

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: PEDAGOGY IN PRACTICE  
 Status: Definitive  
 Code: **7202PGP** (119893)  
 Version Start Date: 01-08-2017

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

Team	Leader
Elizabeth Malone	Y
Diane Lloyd	
Elizabeth Astbury	

**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 61

**Total Learning Hours:** 200      **Private Study:** 139

**Delivery Options**

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	10
Off Site	20
Online	10
Seminar	20
Tutorial	1

**Grading Basis:** 40 %

**Assessment Details**

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Critical evaluation of a Unit of Work (4000 words equivalent)	100	

**Aims**

*To examine and understand better the process of planning for learning and its interdependency on subject knowledge issues. The module will enable the student 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 or phase frameworks within which teachers work
- 2 Critically analyse, apply and evaluate key pedagogic principles in relation to the their planning of units of work
- 3 Critically analyse, apply and evaluate key issues in relation to planning and delivering effective teaching in their subject/phase
- 4 Demonstrate, within their subject/phase, independence and high levels of personal responsibility, applying a critical approach to planning and to the impact of teaching on pupil progress.

## **Learning Outcomes of Assessments**

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

Written Assignment	1	2	3	4
--------------------	---	---	---	---

## **Outline Syllabus**

*The teacher as a leader of learning  
Approaches to pedagogy and Assessment of and for Learning  
Curriculum frameworks for the subject /phase  
Planning for progression in learning  
Unit of work planning and evaluation  
Effective lesson planning and evaluation  
Personalised learning*

## **Learning Activities**

Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in planning for progression. Group and individual tutorial may enable students to negotiate small-scale research activities  
Different modes of collaborative teaching, enabling student to focus on particular aspects of the planning and teaching process according to the student's development point and needs  
Direct sustained experience of independent planning, teaching, assessment and evaluation  
Structured school-based tasks, which introduce student to a wide range of reading, research and other literature

Independent study linked to recent and relevant literature/reading

### **Notes**

This module will enable students 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.