

## MODULE SPECIFICATION FORM

Module Title: Contemporary Developments in the teaching of Psychology	Level: 7	Credit Value: 20
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Module code: PSY713	Cost Centre: GAPS	JACS2 code: C850
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Semester(s) in which to be offered: 2	With effect from: September 2011
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Psychology	Module Leader: Peter Gossman
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Module duration (contact hours/directed/directed private study): 80 hours private study, 80 hours directed learning including on-line engagement, 20 hours peer group study (via VLE forums), 20 hours taught (via email and Moodle). Total 200 hours	Status: Core core/option/elective (identify programme where appropriate):
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	none
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Programme(s) in which to be offered: MSc Teaching of Psychology	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
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#### Module Aims:

- to develop students' critical understanding of a range of contemporary educational developments pertinent to the role of the teacher of psychology.
- to critically evaluate material relating to contemporary developments in education and the psychology of education, including their application to practice.

#### Expected Learning Outcomes

At the end of this module, students should be able to:

##### Knowledge and Understanding:

1. demonstrate a critical and systematic understanding of contemporary developments within the psychology of education.
2. identify and synthesise scholarship of teaching and learning (SoTL) literature from the disciplines of education and psychology.
3. identify and analyse the teaching of a selected threshold concepts with psychology.
4. evaluate the potential application of contemporary teaching and learning theories to the teaching of psychology.

##### Transferable/Key Skills and other attributes:

Engage confidently in academic and professional communication with others within their field. Constructively align pedagogical practice to subject specific and institutional strategic goals. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.

Develop critical thinking skills and a scholarly approach to practice.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

*Critical review and analysis of two contemporary approaches to post-16 teaching.  
An informed academic discussion of the application of one of the selected approaches to an identified threshold concept within psychology.*

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1,2,3 & 4	Portfolio	100%		4000

**Learning and Teaching Strategies:**

A variety of teaching and learning strategies will be adopted included directed reading, on-line discussions, on-line tutorials, self-directed learning, and formative assessment exercises.

Feedback from formative assessment – weekly  
 e-mail support – as required  
 telephone support – as required  
 VLE forums – throughout the course  
 Moodle directed learning – throughout the course

**Syllabus outline:**

Indicative content: a critical examination of a range of issues such as:

Contemporary and new learning theories  
 Cognitive neuroscience  
 Learning differences  
 Learning difficulties  
 Emotional intelligence  
 Gender issues in education  
 Pedagogical content knowledge in psychology  
 Threshold concepts in psychology  
 Pedagogy, andragogy and heutagogy  
 Scholarship of teaching and learning.

## **Bibliography**

### **Essential reading:**

Yeomans, J., & Arnold, C. (2006). *Teaching, learning and psychology*. London: David Fulton  
(1 copy: class mark: 370.15)

### **Other indicative reading:**

Davis, B. (2004). *Inventions of teaching*. London: Routledge.(on order)

Illeris, K. (2008). *Contemporary theories of teaching*. London: Routledge.(on order)

Jordan, A. (2008) *Approaches to learning: A guide for educators*. Milton Keynes, UK: Open University Press. (on order)

### **Journals (available in library)**

British Journal of Educational Psychology (1989 - to date)

British Educational Research Journal (1987 - to date)

British Journal of Special Education (1987 - to date)

Journal of Further and Higher Education (1977 - to date)

Psychology Teaching Review

Psychology Teaching and Learning (available free online at  
<http://www.psychology.heacademy.ac.uk/s.php?p=55>)

Teaching of Psychology (on order)

Research in Education (1969 - to date)

Widening Participation and Lifelong Learning (1999 - to date)

