



MODULE HANDBOOK

M6X001438

Principles of Pedagogy

PRIMARY PGCE

FACULTY OF EDUCATION AND COMMUNITIES

2018-19

1. Points of contact

If you need to discuss anything relating to the module please contact:

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2. Our expectations

We hope that you will enjoy the module and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in university sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate appropriately in school based work
- Read and follow University and Centre policies and guidelines

Please read the University Regulations for Students available on Moodle



3. Aims and Learning Outcomes

This module provides the foundations for understanding the principles of effective pedagogy. You will be introduced to theories of learning; consideration of evidence-based research regarding effective teaching and classroom pedagogy; and exploration of key themes such as learning in the early years, learning environments, assessment, diversity and inclusion. An introduction to potential barriers to achievement eg poverty will be made. As part of this module you will attend school and the expectation is that you will engage professionally with this experience.

AIM(S)

- To critically evaluate the key theories that underpin the physical, cognitive and social development of children
- To apply this theoretical knowledge to practical contexts in a reflective manner, in order to support and extend children's learning

LEARNING OUTCOMES

Upon the successful completion of this module, you should be able to demonstrate the ability to:

1. understand, synthesise and evaluate the main theories that underpinning learning, behaviour and assessment in the primary school
2. reflect critically on how learning theories inform the planning and provision of high quality learning environments, demonstrating a clear understanding of how theory and practice are interrelated
3. organise knowledge and learning through the use of a range of information sources, and present work appropriately.



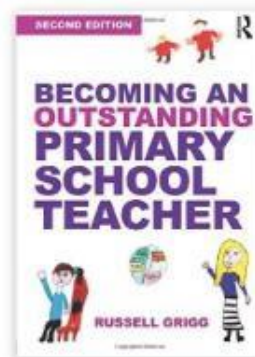
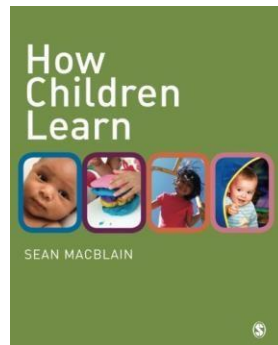
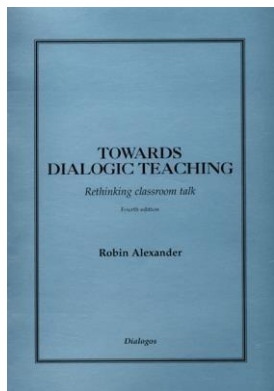
4. Essential background reading/tasks

Essential

Alexander, R. (2010) *Towards Dialogic Teaching* (4th ed), Cambridge: Dialogos.

Grigg, R. (2105) *Becoming an Outstanding Primary Teacher* Abingdon: Routledge

MacBlain, S. (2014) *How Children Learn* London: SAGE



Recommended

Alexander, R. (ed.) (2010) *Children, Their World, Their Education: The Report of the Cambridge Primary Review*. London: Routledge.

Bates, B. (2015) *Learning Theories Simplified*. London: Sage.

Claxton, G. (2002) *Building Learning Power: Helping Young People Become Better Learners*. Bristol: TLO Ltd.

*Cremin, T., Arthur, J. (eds) (2014) *Learning to teach in the Primary School* Abingdon: Oxon 3rd edition

Dweck, C. (2007) *Mindset – the new psychology of success*. New York: Ballantine Books.

Gray, C., MacBlain, S. (2015) *Learning Theories in Childhood* London: SAGE

Grigg, R., Lewis, H. (2016) *A to Z of learning outside the classroom* London: Bloomsbury

*Hattie, J. (2012) *Visible Learning for Teachers* Abingdon: Routledge.

Hattie, J. and Yates, G. (2014) *Visible Learning and the Science of How We Learn* Abingdon: Routledge.

Mason, J. (2001) *Researching your Own Classroom Practice: from noticing to reflection*, London: Routledge.

McBer, H. (2000) *Research into Teacher Effectiveness*, London: DfEE.

McGuiness, C. (1999) *From Thinking Skills to Thinking Classrooms*, Retrieved from: http://www.sustainablethinkingclassrooms.qub.ac.uk/DFEE_Brief_115.pdf (30.9.11)

Schmidt, S. (2013) *The Developing Child*. London: Routledge

Schon, D. (1983) *The Reflective Practitioner*, New York: Basic Books.

* highly recommended texts

5. Module summary

This module is arranged into seven broad themes.

These are outlined below.

Theme	Indicative content	
Effective teaching and learning	What is known about effective learning and teaching? What makes an outstanding teacher?	
Learning theory	Learning theories in the classroom. The importance of language, interaction and dialogue in learning.	
Observing and monitoring learning	An introduction to effective assessment, and the role it plays in high quality learning and teaching.	
Foundations of learning	Learning in the early years. Evaluation of the role of play and active learning. Understanding theories relating to learning in the home, family and wider society.	
Learning, school and the Welsh context	The Welsh national curriculum and the key national priorities. Diversity, inclusion and learner voice. Bilingual and multilingual learners.	
Thinking about learning	Intelligence, metacognition and dispositions to learn. The role of self-esteem, well-being and mindset. The development of reflective practice, and reflective practitioners	
Learning beyond the classroom	The value of outdoor education. Evaluating the advantages and challenges of learning in contexts such as Forest schools, parks, museums and galleries.	

Within each broad theme there will be lectures and workshops.

The order of these sessions may change according to circumstances. Please see the specific module timetable on Moodle for details of times, rooms and dates.

Session	Summary
1.	Introduction
2.	Learning Environment & Self-esteem
3.	Questioning
4.	Children as Learners
5.	Observation and Assessment
6.	Welsh Context
7.	Learning theories
8.	Play / active learning
9.	Bilingualism
10.	Exploratory Talk
11.	Foundation Phase
12.	Assignment and Study Skills
13.	Thinking and Metacognition
14.	Outdoor Learning
15.	ALN
16.	Attachment
17.	Multiculturalism and Diversity
18.	TBC



MODE OF ASSESSMENT	TITLE	WEIGHTING
Essay with accompanying digital poster	Exemplar title: ‘Describe a learning event which has happened during your classroom observation. Reflect upon what took place, connecting events to theories of learning and teaching. Make recommendations about how you could improve your own practice in the light of this, and produce a digital poster to illustrate how you would use all of this information to develop the elements of an effective learning environment.’	100% Equivalent to 5,000 words

Assignment Submission Date:

Wednesday 17 /10/18

Please refer to the Programme Handbook for further general details regarding assessment on the PGCE, in particular please ensure that you are clear about regulations relating to Unfair Practice.

The aim of this assignment is to demonstrate a critical awareness of the key theories underpinning physical, social and cognitive development. You need to show how you are able to apply these theories to classroom contexts. You need to demonstrate your own reflective development when you describe and evaluate what you have observed. Remember that this assessment asks you to do more than just describe your the lesson. At this level it is expected that you show that you can consider what happened in an analytical and evaluative way, and that you demonstrate how this has impacted on your awareness as a teacher through the creation of your own ideal The assignment can be subdivided in the following manner:

Introduction and conclusions.

Include BRIEF introduction and conclusions where you outline the context in which you carried out your observation – showing an awareness of ethical issues you have considered eg anonymity. When you conclude, summarise the key points that you wish the reader to be aware of (approx. 500 words).

TIP – referring back to the aims of the assignment and explaining how you have met these will focus the reader's attention.

Part 1: Observe.

Complete a vignette (a retelling of something that happened) to describe a learning experience, behavioural incident or social interaction that took place during your classroom observation. Explain why you selected this as a significant event, relating to module content eg exploratory talk; metacognition; inclusive practices (approx. 1500 words).

TIP – ensure that you move from the purely descriptive. For example, explain the reasons for the choosing specific tools eg checklists/ written records or time sampling for completing the observations. Evaluate the strengths and limitations of the selected approach.

Part 2: Connect.

Using the lens of a particular learning theory or theories, explain how consideration of these has helped you to understand what went on during this event, and how this could impact on outcomes for pupils in your future practice (approx 1500 words).

TIP – ensure that you connect to relevant theories and theorists, but that you also reflect on the critiques that have been made of some theories. Ensure that you cite references appropriately.

Part 3: Reflect and Innovate.

Create a digital poster that exemplifies your ideal learning environment, and submit a commentary to explain and justify the pedagogical principles underpinning this provision (equivalent to 1500 words).

TIP - Ensure that you refer to your observations and research in order to justify your decisions within your ideal environment. Present your poster professionally.

Module assessment – submission

Please read Student Regs carefully so that you are clear about processes. It is your responsibility to submit on time. **Staff cannot grant extensions.**

The exact time of submission will be released during the module sessions.

Your assignment should be presented to the highest standard without errors in spelling, punctuation or referencing. Please refer to the Programme Handbook and the checklist in the Postgraduate study skills booklet before submission.

What should I submit via Turnitin:

1. LEVEL 6 ASSESSMENT SPECIFICATION sheet (APPENDIX GA36c)
2. The digital poster
3. The main body of your assignment
4. Any appropriate raw data e.g. field notes/ ARC reflection (Appendix 1)

Your assignment should be clearly labelled with your student p-number and professional group. DO NOT include your name.

The assignment will be assessed at Level 6 in accordance with the Level 6 assessment criteria.

Background Reading

- Bee, H. (2010) *The developing child*. 12th edn. London: Allyn and Bacon
- Black, P. et al. (2003) *Assessment for Learning: putting it into practice*, Maidenhead: Open University Press.
- Cunningham, H. (2006) *The Invention of Childhood*, London: BBC Books.
- DCELLS (APADGOS) (2007) *Gwrando ar Ddysgwyr/Listening to Learners*, Cardiff: DCELLS.
- DCELLS. (2008) *Observing Children*, Cardiff: DCELLS.
- DCELLS. (2008) *Play and Active Learning - Overview for 3-7 year olds*, Cardiff: DCELLS.
- DCELLS. (2008) *Learning and Teaching Pedagogy*, Cardiff: DCELLS.
- Mercer, N. & Hodgkinson, S. (2011) *Exploring Talk in School*, London: SAGE.
- Mercer, N. & Littleton, K. (2011) *Dialogue and the Development of Children's Thinking*, London: Routledge.
- Mercer, N. (2000) *Words and Minds: How we use language to think together*, London: Routledge.

Journals

- British Educational Journal* <http://www.bera.ac.uk/publications/BERJ>
- Early Years: An international research journal*
<http://www.tandfonline.com/toc/ceye20/current#.UyDrVV6N6hM>
- Journal of Teacher Education* <http://jte.sagepub.com/>
- Welsh Journal of Education* <http://www.ingentaconnect.com/content/uwp/wjoe>

Websites

- TLRP - <http://www.tlrp.org/pub/index.html>
- BBC - <http://www.bbc.co.uk/radio4/history/childhood/>
- Centre for Real World Learning
<http://www.winchester.ac.uk/aboutus/lifelonglearning/CentreforRealWorldLearning/Pages/CentreforRealWorldLearning.aspx>
- Estyn - www.estyn.gov.uk
- What is a vignette? <http://sru.soc.surrey.ac.uk/SRU25.html>

There are many websites offering advice on creating academic posters, here are some that may provide useful guidance:

- <http://colinpurrington.com/tips/academic/posterdesign>
- <http://web.stanford.edu/group/blocklab/dos%20and%20dents%20of%20poster%20presentation.pdf>
- <http://guides.nyu.edu/friendly.php?s=posters&gid=6791>
- <http://www.ncsu.edu/project/posters/>

The following information has come from

<http://www.canterbury.ac.uk/graduate-skills/preview/presentations/academic-poster-tutorial/poster-tutorial-print.pdf>

Creating an Academic Poster

Level: All

Creating an Academic Poster: Tutorial

- Planning your poster
- Gathering your information
- Producing your poster using Microsoft Powerpoint
- Design issues
- Evaluating your poster

Planning your poster
Before creating your poster session you need to consider the following issues:

- what is the aim of your poster?
- what is your key message?
- is their a logical sequence in which your information should be presented?
- who is your audience, what do they know of your project/research?
- how will your poster be displayed and how much space will you have?
- how will you get your poster to the venue?

You will hopefully be able to quickly answer the first two questions, but if you are unsure of the answer to any of the other questions, ask the organisers of the event at which your poster session will be displayed.

In addition to being able to tell you how much space you will have and what facilities, event organisers should know a great deal about the delegates attending the event - who they are, their background etc.

Gathering your information
You may well already have some of the material you need to produce your poster in the form of text or graphics. Collect all the material together into a folder on your PC. You can then copy and paste any material you will need into this folder. You may also want to use some graphics in your presentation. A good source of pictures and photos which are not copyright protected can be found on the Microsoft Clipart website. This site is an extension of the clipart resource built into Microsoft Office (e.g. Word, Excel, PowerPoint) but with much more resources).

Using PowerPoint to create your poster
Why PowerPoint?
You can create your poster using a variety of software including Microsoft Word and

Publisher, however, we would recommend you use Microsoft PowerPoint. In addition to presenting your poster session at a conference, you may want to present it in a lecture or meeting. Using PowerPoint will enable you to easily present your poster as a "slide show" either using transparencies or a data projector.

Design Issues

What do we mean by design issues?
You will need to think about a number of issues before you create your posters, with the overriding aim of making your poster session eye-catching and easy to read.

- How are you going to structure your information?
- How are you going to layout your information?
- How should you use and combine text, graphics and colour?
- How should your information be structured?

Prioritize your information. Decide what is the most important element of your poster and provide this first or make it stand out.

Consider what information your audience needs before they read each section of your presentation, e.g. begin your presentation by summarising the aim your research/work and then provide a brief background.

How are you going to layout your information? Once you have a good idea of the structure of your information, you can begin thinking about its layout. The layout of your poster session should reinforce the order in which your information is structured. Why not do a rough sketch at this stage, like this:

Updated March 20th 2007

Creating an Academic Poster

Level: All



Use of Colour

As with your font styles, use colour to break up information and make your presentation attractive, but only use a maximum of 3-4 different colours that work well together.

Use of text

Break text down into small chunks that are easy to read - use paragraphs and lists to do this. Begin new sections with headers, using larger text.

Use fonts which are easy to read. If you use different fonts, use no more than two or three. You could use one font style for major headers, another for sub-headings and another for your text - as we have on this page.

Use of graphics

What do we mean by graphics?

-Graphs, charts, pictures and photographs. Do use these in your presentation, they break up text and make your presentation more aesthetically pleasing. As the phrase suggests "a picture paints a thousand words".

Evaluating your poster

How will you know if your poster is a success?

You can use this check list to help you evaluate a poster which you have made:

Click the tick or the cross to see how your poster shapes up!	✓	✗
Is your poster clear and easy to read?		
Is progression around the poster signposted?		
Can it be read easily within a few minutes from a distance of approximately 2 metres?		
Is your message clear in itself without the need for verbal explanation?		
Have you proof-read for grammar spelling?		
Is material referenced appropriately?		
Have you considered any copyright issues on the material you have included?		
Have you considered confidentiality issues, both personal and corporate		
If the poster forms part of an academic assessment, does it comply with the assignment guidelines		
Is there a contact address/point for readers who wish to pursue the topic further with you?		