

Module Title:	Connecting Theories of Learning, Teaching and Assessment (L6)	Level:	6	Credit Value:	20
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Module code:	EDS610	Is this a new module? Yes	Code of module being replaced:	
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Cost Centre:	GAPE	JACS3 code:	X350
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Trimester(s) in which to be offered:	1 & 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	130 hrs
Placement	10 hrs
Module duration (total hours)	200 hrs

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

Pre-requisites
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
Demonstrate a systematic understanding of key aspects of learning, teaching and assessment through engagement with key research and literature within own context and subject discipline
Demonstrate the ability to integrate appropriate theory to practice through academic enquiry in own discipline
Review, consolidate, extend and apply knowledge through the development of the curriculum and the effective planning of lessons to support learning

Intended Learning Outcomes
<ol style="list-style-type: none"> 1. Critically appraise relevant theoretical concepts to programme design that promotes effective student learning 2. Reflect 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. Critically evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies 4. Critically 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	
1	Critically appraise relevant theoretical concepts to programme design that promotes effective student learning	KS3	KS5
		KS9	
2		KS3	KS6

	Reflect 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	KS10	
3	Critically evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies	KS1 KS9	KS3
4	Critically evaluate learning theories to inform the creation of resource materials to support student learning	KS3	KS4
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Writing skills • Sharing ideas • Evaluation and reflection • Improving own practice • Interpretation and analysis of information • Evidence-based practice • Curriculum design and development • Organisation skills • Communication skills 			

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 evaluate critically 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 critically, 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 evidence of wider reading.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, 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:

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching.

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 ed. 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*. 6th Edition. London: Sage Publications Limited.

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

<http://geoffpetty.com/>

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