

Module specification

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Module code	EDS419
Module title	Professional Learning Part 1
Level	4
Credit value	20
Faculty	SLS
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Certificate in Education (PcET)	Core module
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Breakdown of module hours

Scheduled learning and teaching hours	30 hrs
Placement tutor support	6 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	NA hrs
Total contact hours	36 hrs
Placement / work-based learning	50 hrs
Guided independent study	114 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3 rd August 2021
With effect from date	Sep 21
Date and details of revision	
Version number	1

Module aims

Students will be expected to demonstrate an understanding of the underlying concepts, models and principles associated with effective reflective practice.

Students will identify and set goals and targets for developing practice based on self-reflection and feedback from their teaching practice.

Learners will reflect on own professional practice in line with appropriate professional standards for teachers in the post-compulsory sector.

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

1	Reflect on own professional identity in learning and teaching via the use of two online blogs.
2	Review observations of own teaching practice using recognised model(s) of reflection
3	Observe an educator in practice in order to identify three key development targets to enhance own professional practice.
4	Analyse and discuss inclusive learning and teaching strategies to support the needs of all learners.

Assessment

Indicative Assessment Tasks:

Learning Logs/Journals:

- **Two reflective blogs** - Students will reflect on their own professional development through the use of an online blog/journal. (750 words approximately)

Portfolio will include:

- **Three observations of practice (Mentor and WGU Staff)** - Students will reflect on formal observations of their teaching practice using appropriate observation documentation in the portfolio.
- **Observation of an experienced tutor in practice** - Students will use appropriate reflective models to assess their teaching
- **Personal development targets** - Set appropriate targets for personal development. (2250 words approximately)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Learning logs/journals	pass/refer
2	2-4	Portfolio	pass/refer

Derogations

As per the academic regulations for this programme all elements must be passed in order to gain an overall pass in the module.

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning. In addition, work-based learning and observation of teaching practice will support students understanding of theory and practice in context.

Syllabus Outline

- Models of reflection
- Use of online blogs/journals to support reflective practice
- Auditing own learning needs in relation to initial professional development
- Roles and responsibilities in the learning setting for teachers, mentors and participants.
- Developing skills of evaluation, reflection and critical thinking through enquiry-based methodologies.
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality

Indicative Bibliography:

Essential Reads

Thompson, S. and Thompson, N. (2018), *The Critically Reflective Practitioner*. London: Palgrave Macmillan.

Johns, C. (2017), *Becoming a Reflective Practitioner*. 5th Edition. Oxford: Wiley Blackwell.

Other indicative reading

Brookfield, S.D. (1995), *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

Moon, J.A. (2006), *Learning Journals*. 2nd Edition. Oxon: Routledge.

Rushton, I. and Suter, (2012), *Reflective Practice for teaching in Lifelong Learning*. Maidenhead: Open University Press.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication