

Liverpool John Moores University

Title: Learning, Teaching and Assessment in the 11-16 Context
Status: Definitive
Code: **7136SLTA** (124671)
Version Start Date: 01-08-2021

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

Team	Leader
Matt McLain	Y
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 62

Total Learning Hours: 200 **Private Study:** 138

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40
Off Site	6
Online	10
Seminar	4
Tutorial	2

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Written Assignment (4000 words equivalent)	100	

Aims

To develop a critical understanding of learning, teaching and assessment in the secondary phase.

To develop a systematic knowledge and understanding of recent research relating to

the diverse needs of learning in the sector.

To critically evaluate and reflect on the appropriateness and effectiveness of learning, teaching and assessment activities both as described in current research and policy documents and in relation to own practice via a small-scale action research project.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a conceptual understanding of key issues impacting on learners within the 11-16 sector in relation of their diverse needs.
- 2 Demonstrate the ability to critically analyse and evaluate learning, teaching and assessment strategies and approaches within the secondary curriculum areas in relation to own practice, educational research and policy.
- 3 Engage in small-scale practitioner research focused on the critical evaluation of an aspect of learning, teaching and assessment within their subject.
- 4 Understand the relevance of practitioner and action research for teachers' professional development and improving educational experiences/ outcomes for young people.

Learning Outcomes of Assessments

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

Research report 4000 words	1	2	3	4
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Outline Syllabus

Current theories of learning relating to students in the sector(s) being studied.

Impact of physical, intellectual, linguistic, social, cultural and emotional development on learning.

Impact of individual/specific learning needs on learning, teaching and assessment.

Current policies in learning, teaching and assessment applicable to sector/subject.

Current research in learning, teaching and assessment applicable to the sector/subject.

Strategies/activities related to small-scale practitioner research.

Learning Activities

Key theoretical/policy perspectives, along with an overview of learner development and individual needs will be addressed in lectures.

Seminars and workshops/practical activities will provide opportunities to evaluate learning, teaching and assessment activities within the secondary subject areas and to consider appropriate strategies for practitioner research.

Within the context of school-based learning, students will practice, evaluate and reflect upon different approaches and strategies for teaching and assessing the secondary curriculum subjects.

Support will be provided to enable students to develop their critical, analytical and evaluative skills in relation to their own approaches to learning, teaching and assessment within the core primary subject areas and enable them to to develop their research plans and production of research reports.

Online activities will enhance student engagement and learning.

Notes

This module will introduce students to the ideas and analytical possibilities of critical research and the application of a range of theoretical positions to the critical analysis of key research and policy issues in education.

This module will enable students to practice and critically analyse and evaluate different strategies and approaches to learning, teaching and assessment in the primary core curriculum areas related to theoretical input. The module will also provide students with the opportunity to develop an understanding of effective learning, teaching and assessment strategies which cater for the needs, within the secondary curriculum subject areas, of diverse learners.