

Professional Graduate Certificate in Education and Training (in-service)

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Module: ECPT5007/ECPT6010: *Principles of Teaching and Learning in PCET*

Module Tutor: Caroline Lewis

Welcome

Welcome to the programme and to the first module in your studies, Principles of Teaching and Learning in PCET. I hope that you enjoy the module and I am looking forward to working with you on this journey towards becoming qualified post-16 practitioners.

This module is delivered online via our Moodle platform, please ensure that you become accustomed to checking this regularly to ensure that you are engaging with the materials set and that you are progressing through the work at an appropriate pace. As this is a distance learning programme, there is no expectation for you to attend synchronous taught sessions although I am always available for support should you need it and will be providing feedback on the materials that you are working through as the module progresses. There will also be a schedule available on Moodle as to when you can contact me should you require a 'live' chat, alternatively please do email me and I would be more than happy to schedule a meeting separately with you. Please do make time to engage with your fellow students on the programme to share ideas and communicate via the discussion boards and other communication channels. Reflection and best practice are a key part of this programme and as such the opportunity to share your experiences will be a valuable learning experience for you.

What you will see in the following pages are the aims and learning outcomes for the module and a schedule of work that will help to guide your studies as well as the suggested reading list. This will also be made available through the Moodle platform for the module.

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Aim of the module

- To develop an understanding of key principles and methods of teaching, learning and assessment within the post compulsory sector.

Learning Outcomes

Upon the successful completion of this module, the student should be able to:

- Proficiently plan and deliver a teaching episode for a designated group of learners, to include suitable aims and outcomes as well as teaching and assessment strategies.
- Reflect on own teaching practice as well as observations of other experienced teachers to develop targets for own professional development
- Utilise a range of assessment strategies and techniques, demonstrate a sound understanding of differentiation and assessment of and for learning.

Suggested study allocation

This module is worth 30 academic credits and has a scheduled learning time of 60 taught hours and a suggested independent study time of 240 hours. The allocation of taught hours is available on the next page and will detail when the next stage of the learning materials will be made available to you on Moodle.

Scheme of work

Date of release of materials on Moodle	Topic areas
25.07.20	Introduction to the module - Preliminary thoughts and introducing PCET - Who are our learners and what are we teaching them? - Learning motivation and Maslow's hierarchy of needs - Student expectations for the module and the programme.
07.08.20	Learning theory (1) - Behaviourism - Cognitivism
14.08.20	Learning theory (2) - Knowles and andragogy - Experiential learning
21.08.20	Key concepts in learning - Learning styles - Emotional intelligence
28.08.20	Introduction to reflective practice - What is reflective practice? - Developing personal reflective skills
04.09.20	The role of the tutor in a post-16 sector - Influence and professional conduct - Terminology and language use within classroom settings
11.09.20	The effective learning environment - Engaging learners within the learning process - Working with individuals and groups - Teaching and training, considerations and issues
18.09.20	Introduction to teaching strategies (1) Teaching strategies – what, why and how?
25.09.20	Introduction to teaching strategies (2) Selecting and deploying strategies effectively
02.10.20	Preparing to teach in post compulsory settings (1) - Schemes of work - An introduction to lesson planning
09.10.20	Preparing to teach in post compulsory settings (2) Lesson plans
16.10.20	Preparing to teach in post compulsory settings (3) - Developing learning aims and objectives - Formative assessment within the learning process
23.10.20	Introduction to assessment - Assessment of learning and assessment for learning - Assessment strategies
30.10.20	Submission of Assignment 1 Communication and learning - Verbal and non-verbal communication - Body language - Cultural considerations

06.11.20	Assessment and evaluation - Assessing learning – practicalities and key issues - Evaluation
13.11.20	Professional standards within teaching An introduction to professional standards, what they are and how do we evidence them?
20.11.20	Inclusive practice within the PCET sector - What is inclusivity? - Adult learners and including all within the learning process
27.11.20	Digital learning Incorporating digital tools into learning
04.12.20	An introduction to critical thinking - What is critical thinking? - Developing the critical learner
11.12.20	Module consolidation and evaluation
22.01.20	<i>Submission of Assignment 2</i>

It is expected that students will take approximately 3 hours to work through the materials for each of the topics noted above. Please note that whilst the broad topic area will remain the same, there is some flexibility within the schedule to respond to the needs of the student cohort should the need arise.

The broad assessment for the module is noted below, further specifics including grading criteria etc will be available on Moodle in due course but the information below is to prepare you in terms of expectations

Assessment

Assessment 1 (50%) Practical Teaching Session (45 mins)

You are required to prepare and deliver a teaching session of approximately 45 mins in length. You will need to produce an appropriate lesson plan containing suitable aims and objectives and the lesson should demonstrate effective understanding of the needs of the cohort and include relevant assessment opportunities. This session will need to be assessed by your mentor and you will need to submit all planned lesson materials as well as the formal observation notes of your mentor via the lesson assessment form (available on Moodle) as well as a critical reflection of the episode.

Assessment 2 (50%) Written assignment (3000 words)

You are required to produce a critical reflection of your learning experience to date which should include a minimum of 3 individual teaching episodes as well as a minimum of 2 observations you have undertaken of other professionals delivering teaching sessions. Your reflection should consider best practice in relation to teaching and learning as well as considering own professional development in terms of areas for development. This can be presented in the form of an informal action plan for your continuing development as a teaching professional. You will need to ensure you include appropriate reading to support your evaluation.

Reading list

Below is an indicative reading list for the module, this is not exhaustive and students are encouraged to read widely around topic areas themselves to supplement this. Please note this is a broad list and where possible titles will be made available electronically through the UWTSD library system. Suggested reading linked to each of the module topics will be released as the module progresses. Where they may be difficulty in accessing certain texts then alternatives will be provided to compensate.

INDICATIVE READING LIST

Module Code	ECPT5007/ECPT6010	
Module Title	Principles of Teaching, Learning and Assessment in PCET	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education</i> . London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition</i> . Abingdon: Routledge	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide: 5th Edition</i> . Oxford. OUP.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐