

Module specification

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| Module Code | EDS518 |
| Module Title | Evidence-based Teaching Approaches |
| Level | 5 |
| Credit value | 20 |
| Faculty | Social and Life Sciences |
| HECoS Code | 100454 |
| Cost Code | GACC |
| Pre-requisite module | None |

Programmes in which module to be offered

| Programme title | Core/Optional |
|-----------------------------------|---------------|
| Certificate in Education (CertEd) | Core |

Breakdown of module hours

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|--|----------------|
| Learning and teaching hours | 30 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0hrs |
| Total active learning and teaching hours | 30 hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 170 hrs |
| Module duration (total hours) | 200 hrs |

Module aims

The module will explore the ways in which the use of evidence can inform professional practice. By reviewing relevant literature, students will question current thinking and practices within their own context and subject discipline to enhance and improve learning and teaching. This module prepares students to develop the skills, knowledge and understanding for teaching their subject in the post-compulsory sector to support the ongoing development of their curriculum. This will be demonstrated in the production of an action plan to inform their ongoing professional development and practice.

Module Learning Outcomes

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

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|---|---|
| 1 | Identify an area to research associated with learning and teaching in the post-compulsory sector. |
| 2 | Review relevant literature within the chosen area of post-compulsory education and training. |
| 3 | Create an action plan to support own practice, which references literature review findings. |

Assessment

Indicative Assessment Tasks:

Assessment 1:

This assessment requires students to conduct a literature review on a chosen topic related to learning and teaching within the post-compulsory education sector. Students must first identify a relevant area of research within this sector. Students should ensure that their review is well-organised, clearly structured, and appropriately referenced using a recognised academic citation style (2500 words approximately)

Assessment 2:

Develop an action plan for own practice drawing upon the findings from the literature review. Include a critical reflection on key findings and their potential impact on student learning. (10 minutes)

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1 | 1 and 2 | Written Assignment | 2500 | Pass/Refer | N/A |
| 2 | 3 | Presentation | 10 minutes | Pass/Refer | N/A |

Derogations

None

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.



Welsh Elements

Assignments and module handbooks can be provided in Welsh upon request. Work can also be submitted in Welsh upon request.

Indicative Syllabus Outline

- Examine different forms of empirical evidence
- Explore changes in professional behaviours and practices.
- Critical appraise how different forms of evidence can impact upon professional knowledge and practices
- Why do we research? Reviewing research findings
- How findings from research inform professional practice
- Identify change in professional practice.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Gorard, S. (ed.) (2020), *Getting evidence into education: Evaluating the routes to policy and practice*. London: Routledge.

Other Indicative Reading

Jones, M. and Harris, A. (eds.) (2020), *Leading and Transforming Education Systems: Evidence, Insights, Critique and Reflections*. Singapore: Springer.

Administrative Information

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| For office use only | |
| Initial approval date | Mar 25 |
| With effect from date | Sept 25 |
| Date and details of revision | |
| Version number | |