Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Learning from Teaching: Collaborative Self-Improvement	**Level:**	7	**Credit Value:**	30

Module code:	EDM709	**Is this a new module?**	Yes	**Code of module being replaced:**	

Cost Centre(s):	GAPE	**JACS3 code:**	X350

With effect from:	September 17

School:	Social & Life Sciences	**Module Leader:**	Karen Rhys Jones

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (including Learning and Teaching route)	☐	✓

Pre-requisites
None

Module Aims
1. To develop planning, organisational and evaluative strategies and skills which promote effective learning and teaching and self-improvement;   2. To provide opportunity for continued self-assessment and professional development to promote a culture of self-improvement in a setting;   3. To model an approach that challenges learners and offers creative assessment strategies;   4. To provide a critical review and evaluation of factors affecting own teaching performance, leadership and collaborative improvement;   5. To identify knowledge and skills against professional standards.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Demonstrate advanced knowledge and application of planning appropriate to subject/age phase.	KS1	KS6
		KS9	
2	Critically analyse own abilities and skills as a classroom practitioner.	KS3	KS8
		KS9	
3	Critically interrogate learning, teaching and leadership processes within a learning environment.	KS2	KS6
		KS4	
4	Critically evaluate own practice and justify alternative strategies, methods and approaches appropriate to given subject/age phases.	KS5	KS6
		KS8	

5	Assess and analyse ethical issues within a professional context when working collaboratively towards a self-improving educational setting.	KS2	KS3
		KS7	KS8
		KS9	

Transferable skills and other attributes
• Use critical reflection to contribute to improvements in practice; • Develop critical thinking and scholarship relating to professional development; • Demonstrate an advanced level of independent learning ability; • Demonstrate proficiency in the use of libraries data bases and digital sources of information.

Derogations
None

Indicative assessment:
1. Critical narrative demonstrating the synthesis of theories and principles of effective learning and teaching. 2. A portfolio of evidence mapped against appropriate professional standards appropriate for own professional context or position.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2, 3 and 5	Essay	50%	N/A	3,000
2	1 and 4	Portfolio	50%	N/A	3,000

Learning and Teaching Strategies:
The programme seeks to reflect best practice in learning and teaching through the use of a range of creative strategies that addresses effective practice in learning experiences, teaching techniques and assessment methods. Participants will undertake observation of their practice delivery and engage in a critical analysis of the success factors and the identification of areas for development with an experienced, trained mentor in their settings. They will be encouraged to analyse the individual elements and appreciate how these should be included in a reflective 'whole' – supporting the assignments where individual learning opportunities are critiqued and action plans are agreed, then implemented and assessed; ultimately resulting in the analysis of a series of experiences upon which the final critical narrative is based.

Syllabus outline:

- Characteristics of effective learning and teaching;
- Different models for lesson planning;
- Methods for assessing learning;
- Address skills of evaluation, reflection and critical narrative;
- Principles and processes underpinning mentor/peer observation and the reflective process;
- Aligning personal needs with subject areas and institutional goals;
- Collaborative leadership and learning as a professional development process;
- Abilities and skills as a classroom practitioner;
- Learning and teaching processes;
- Ethical issues within a professional context;
- National priorities;
- Differentiation and inclusion;
- Learning theories;
- Leading self-improving educational settings.

Bibliography:

Essential reading

Davis, B., Sumara, D. and Luce-Kapler, R. (2015), *Engaging Minds: Cultures of Education and Practices of Teaching*. Third Edition. Abingdon: Routledge.

Newton, D.P. (2014), *Thinking with Feeling: Fostering Productive Thought in the Classroom*. Abingdon: Routledge.

Glazzard, J. (2014), 'Observation and Assessment', in Mukherji, P. and Dryden, L. (eds.), *Foundations of Early Childhood: Principles and Practice*, pp. 62-79. London: SAGE Publications Ltd.

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

Other indicative reading

Brookfield, S. and Preskill, S. (2005), *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Second Edition. San Francisco: Jossey-Bass.

Davies, B. (2011), *Leading the Strategically Focused School.* Second Edition. London: SAGE Publications Ltd.

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

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

Sanders, A. (2014), 'The Critically Reflective Practitioner', in Oates, R. and Hey, C. (eds.), *The Student Practitioner in Early Childhood Studies: An Essential Guide to Working with Children*, pp. 104-125. Abingdon: Routledge.

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

The Sutton Trust (2014), What Makes Great Teaching?
http://www.suttontrust.com/researcharchive/great-teaching/
Electronically accessed 3 November, 2014.

Wilmore, E.L. (2001) *Teacher Leadership: Improving Teaching and Learning from inside the Classroom*. London: SAGE Publications Ltd.