

Liverpool John Moores University

Title: REFLECTING ON PROFESSIONAL PRACTICE 2
Status: Definitive
Code: **7002MTM** (104214)
Version Start Date: 01-08-2016

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

Team	Leader
Gillian Peiser	Y

Academic Level: FHEQ7
Credit Value: 10
Total Delivered Hours: 20
Total Learning Hours: 100
Private Study: 80

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	10
Seminar	5
Tutorial	5

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	100	100	

Aims

To provide opportunities for educational professionals to:

critically reflect on and strengthen classroom practice through development of a professional enquiry approach.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate their own professional development and position this within school priorities.
- 2 Demonstrate effective evaluation of practice using critical thinking, engagement with relevant literature, data gathering, analysis and reflection.
- 3 Demonstrate originality and self-direction in problem-solving and act autonomously in planning and implementing tasks of a professional nature.

Learning Outcomes of Assessments

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

Coursework	1	2	3
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Outline Syllabus

Reflection on practice.

Critical thinking and argument.

Evaluating the literature.

Introduction to issues in data gathering and analysis.

Learning Activities

Learning activities will include HEI tutor and school coach input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

Notes

Module 2 provides an opportunity to engage in a critical reflective commentary supported by a portfolio of evidence from their professional practice