

## Module Specification Form

Module Title: Teacher as Innovator	Level: 5	Credit Value: 30
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Module code: EDS 505 (if known)	Cost Centre: GAPE	JACS2 code*: X140
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*\*please contact Student Data Services for further guidance if necessary*

Semester(s) in which to be offered: 2	With effect from: September 2012
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<b>Office use only:</b> To be completed by AQSU:	Date approved: 12/12/12 Date revised: Version no:
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Existing/New:	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Jacqueline Venencia
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Module duration (total hours) 300	Status: core/option/elective Core (identify programme where appropriate):
Scheduled learning & teaching hours 90	
Independent study hours 135	
Placement hours 75	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: Professional Graduate Certificate in Education (PcET)	Pre-requisites per programme (between levels):
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Module Aims:

- To differentiate between teaching creatively and teaching for creativity
- To promote innovation in the delivery of subject disciplines
- To create opportunities for sharing best practice
- To facilitate autonomy through the negotiation and renegotiation of learning outcomes
- To encourage scholarship in teaching and learning

**Expected Learning Outcomes**

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

Knowledge and Understanding:

1. Develop and use an innovative/creative strategy to support teaching and learning in the classroom.
2. Evaluate the innovative/creative strategy following an observation by tutor/mentor.
3. Disseminate findings of innovative practice via an academic poster and viva.

Transferable/Key Skills and other attributes:

- Writing for publication
- Literature search
- Creative approach

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.***

Assessment one:

The assessment strategy will consist of an academic poster and Viva to be presented at the annual student conference.

Assessment two:

Four teaching observations will be undertaken and assessed (2 x mentor and 2 x tutor observations) using the appropriate Teaching Observation Proforma. One of the observations must include the demonstration of the innovative/creative strategy in the classroom.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1 & 3	Poster Presentation	50%	N/A	3000
Two	2	Practical	50%	N/A	(4 x 750) 3000

Learning and Teaching Strategies:

Teaching strategies will be used to model best practice. A range of strategies will be demonstrated in order to foster independent learning and teaching competence and innovative and creative practice.

These will include:- lecture, group work, individual coaching and mentoring, presentations, peer feedback, observation, a range of technologies,(these may include electronic portfolios, VLE, m-learning) demonstration, problem-based learning, peer networks, action learning

## Syllabus outline

- Innovative approaches to planning, delivering, assessing and evaluating teaching and learning
- Supporting literacy and numeracy skills in the classroom
- Developing the delivery of subject disciplines
- Negotiation of professional development needs
- Peer observation and assessment
- Writing for publication
- Literature search
- Investigation of current practice

## Bibliography

(please submit in Harvard referencing format)

Essential reading:

Forsyth, I. (2001), *Teaching and Learning Materials and the Internet*. London: Kogan Page.

Hare, K. and Reynolds, L. (2004), *The Trainers Toolkit: Bringing brain friendly learning to life*.

Aldershot: Gower Publishing.

Laquey, T. (1993), *The internet companion: a beginner's guide to global networking*. Reading, Mass., USA: Addison Wesley.

Lazear, D. (2005), *Higher order thinking: the multiple Intelligences Way*. Carmarthen: Crown Publishing.

Other indicative reading:

Margulies, N. and Valenza, C. (2005), *Visual Thinking: Tools for mapping your ideas*. Norwalk: Crown Publishing.

Race, P. & McDowell, S. (1996), *500 computing tips for teachers*. London: Kogan Page.

Race, P. (1998), *500 tips for open and flexible learning*. London: Kogan Page.

Smith, A. (1996), *Accelerated Learning in the Classroom*. Stafford: NEP.

<http://www.webct.com>

<http://www.ictineducation.org>

<http://www.webct.com>

<http://www.tes.co.uk/online>

[www.rdn.ac.uk](http://www.rdn.ac.uk)

- Investigate books, journals, CD ROMs and web sites relating to your subject. There are many journals dealing with teaching and learning specific subjects as well as books aimed at new or experienced teachers of the subject; investigate a range of resources for students at various levels.
- Visit the websites of professional associations relevant to your subject area. These will normally hold conferences and publish their own journal
- Investigate official reports relating to your specialism (e.g. the Tomlinson Report in special education. These will be produced by the Dfes, OFSTED, vocational lead bodies, examining bodies etc