

Exploring Pedagogies

The Assignment

- A presentation demonstrating critical reflection on the implementation of an innovative teaching intervention with evidence of effectiveness and impact (10 minute equivalent).
- A structured critical reflection associated to the content of each of the slides (3000 words).

Guidance

- You should design and implement an innovative teaching strategy and plan to evaluate it systematically. This adaptation to your pedagogical practice should be underpinned by academic theory and reading. You should use your academic reading on different pedagogies as a stimulus for your change.
- Your intervention should be integrated as part of the day to day, ongoing aspects of your classroom activities.
- You will not need to use any data or evidence other than learners' work; i.e. normal teaching activities but your design and evaluation should be underpinned by theory.
- There should not be a need to interview learners or carry out surveys beyond what might constitute normal learner voice.
- You must ensure the anonymity of your pupils, colleagues and school in the work you submit.
- Your critical reflection should be supported and directed by academic theories and readings on pedagogy and should consider how the intervention relates to aspects of the new curriculum.

Questions to consider when completing your presentation

- What concepts or theories underpin your change?
- What evidence is there of a change in the classroom?
- What effect has that change on your practice? On your pupils?
- Why might the change have occurred? How does this relate to your module readings?
- If the impact appears to be limited, analyse why.
- Why might you continue with the intervention or not?

Submission Guidance

- Your presentation should consist of 5-8 slides which have been designed to communicate your intervention / innovation to school colleagues. They should reflect the four elements identified in the marking criteria.
- Linked to each of the slides, you should provide structured critical reflection which is based on your academic reading, and again, relates to each of the elements of the marking criteria as relevant to the content of those slides.
- You are advised to present your finalised work as one Word document, where each slide and associated critical reflection is presented in turn.
- This document should be presented via the submission portal on your delivery provider's VLE.
- Please note that the slides and critical reflection **should regularly refer to academic sources to validate and support your discussion**, and the referencing conventions of your delivery provider should be adhered to.

Module Learning Outcomes

1. Explore multiple perspectives and international debates around the key pedagogical principles that underpin effective learning and teaching across different education settings and contexts.
2. Critically evaluate theories of learning to inform pedagogical practices and to evaluate those that are most effective to achieve a broad range of learner outcomes.
3. Enable students to extend, deepen, evaluate and, where appropriate, to apply their knowledge of pedagogical theory and research to their own professional settings and contexts.
4. Engage students in a critical assessment of the major international research developments in the fields of learning and pedagogy to inform their professional practice

Marking Criteria

	LO
Referencing	
Knowledge and understanding of pedagogical theories and principles	1,3
Critical evaluation of pedagogical theories and principles	2,3
Application of pedagogical theories and principles (concepts and methods)	2,3,4
Reflection on application and effectiveness.	2

Grade Boundaries

	LO	Distinction (70%+)	Merit (60%-69%)	Pass (50%-59%)	Fail (0-49%)
Referencing (marks)		4-5	3	2-3	0-2
Knowledge and understanding of pedagogical theories and principles (25%)	1,3	18-25	15-17	13-14	0-12
Critical evaluation of pedagogical theories and principles (25%)	2,3	18-25	15-17	13-14	0-12
Application of pedagogical theories and principles (concepts and methods) (25%)	2,4	18-25	15-17	13-14	0-12
Reflection on application and effectiveness. (20%)	2	14-20	11-13	8-10	0-7

Assessment Rubric

Assessment Criteria	LO	Distinction (excellent) 70% +	Merit (good) 60 - 69%	Pass (satisfactory) 50 - 59%	Fail 0 - 49%
Referencing 5%		Harvard referencing is excellent and used correctly and consistently throughout the assignment to acknowledge sources clearly. Sources are listed completely, clearly and correctly in the bibliography / reference list.	Harvard referencing practice is good, and used throughout the assignment to acknowledge sources clearly, but with some errors and/or inconsistencies. Sources are generally listed correctly and clearly in the bibliography / reference list, but with some errors.	Harvard referencing practice is broadly sound, and used to acknowledge sources, but with a number of recurrent errors and inconsistencies. Sources are listed in the bibliography / reference list with a number of recurrent errors.	Harvard referencing practice is poor, with sources acknowledged in an inconsistent and/or incoherent manner. Bibliography / reference list is highly inconsistent, with errors throughout, and may be incomplete.
Knowledge and understanding of pedagogical theories and principles 25%	1,3	An excellent knowledge of theories of learning and principles of pedagogy based on a wide range of literature, including international perspectives.	A good knowledge of theories of learning and principles of pedagogy based on valid literature, but international perspectives may be limited.	A satisfactory knowledge of theories of learning and principles of pedagogy based on a satisfactory selection of valid literature, but international perspectives are omitted.	An insufficient knowledge of relevant theories of teaching and learning; there is insufficient engagement with relevant and valid literature.
Critical evaluation of pedagogical theories and principles 25%	2,3	Excellent critical evaluation of theories relevant to the student's context; a wide range of theories are synthesized to justify decisions made in the professional setting. Excellent critical evaluation of current practice through the application of theories in context.	Good critical evaluation of theories which are mostly relevant to the student's context; a good range of theories are synthesized to justify decisions made in the professional setting. Good critical evaluation of current practice through the application of theories in context.	A satisfactory critical evaluation of theories (there may be a tendency to describe) which have some relevance to the student's context; theories are presented discretely and may justify decisions made in the professional setting. The evaluation of current practice is valid but links to theories are only satisfactory.	Insufficient critical evaluation of theories; relevance to the student's context is not sufficiently explored; decisions made in the professional setting are not made on the basis of relevant theory/literature. The evaluation of current practice tends to be personal or anecdotal and is unsupported by sufficient evidence or literature.
Application of pedagogical theories and principles (concepts and methods) 25%	2,3,4	Pedagogic change is valid and innovative; it is informed by a wide range of factors, e.g. pupils' learning needs, pupil voice, assessment, theories of learning, recognised excellent practice, classroom-based evidence, and the evaluation of previous practice.	Pedagogic change is valid and informed by a range of factors; e.g. pupils' learning needs, pupil voice, assessment, theories of learning, recognised excellent practice, classroom-based evidence, and the evaluation of previous practice; however, some of these are omitted	Pedagogic change is informed by a satisfactory range of factors; e.g. pupils' learning needs, pupil voice, assessment, theories of learning, recognised excellent practice, classroom-based evidence, and the evaluation of previous practice; however, many of these are omitted.	The pedagogic change may not be a valid development of practice. The following are not sufficiently addressed when planning for pedagogic change: pupils' learning needs, pupil voice, assessment, theories of learning, recognised excellent practice, classroom-based evidence, and the evaluation of previous practice.
Reflection on application and effectiveness. 20%	2	Excellent critical evaluation of learning links an understanding of theory with practice and evidence. Excellent critical reflection on own practice and pedagogic beliefs; many connections are made between teaching, learning and theory. The quality of classroom-based evidence is excellent	Good critical evaluation of learning links an understanding of theory with practice and classroom-based evidence. Good critical reflection on own practice and pedagogic beliefs; good connections are made between teaching, learning and theory. The quality of classroom-based evidence is good.	Satisfactory critical evaluation of learning links an understanding of theory with practice and classroom-based evidence. Satisfactory critical reflection on own practice and pedagogic beliefs; some connections are made between teaching, learning and theory. The quality of classroom-based evidence is satisfactory.	The evaluation of learning is not sufficiently linked to theory, practice or classroom-based evidence. Insufficient reflection on practice and pedagogic beliefs. Insufficient connections are made between teaching, learning and theory. Classroom-based evidence is insufficient and may be invalid.

