

Module specification

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Module code	EDS618
Module title	Learning, Teaching, Assessment and Feedback
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Professional Graduate Certificate in Education (PcET)	Core module
Postgraduate Certificate in Education (PcET)	Core Module

Breakdown of module hours

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

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

Module aims

The module aims to combine theory and practice to help students to develop their critical understanding of learning and teaching in their own context and subject discipline.

It will ensure students acquire a critical awareness of current research and literature that underpins learning, teaching, assessment and feedback.

Students will critically analyse theories, principles and practices of effective teaching, learning and assessment in their own context.

Students will develop a systematic understanding of formal and informal assessments and effective feedback to maximise students' learning opportunities through effective planning.

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

1	Critically analyse theoretical concepts that promote effective learning and teaching within own practice and subject discipline.
2	Critically evaluate methods of assessment which meet the needs of individual learners
3	Critically review approaches to feedback that effectively engage, motivate and support learners
4	Examine differentiated strategies for teaching to ensure an inclusive learning environment

Assessment

Indicative Assessment Tasks:

Following a patchwork assessment approach, students will critically reflect and evaluate their approaches to the following areas of practice:

- Learning and Teaching
- Formal and Informal assessment
- Approaches to Feedback
- Inclusive Learning

Within each area of practice, students will provide narratives with supporting evidence to demonstrate their knowledge and understanding of the impact of learning, teaching, assessment and feedback on student learning. This will support a patchwork assessment process through continued formative feedback throughout the process.

In each element of the patchwork, learners will analyse the links between theory and practice, evaluating a range of theoretical concepts of effective learning, teaching, assessment and feedback and discuss how they effectively support student learning.

(3000 words approximately)

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

Derogations

N/A

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.

Syllabus Outline

- The Learning Process
- Theories, models and approaches to assessment
- Learning Theories
- Constructive Feedback
- Group work, collaboration
- The contribution technology to support and enhance learning (TPACK)
- Inclusive practice, differentiation and meeting individual needs of learners
- Engagement and motivation in lifelong learning
- Strategies to support learning and teaching

Indicative Bibliography:

Essential Reads

Aubrey, K. and Riley, A. (2018), *Understanding and Using Educational Theories*. London: SAGE.

Other indicative reading

Crawley, J. (2018), *Just Teach! In FE: A People-centred Approach*. Exeter: Learning Matters.

Hattie, J. and Clarke, S. (2019), *Visible Learning: Feedback*. Abingdon: Routledge.

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
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking
Communication