

Liverpool John Moores University

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Title: UNDERSTANDING THE URBAN CLASSROOM
Status: Definitive
Code: **6001PGTF** (104431)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Paul Killen	Y

Academic Level: FHEQ6 **Credit Value:** 24 **Total Delivered Hours:** 50
Total Learning Hours: 240 **Private Study:** 190

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	48
Workshop	2

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Written assignment (2500 words equivalent) based upon analysis of theoretical perspective of education in relation to participants own school.	100	
Report	AS2	Presentation (2500 words equivalent) evidencing how theory had enabled participant to maximise achievement of pupils within their own school.	50	

Aims

This module will enable participants to demonstrate knowledge, understanding, critical analysis and evaluation of key theories of teaching and learning. They will utilise this work within their own teaching to help maximise the achievement of their own pupils.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate key issues relating to professional values and practice in school
- 2 Critically reflect upon research and theory that underpins teaching and learning
- 3 Critically discuss an understanding of the relationship between theoretical and practical issues affecting their teaching
- 4 Analyse the impact of their teaching strategies in relation to raising achievement.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CW	1	2	3
CW	2	3	4

Outline Syllabus

Analysing school data and key performance indicators in a local and national context

School organisation

Understanding challenging schools

Analysis of perspectives and theories of education

Challenging stereotypes of disadvantage

Raising achievement

Inclusion and Diversity

Learning Activities

Weekly progress meetings with subject mentors

Formative review meetings with professional mentors

Tutor and mentor led seminars

Structured lesson observations

Different modes of collaborative teaching, enabling participant to focus on particular aspects of the teaching process according to participant development point and needs

Participation in activities covering the full range of professional responsibilities of a practising teacher

Direct sustained experience of independent planning, teaching, assessment and

evaluation

Structured school-based tasks, which introduce participant to a wide range of reading, research and other literature

Interactive online learning activities

Independent study linked to recent and relevant literature/reading including: the writing of professional development statements at key points in the programme;

participant monitoring of participant own progress using the school experience

Journal; the compilation of a development Portfolio.

Notes

This module will support participants in the achievement of the QTS standards through evaluation and reflection. The module will culminate in the production of a presentation that will critically examine their own practice and the theory and research that underpins it.