PRIFYSGOL

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UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title: Teaching and Learning Techniques	Level: 6	Credit Value: 20

Module Code: EDC610	Cost Centre: GAEC	JACS3 Code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September, 2015

Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1

Existing/New: Existing	Title of module being replaced (if any): EDC610 Teaching and Learning Techniques

Originating School: Social and Life Sciences	Module Leader: John Luker

Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 40	Core – BA (Hons) Education and Childhood Studies
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):
BA (Hons) Education and Childhood Studies	None

Module Aims: To consider philosophical/ theoretical perspectives and conceptual frameworks leading to the development of effective learning and teaching techniques.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critique a range of learning theories and relate them to teaching strategies.
2. Plan, apply and evaluate techniques for learning and teaching.

3. Critically evaluate personal and practical skills for learning and teaching.
4. Critically observe, reflect and evaluate their own and others' teaching practice, in the light of theoretical and experiential evidence.

Assessment:

A micro-teaching session to a group of peers, with a file of evidence containing: a lesson plan; resources/materials; justification of learning design; and critical evaluation of own session and others' teaching practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Practical	100%	c4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, practical activities, review of digital material, individual and peer group discussion The assessment processes will engage participants in reflective, evaluative observation linked to philosophical and conceptual framework about effective learning, teaching and assessment. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- What is learning? Key theories of learning
- Individual learning preferences ~ significance and implications for teachers
- Factors that help individuals to learn
- Purposes and principles of assessment
- Assessing learning and evaluating the effectiveness of teaching
- Planning and preparing a learning session
- Working with groups; group dynamics
- Working with individuals ~ coaching, mentoring, simulation and role-play
- Teaching Strategies
- Micro-teaching sessions

Bibliography E-book(*)

Essential reading:
Petty, G. (2009*), *Teaching Today: A Practical Guide.* Fourth Edition. Cheltenham: Nelson Thornes.

Scales, P. (2008*), *Teaching in the Lifelong Learning Sector.* Maidenhead: Open University.

Other indicative reading:
Bartlett, S. and Burton, D. (2007), *Introduction to Education Studies.* Second Edition. London: Sage.

Cockburn, A. and Handscomb, G. (2012), *Teaching Children 3-11: A Student's Guide*. Third Edition. London: Sage

Geake, J. (2009), The *Brain at School: Educational Neuroscience in the Classroom.* Maidenhead: Open University.

Gravells, A. (2010*), *Principles and Practice of Assessment in the Lifelong Learning Sector*. Exeter: Learning Matters Ltd.

Hattie, J. (2012), *Visible Learning for Teachers: Maximizing Impact on Learning*. Abingdon: Routledge.

Hattie, J. and Yates, G. (2014), *Visible Learning and the Science of How We Learn.* Abingdon: Routledge.

Hayes, D. (2012*), *Foundations of Primary Teaching*. Fifth Edition. Abingdon: Routledge.

Keeley-Browne, L. (2007), *Training to Teach in the Learning and Skills Sector.* Harlow: Pearson Education Limited.

MacBlain, S. (2014), *How Children Learn*. London: SAGE Publications Ltd.

Mukherji, P. and Dryden, L. (eds), (2014), *Foundations of Early Childhood: Principles and Practice*. London: SAGE Publications Ltd.

Moyles, J. (ed.) (2007), *Beginning Teaching, Beginning Learning.* Third Edition. Maidenhead: Open University.

Reece, I. and Walker, S.   (2007), *Teaching, Training and Learning.* Sixth Edition. Houghton-le-Spring: Business Education Publishers Limited.

Rogers, J. (2007*), *Adults Learning.* Maidenhead: Open University.

Journals
Journal of Early Childhood Research
Journal of Teacher Education

Web-sites
www.atl.org.uk
www.learningandteaching.info
www.infed.org
www.suttontrust.com
www.tlrp.org