

Liverpool John Moores University

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Title: Pedagogy in Practice
Status: Definitive
Code: **7202EP** (121067)
Version Start Date: 01-08-2018

Owning School/Faculty: Education, Health and Community
Teaching School/Faculty: Education, Health and Community

Team	Leader
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 40

Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	8
Online	13
Seminar	8
Tutorial	2
Workshop	9

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Reflection		100	

Aims

*To examine and understand better the process of planning for learning and its interdependency on subject knowledge issues and learners needs.
The module will enable the participant to explore the relationship between theory and practice of planning for continuity and progression and learning impact in the classroom.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Understand and critically evaluate the statutory and curricular frameworks and the specific subject/phase frameworks within which teachers work
- 2 Critically analyse, apply and evaluate key pedagogic principles in relation to the their planning units of work
- 3 Critically analyse, apply and evaluate key issues in relation to planning and delivering effective lessons in their subject/phase
- 4 Demonstrate, within their subject/phase, 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 reflection	1	2	3	4
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Outline Syllabus

*The teacher as a leader of learning
Approaches to Pedagogy
Curriculum frameworks for the subject /phase
Planning for Learning
Developing learning sequences such as units / schemes of work
Effective lesson planning and evaluation
Personalised Learning
Effective questioning
Assessing impact on learning*

Learning Activities

Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in inclusion. Group and individual tutorial may enable students to negotiate small-scale research activities
Structured lesson observations in the participants professional setting
Different modes of collaborative teaching, enabling participant to focus on particular aspects of the teaching process according to participant development point and needs
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

Independent study linked to recent and relevant literature/reading

Notes

This module is designed to support newly or recently qualified teachers in critical reflection of planning and delivering learning sequences.

It 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.