning Environment*. Lewisham: Lewisham Arts and Library Service.

Jensen, E.P. (2003), *Environments for Learning*. London. Sage Publishing Ltd.

Knowles, G. (2011), *Supporting Inclusive Practice*. London: Routledge.

Knowles, G. and Lander, V. (2011), *Diversity, Equality and Achievement in Education*. London: Sage.

Waite, S. (Ed.). (2017). *Children learning outside the classroom: From birth to eleven*. Sage.

Web based sources:

Centre for Studies on Inclusive Education - <http://www.csie.org.uk/>

http://www.mmiweb.org.uk/publications/ict/Research_ClassroomOrg.pdf

<http://rtweb.info/what-is-reflective-teaching/>

<http://woodlands.web8.devwebsite.co.uk/page/?title=Curriculum&pid=15>

http://www.highlandschools-virtualib.org.uk/ltt/inclusive_enjoyable/environment.htm