

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham Glyndwr University		
Module Title	Exploring Pedagogies	Module Code	EDW709
Level	7	Credits	20
Type of Module	Optional	Method of Delivery	Blended
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	<i>PTES Institutional Programme Monitoring</i>
Cost Centre	All institutions	HECOS code	100459

Module Outline

This module explores multiple perspectives and international debates around the pedagogical principles which underpin effective learning and teaching within different education settings and contexts. Students will critically evaluate theories of learning and will examine the pedagogical approaches considered to be the most effective to achieve a broad range of learner outcomes. The module is designed to enable students to extend, deepen, evaluate and apply their knowledge of pedagogical theory and research to their own professional settings and contexts. The module will enable students to develop ethically informed approaches to pedagogical practice and it will support their enquiry into various forms of pedagogical practice.

This module will explore key debates and international research in the field of pedagogy.

It is targeted at education professionals. The module will encourage students to critically appraise their own pedagogical practices and their approaches to teaching and learning.

This module is optional but becomes core once selected.

Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%

Module Aims:

1. To explore multiple perspectives and international debates around the key pedagogical principles that underpin effective learning and teaching across different education settings and contexts.
2. To critically evaluate theories of learning to inform pedagogical practices and to evaluate those that are most effective to achieve a broad range of learner outcomes.
3. To enable students to extend, deepen, evaluate and, where appropriate, to apply their knowledge of pedagogical theory and research to their own professional settings and contexts.
4. To engage students in a critical assessment of the major international research developments in the fields of learning and pedagogy to inform their professional practice

Module Outcomes

- By the end of the module the student should be able to:
1. Explore multiple perspectives and international debates around the key pedagogical principles that underpin effective learning and teaching across different education settings and contexts.
 2. Critically evaluate theories of learning to inform pedagogical practices and to evaluate those that are most effective to achieve a broad range of learner outcomes.
 3. Enable students to extend, deepen, evaluate and, where appropriate, to apply their knowledge of pedagogical theory and research to their own professional settings and contexts.
 4. Engage students in a critical assessment of the major international research developments in the fields of learning and pedagogy to inform their professional practice

Relevant Programme Outcomes

- K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.
- K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level
- K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
- K4. A comprehensive, critical evaluation and synthesis of relevant literature.
- K5. A critical evaluation of key methodological approaches applicable to professional enquiry. K6. Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
- K8. The ability to communicate accurately and clearly to a wide range of audiences.
- S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
- S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
- S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).
- S5. Critically evaluate literature and evidence to progress their own skills of enquiry.
- S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
- S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

Transferable/Employability/Graduate Skills
I = included in module content; A = included in module assessment; N/A

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level. **All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.**
4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content

- International debates around key pedagogical principles that underpin effective learning and teaching in different education settings and contexts.
- Theories of learning that inform pedagogical practices and contemporary perspectives on learning theory
- Pedagogical theory and research in professional settings and contexts.
- International research developments in the fields of learning and pedagogy
- Definitions of pedagogy; consideration of subject/domain-specific pedagogies and the relationship between specific and general pedagogies.
- Engagement with international literature on subject knowledge and Pedagogic Content Knowledge (PCK) for teaching and learning at different levels and with specific groups of learners.
- Consideration of the role of Welsh language pedagogy across the curriculum and throughout the entire learning continuum.
- Shared pedagogy of practice; whole-school approaches to improving teaching and learning.
- Systems of tracking and monitoring, including the evaluation of the progress of the learners, looking at potential barriers to learning including the effects of personal and social wellbeing; gender; the recognition of vulnerable groups of children; an exploration of evidence-based practice related to poverty and attainment.

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6

Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178
Required Reading			
<p>Muijs, D. and Reynolds, D. (2018) <i>Effective Teaching</i>. London: Sage.</p> <p>Sharples, M., (2019) <i>Practical Pedagogy</i>. London: Routledge</p>			
Recommended Further Reading			
<p>Hendrick, C. and Macpherson, R. (2017) <i>What does this look like in the classroom</i>. Catt: Woodbridge.</p> <p>Herring, M. C., Koehler, M. J., & Mishra, P. (Eds.). (2016). <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i>. Routledge.</p> <p>Holt, J. (2017). <i>How children learn</i>. Hachette UK.</p> <p>Lemov, D. (2015). <i>Teach Like a Champion 2.0</i>. Jossey-Bass: San Francisco.</p> <p>Power, S & Taylor, C. (2020). <i>Re-educating the nation?</i> A Curriculum Journal special issue on the new curriculum for Wales: Bera.</p> <p>Quigley, A. (2018). <i>Closing the Vocabulary Gap</i>. London: Routledge.</p>			
Please provide details of inclusive learning and teaching approaches/access to specialist requirements.			
<p>All teaching materials will be available on the VLE.</p> <p>All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.</p> <p>The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.</p>			
Assessment & Feedback			
Method of Moderation to be used		Moderation by sampling of the cohort.	

Assessment Methods					
Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
PRES1 Critical reflection on the implementation of an innovative teaching intervention with student evidence of effectiveness /impact	All	4000 words equivalent	100	50	Approximately 6 th January.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments (**Please delete as appropriate.*)

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?

Please delete those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.

Turnitin

Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

**N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations*

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information

Are there any pre- or co-requisites for this module?

No

Programme(s) in which to be offered (not including exit awards)

Core

Option

MA (Education)

✓

✓

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☐

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For what teaching & learning activities do you intend to use e-learning? Please add specific requirement as appropriate.	All
For what assessment activities do you intend to use e-learning? E.g. MCQs	
Maximum number of students that can enrol on the module?	100 per institution
How often will the module run during each session?	Once.
When? (Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)	September – January

Does the module replace an existing module?	No
If so which one?	N/A
Date of approval by College Committee	24.4.20

Signature of Chair of College Learning and Teaching Committee	
Modifications	