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<b>Module Code:</b>	ONLED03
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<b>Module Title:</b>	Planning, Assessment and Feedback
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<b>Level:</b>	7	<b>Credit Value:</b>	15
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X200 / 100459
		<b>HECoS code:</b>	

<b>Faculty</b>	SALS	<b>Module Leader:</b>	Abigail Schwarz
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>15 hrs</b>
Placement / work based learning	
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

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

<b>Pre-requisites</b>
N/A

<b>Office use only</b>	
Initial approval: 04/11/2019	Version no: 1
With effect from: 02/03/2020	
Date and details of revision: Feb 2021 - Updated Reading List	Version no: 2

### Module Aims

This module is designed to introduce practitioners to the knowledge and skills necessary to plan, deliver, evaluate and provide feedback on learning in a variety of contexts within Education. The module encourages participants to reflect on practice, to develop and enhance approaches to teaching based on theoretical models of learning and to consider the impact of feedback upon the learner. The module considers approaches to teaching and learning within different international contexts introducing the principle of constructive alignment.

A focus on developing practical teaching and learning skills that support an active and inclusive approach to teaching and learning is examined in order to support effective learning. In addition, the module explores the concept of assessment for learning and participants will critically analyse a range of assessment and feedback methods appropriate to their context in Education.

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

1	Critically evaluate and reflect on learning experiences drawing upon educational theory.
2	Critically reflect on assessment practices and a range of strategies used to enhance learning, reflecting current scholarship and research.
3	Critically evaluate own education practice (planning, assessment and feedback) and identify actions for improvement.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	I
Ethical	I, A
<b>KEY ATTITUDES</b>	
Commitment	I, A
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I, A
Organisation	I
Leadership and team working	I, A
Critical thinking	I
Emotional intelligence	I

Communication	I, A
<b>Derogations</b>	
None	

<b>Assessment:</b>			
Indicative Assessment Tasks:			
1. A podcast to highlight the importance of planning in supporting student progress. (600 words)			
2. A reflective journal evaluating own practice in relation to learner experience including setting targets for future development. (900 words)			
3. Essay on the effectiveness of different forms of feedback on the learning process. (1,500 words)			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Reflective Practice	20%
2	2	Reflective Practice	30%
3	3	Essay	50%

<b>Learning and Teaching Strategies:</b>
<p>The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.</p> <p>The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.</p>

<b>Syllabus outline:</b>
<p>The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.</p> <ul style="list-style-type: none"> <li>• Expectations of teachers in Education</li> </ul>

- Planning for learning
- Curriculum development and planning
- Constructive alignment theory and constructing learning through appropriate activities
- Learning theories/active teaching methods
- Pedagogical Content Knowledge/subject specific teaching practices
- Principles of effective assessment
- Formative and summative assessment
- Effective feedback to support learning
- Continuous Professional Development (CPD) and evaluation of teaching practice

### Indicative Bibliography:

#### Essential reading

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

Gardner, J. (2010), *Assessment and Learning*. London: SAGE.

Pollard, A. and Pollard A. (eds.) (2019), *Reflective Teaching in schools* . London: Bloomsbury. [This book is a set of series which includes, schools, early years, further education and higher education, therefore students can select the book relevant to their own practice].

#### Other indicative reading

Bailey, R. (2010), *The Sage Handbook of Philosophy of Education*. London: SAGE.

Carr, D. (2003), *Making sense of education: an introduction to the philosophy and theory of education and teaching*. Abingdon: Routledge Falmer.

Carroll, J. and Alexander, G. (2016), *The teachers' standards in primary school: understanding and evidencing effective practice*. London: SAGE.

Clarke, S. (2008), *Active learning through formative assessment*. London: Hodder.

Clarke, S. (2005), *Formative assessment in action: weaving the elements together*. London: Hodder Murray.

Clarke, S. (2001), *Unlocking formative assessment: practical strategies for enhancing pupils' learning in the primary classroom*. London: Hodder.

Claxton, G. (2011), *The learning powered school: pioneering 21st century education*. Bristol: TLO.

Dweck, C.S. (2017), *Mindset*. London: Robinson.

Gardner, H. (1999), *Intelligence reframed: multiple intelligences for 21st century*. Ada, MI: Basic books.

Pritchard, A. (2017), *Ways of learning: Learning theories for the classroom*. Abingdon: Routledge.

Smith, A. (1998), *Accelerated learning in practice: brain-based methods for accelerating motivation and achievement*. Peterborough: Network Educational Press.

Smith, J. (2010), *Talk, thinking and philosophy in primary classroom*. Learning Matters.

Sndrade, H.L. and Cizek, G.J. (2010, *Handbook of Formative Assessment*. Abingdon: Routledge.

Wood, D. (1998), *How children think and learn: the social contexts of cognitive development*. London: Blackwell.