

Liverpool John Moores University

Title: PRINCIPLES OF PEDAGOGY
Status: Definitive
Code: **7001PGTF** (104432)
Version Start Date: 01-08-2016

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

Team	Leader
Paul Killen	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 60
Total Learning Hours: 200
Private Study: 140

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Off Site	30
Tutorial	30

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Critical analysis of the planning process evidencing a range of theoretical perspectives in relation to teaching and learning as well as participants' own subject area. (5000 words equivalent)	100	

Aims

To examine and understand better the process of planning and its interdependency on subject knowledge issues. The module will enable the participant to explore the relationship between theory and practice of planning, teaching and assessment in

the classroom.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a systematic understanding of key issues impacting upon learners in relation to learning
- 2 Critically analyse learners' conceptual development in relation to the participant's own subject
- 3 Critically evaluate and understand the statutory and curricular frameworks within which teachers work and the specific subject frameworks
- 4 Demonstrate, within their subject, independence and high levels of personal responsibility applying a constructively critical approach to managing their professional practice.

Learning Outcomes of Assessments

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

Critical Analysis	1	2	3	4
-------------------	---	---	---	---

Outline Syllabus

The teacher as Professional
The teacher as a leader of learning
Approaches to Pedagogy
Personalised Learning
Responding to Barriers to Learning
Key theoretical perspectives on teaching and assessment
Gifted and Talented children
Classroom and behaviour management
Assessment and Assessment for Learning
Planning for Learning

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 enable participants to evidence how theory on planning, as well as subject specific perspectives, interact with its application in their classroom allowing them to reflect on a range of issues that relate theory and practice.