

Liverpool John Moores University

Title: Pedagogy in Practice
Status: Definitive but changes made
Code: **7202PGS** (119906)
Version Start Date: 01-08-2016

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

Team	Leader
Susan Walker	Y
Diane Lloyd	
Matt McLain	
Rick Tynan	

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 word 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 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 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 (4000 words) 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 participant to focus on particular aspects of the planning and 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 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.