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Module Code:	EDN605
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Module Title:	Learning and Teaching: Theory and Practice
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100459

Faculty	SLS	Module Leader:	Judith Ellwood
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

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

Pre-requisites
N/A

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims

To enable students to develop:

- knowledge and understanding of theoretical perspectives and conceptual frameworks which underpin effective learning and teaching;
- knowledge and understanding of current best pedagogical practice;
- personal, professional and practical skills to plan, prepare, deliver and evaluate learning and teaching sessions.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critique a range of learning theories and relate them to teaching strategies.
2	Plan for learning, teaching and assessment, taking account of learning theories and associated teaching and assessment strategies.
3	Apply personal, professional and practical knowledge and skills to learning and teaching.
4	Critically observe, reflect and evaluate their own and other's teaching practice, in the light of theoretical and experiential evidence.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I and A
Creative	N/A
Enterprising	A
Ethical	A
KEY ATTITUDES	
Commitment	I and A
Curiosity	I and A
Resilient	I and A
Confidence	I and A
Adaptability	A
PRACTICAL SKILLSETS	
Digital fluency	N/A
Organisation	I and A
Leadership and team working	N/A
Critical thinking	A
Emotional intelligence	N/A
Communication	I and A

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

A portfolio (equivalent of up to 4000 words) which includes:

- a micro-teach session to a group of peers;
- a file of supporting documentation containing
 - a rationale for the session design
 - a session plan
 - a critical reflective evaluation of the student's own session and professional development gained from observing others' teaching practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Portfolio	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including lectures, workshops, observations, seminars, 'mini' micro-teaches/presentations, paired and group discussion, directed study tasks, flipped learning and tutorials. Further, students will be expected to:

- engage fully in independent activity and collaborative group work;
- make full use of the University's library and VLE (Moodle) to enhance their study.

Syllabus outline:

- Exploration of what learning is and the key theories which relate to it;
- Teaching strategies and the key theories/frameworks underpinning these;
- Factors that help individuals to learn;
- Purposes and principles of assessment;
- Planning, preparing, resourcing, delivering and assessing a learning and teaching session;
- Reflective evaluation of own and others' learning, teaching and assessment.

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:**Essential reading**

Indicative Bibliography:

Gould, J. (2012), *Learning Theory and Classroom Practice in the Lifelong Learning Sector*. 2nd ed. London: Learning Matters.

Petty, G. (2014), *Teaching Today: A Practical Guide*. 5th ed. Cheltenham: Nelson Thornes.

Scales, P. (2012), *Teaching in the Lifelong Learning Sector*. 2nd ed. Maidenhead: Open University.

Other indicative reading

Gardner, J. (2012) (ed.), *Assessment and Learning*. 2nd ed. London: Sage.

Gravells, A. (2012), *Preparing to Teach in the Lifelong Learning Sector. The New Award*. 2nd ed. London: Learning Matters.

Hattie, J. and Clarke, S. (2018), *Visible Learning: Feedback*. London: Routledge.

Pollard, A. (2019), *Reflective Teaching in Schools*. 5th ed. London: Bloomsbury Academic.

Pritchard, A. (2018), *Ways of Learning*. Fourth Edition. Abingdon: Routledge.

Sellers, M. (2017), *Reflective Practice for Teachers*. 2nd ed. London: Sage.

Web-sites:

www.atl.org.uk

www.learningandteaching.info

www.infed.org

www.suttontrust.com

www.tlrp.org