

Summary Information

Module Code	7523PORT
Formal Module Title	Inclusive Pedagogy and Evidencing Impact on Learners
Owning School	Education
Career	Postgraduate Taught
Credits	20
Academic level	FHEQ Level 7
Grading Schema	50

Module Contacts**Module Leader**

Contact Name	Applies to all offerings	Offerings
Matthew McLain	Yes	N/A

Module Team Member

Contact Name	Applies to all offerings	Offerings
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Partner Module Team

Contact Name	Applies to all offerings	Offerings
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Teaching Responsibility

LJMU Schools involved in Delivery
LJMU Partner Taught

Partner Teaching Institution

Institution Name
Portobello Institute

Learning Methods

Learning Method Type	Hours
Online	20

Module Offering(s)

Offering Code	Location	Start Month	Duration
APR-PAR	PAR	April	12 Weeks
APR_NS-PAR	PAR	April (Non-standard start date)	12 Weeks

Aims and Outcomes

Aims	To develop knowledge and understanding of issues and barriers to learning and recognise dilemmas of access and equity in education in order to inform effective strategies for learning; with particular emphasis on inclusive pedagogy as a framework for teacher development
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Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Distinguish between, and evaluate, different perspectives and proposed responses to educational and social problems/issues that can affect learning and progression
MLO2	Critically evaluate notions of transformative learning and how these may relate to principles of social justice
MLO3	Interpret and critically appraise own resourcefulness and application of professional curiosity and inquiry to enable inclusive pedagogy for teacher development and practice
MLO4	Develop, implement and evaluate strategies to support positive educational experiences and outcomes for all learners

Module Content

Outline Syllabus

- Critical exploration of notions, theories and studies relating to educational access and equality - Concepts and theories of social justice and transformative learning- Critical pedagogy and practice in a diverse range of socio-cultural and political contexts.- Equality, diversity and the 'dilemma' of difference in education- Inclusive pedagogy as a framework for teacher development and practice - Factors that influence the planning and preparation of inclusive teaching and assessment- Strategies for developing, implementing and evaluating inclusive pedagogies in teaching to harness capacity for learning - Utilising data sources, research and methods of inquiry to evaluate measurable evidence of learner impact

Module Overview

Additional Information

This module is part of the Postgraduate Certificate in Education (International) (PGCEi) which is delivered as an online programme. The assessment is a personal Case Study of an inclusive intervention, contextualised in a critique of theories and concepts related to transformative learning and social justice (4,500 words)The PGCEi is an academic qualification, not a teaching qualification, and therefore does not offer QTS (as recognised in the UK). The programme's design and philosophy is informed by the Teachers' Standards (DfE, UK). It is a postgraduate degree internationally recognised as an advanced level of study and qualification for those wishing to enhance their practice and advance to more senior positions in teaching and educational management, in education organisations and international schools.

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Report	Case Study Report	100	0	MLO1, MLO2, MLO4, MLO3