

MODULE SPECIFICATION FORM

Module Title: Negotiated Learning	Level: 6	Credit Value: 20
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Module code: EDP624 (if known)	Cost Centre: GAPE	JACS3 code: X370
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Semester(s) in which to be offered: 1 – 3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: July 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Sue Horder
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core BA (Hons) Education Studies
Scheduled learning & teaching hours: 36	
Independent study hours: 164	
Placement hours: N/A	

Percentage taught by Subjects other than originating Subject (please name other Subjects): None
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Programme(s) in which to be offered: BA (Hons) Education Studies	Pre-requisites per programme (between levels): None
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Module Aims:

1. Enable participants to investigate an area education that supports the development of their own practice.
2. Encourage a scholarly approach to developing own practice.
3. Enable the sharing of findings and outcomes of study with peers.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Select and justify an area of interest in education relevant to own practice or / and professional interest.
2. Rationalise their choice in terms of its relevance to their continuing professional development.
3. Negotiate learning outcomes against which the report can be evaluated.
4. Critically review educational literature appropriate to the chosen area of study.
5. Critically evaluate the issues surrounding their chosen topic and synthesise it to their practice or / and understanding of the field of education.

Transferable/Key Skills and other attributes:

- analysis and synthesis;
- report writing;
- presentation skills;
- literature searches;
- literature reviews;
- critical thinking and writing.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

One assessment will be undertaken by the participants and will consist of a reflective and critical evaluation of their chosen area of study in the context of the development of their own practice within the education sector. Participants will negotiate learning outcomes by which the report can be assessed with the module tutor. Participants will draw from a wide range of empirical research, texts and other supported reading to underpin their argument. Assignments will be disseminated via the VLE (Virtual Learning Environment) to share the findings from each of the studies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Report	100%		4,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, simulation, video-tapes, seminars and supported self-study based on learners own investigative study of their own chosen topic. The module tutor will supervise individual areas of study and participants will be encouraged to arrange tutorials based on individual need. Participants will consider their chosen area of study within the context of their own practice. Peer learning and peer review will also form part of the social constructivist approach to the module. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups.

Syllabus outline:

- conducting small-scale investigations;
- literature search and review;
- writing 'SMART' learning outcomes;
- report writing.

Bibliography

Essential reading:

Aveyard, H. (2010), *Doing a Literature Review in Health and Social Care*. 2nd Ed.

Maidenhead: Open University Press.

Cohen, L., Manion, L. & Morrison, K. (2007), *Research Methods in Education*. Sixth Edition.

London: Routledge.

Cottrell, S. (2008), *A Study Skills Handbook*, Third Edition, Basingstoke: Palgrave MacMillan.

Denscombe, M. (2002), *Ground Rules for Good Research: A 10 point guide for social researchers*. Buckingham: Open University Press.

Other indicative reading:

Barrass, R. (2002), *Writing at Work: A guide to better writing in administration, business and management*. London: Routledge.

Gillett, A., Hammond, A. and Martala, M. (2009), *Successful Academic Writing*. Essex: Pearson Education Ltd.

Fairbairn, G.J. and Winch, C. (2011), *Reading, Writing and Reasoning: A guide for students*.

Third Edition. Maidenhead: open University Press.

Robson, C. (2011), *Real World Research*. Third Edition. Oxford: Blackwell.

Websites:

How to Write a Report: <http://www.ssdd.bcu.ac.uk/learner/writingguides/1.02%20Reports.htm>

Writing Reports:

http://www.heacademy.ac.uk/assets/hlst/documents/heinfe_exchange/blended_learning_pdp_materials/5_reportwriting.pdf

Enhancing Learning Support <http://www.excellencegateway.org.uk/node/17215>

The effectiveness of the use of learning support assistants in improving the mathematics achievement of low achieving pupils in primary school

<http://www.fisme.science.uu.nl/staff/christianb/downloads/11759185.pdf>

Journals:

British Journal of learning Support
Educational Management Administration and Leadership