

Module Title: <b>Mastering Professional Learning</b>	Level: 7	Credit Value: 30
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Module code: EDS728	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered: 1/2	With effect from: September 2012
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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New	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Allison O'Sullivan
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Module duration	300	Status: core/option/elective (identify programme where appropriate):  Core
Scheduled learning & teaching hours	30	
Independent study hours	270	

Percentage taught by Subjects other than originating Subject (please name other Subjects)	N/A
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Programme(s) in which to be offered:  Post Graduate Diploma in Education Post Graduate Diploma in Education (Leadership) Post Graduate Diploma in Education (Learning and Teaching) Post Graduate Diploma in Education (ALN) MA Education MA Education (Leadership) MA Education (Learning and Teaching) MA Education (ALN)	Pre-requisites per programme (between levels):  None
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### Module Aims:

1. To encourage critical reflection and evaluation through an evidence- based approach to practice and continuous professional development
2. To enable the students to develop the knowledge and skills required to critically reflect on their professional practice
3. To provide students with the opportunity to analyse and evaluate research, policies and developments in their own professional context.

### Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically analyse their own continual professional development to date
2. Develop and justify an in depth action plan for future professional development
3. Critically evaluate their own performance within a professional setting
4. Critically evaluate practice learning opportunities and assessment they have provided
5. Critically evaluate an area of research or policy or development in within a professional context.

Transferable/Key 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 the internet as sources of information

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.***

Students are required to reflect on, and critically review on an aspect of their practice within a professional context.

As part of this process students will be expected to provide a detailed portfolio of their professional and scholarly progress together with a critical commentary.

It is expected that this will involve other people, such as their own students and peers, to help them reflect. Evidence of this will be included in their assignment. From this critical review/reflection the student should identify how they are going to improve their professional practice that they focused upon.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Essay	40%		2500
2	1-5	Portfolio	60%		3500

**Learning and Teaching Strategies:**

Lead in lectures supported by seminars, tutorials and group-based activities. Participants will be encouraged to support one another's learning in seminar settings and through electronic discussion boards.

**Syllabus outline:**

Different models of reflective practice  
 Application of models to practice  
 Policies and development within professional context  
 Values and ethics within teaching  
 Application of values in practice

## **Bibliography**

### **Essential reading:**

Bolton, G. (2010) *Reflective Practice*, 3rd edition, London: Sage.

Huberman, M. (eds.) *Professional Development in Education*. New York: Teachers College Press

Moon, J.A (1999) *Reflection in Learning & Professional Development* (Routledge, Oxon)

Moon, J.A (2006) *Learning Journal* (Routledge, London)

Schon, D.A. (1987) *Educating the Reflective Practitioner* (San Francisco, Jossey-Bass).

### **Other indicative reading:**

Ghaye, T & Lillyman, S (2006) *Learning Journals and Critical Incidents* (London, Quay Books Division)

Bengtsson, J (1995) 'What is Reflection? On reflection in the teaching profession and teacher education', *Teachers and Teaching*, 1: 1, 23-32

Hatton, N. & Smith, D. (1995) Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11, 33-49

Holly, M. L. (1989) 'Reflective Writing and the Spirit of Inquiry', *Cambridge Journal of Education*, 19: 1, 71-80

Hunt, C. (1998) 'Learning from Lerner: reflections on facilitating reflective practice' *Journal of Further and Higher Education*, 22: 1, 25-31

Russell, Tom (2005) 'Can reflective practice be taught?' *Reflective Practice*, 6: 2, 199-204

Sunley, R. & Locke, R (2010) Exploring UK secondary teachers' professional values: an overview of the literature since 2000', *Educational Research*, 52: 4, 409-425