

T2.8: MODULE DESCRIPTOR

Module title:	Research Methods
Module number:	EDUC6009
JACS code:	X370
HECoS code:	100459

1. MANAGEMENT DETAILS

Module leader:	Tsitsi Marima
Level:	6
No. of credits:	15
Mode of delivery:	ON CAMPUS
Semester/s of delivery:	One
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None
Other restrictions or requirements:	Students will need access to an appropriate setting.
Timetable information:	Semester 1 (Weeks 1-9)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

2. MODULE AIMS

This module builds on the knowledge, understanding, experience and skills of Research developed in Level 5 studies. Students will examine contemporary issues including paradigms and approaches to research, and the design and methodological issues associated with these. The place of a literature review in research design will be examined with a focus on critical review of literature to support research in academic and professional contexts. Research skills are critically examined as key transferable skills for personal and professional lifelong learning.

3. LEARNING OUTCOMES

On successful completion of this module, students will be able to:		Brookes Attribute developed	Other GAs developed, if applicable
1	Demonstrate an awareness of different research paradigms, strategies and methods	Research Literacy	
2	Critically appraise the use of qualitative analysis and quantitative analysis in educational research	Research Literacy	Academic Literacy
3	Reflect critically on the ethical issues involved in research	Research Literacy	Critical Self-awareness and Personal Literacy; Active Citizenship
4	Use technology effectively to access and manage information	Digital and Information Literacy	Research Literacy

4. OUTLINE SYLLABUS

The module will enable students to draw on their encounters with research in a number of modules, and provides an introduction to research methodology for the Dissertation:

- Research paradigms
- How to undertake a literature review
- Data collection
- Quantitative and qualitative data analysis
- Presentation of findings
- Ethical issues

5. TEACHING LEARNING AND ASSESSMENT STRATEGY

Lectures will examine the process of research from initial intention, through interpretation of primary and secondary information, to evaluation and conclusion of research. Students will participate in seminar discussions to consolidate understanding of the research process, and to critically examine the ethical implications. Group discussions with peers will be supported by on-line forums.

6. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	12
Seminars	12
Practical classes/workshops	0
Tutorials	0
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	63

Preparation for assessments	63
Placement/Study Abroad	0
TOTAL:	150

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			
Folder of case studies of research, compiled through lectures, workshops and personal investigations with critical and analytical comments, including the design of a hypothetical small scale research project.	3000 word equivalent	1-4	100%
Written examinations:			
N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Students will gain formative feedback from tutors and peers during seminar discussions. Individuals can also gain feedback from tutors on their progress towards the assessment.

8. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6009](#)

You may find some of the publications useful from other research modules [Research Methods \(ACP\)](#)

Bell, J. (2018). *Doing your Research Project: a guide for first-time researchers in education, health and social science*. (7th edn.). Maidenhead: Open University Press.

BERA (British Educational Research Association). (2018). *Ethical Guidelines for Educational Research*. (4th edn.). London: BERA. Also available [online](#).

Buckler, S. and Walliman, N. (2016). *Your Dissertation in Education*. (2nd edn.). London: Sage Publications Ltd.

Greetham, B. (2019). *How to Write Your Undergraduate Dissertation*. (3rd edn.). Palgrave Macmillan / Red Globe Press.

Roberts, C. (2019). *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. (3rd edn.). London: Sage Publications Ltd.

Terrell, S. (2016). *Writing a Proposal for your Dissertation: Guidelines and Examples*. New York: Guilford Publications Ltd.

Wilson, E. (editor). (2017). *School-based research: A guide for education students*. (3rd edn.). London: Sage Publications Ltd.

Date module first approved:	01/03/2011
Date of most recent revision:	12/03/2019

T2.8: MODULE DESCRIPTOR

Module title:	Psychology in the Learning Environment
Module number:	EDUC6008
JACS code:	X370
HECoS code:	100459

7. MANAGEMENT DETAILS

Module leader:	Ola Okuwobi
Level:	6
No. of credits:	15
Mode of delivery:	ON CAMPUS
Semester/s of delivery:	One and two
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None
Other restrictions or requirements:	Students need to be in an educational setting
Timetable information:	Semester 1 (Weeks 1-13)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

8. MODULE AIMS

Students will examine psychological theories and approaches to learning and development, linking these to real-life examples from their work setting. There will be an opportunity to explore strategies to facilitate the learning and development of all pupils, recognising individual diversity and cultural influences. Students will be introduced to the process of constructing a mind-map, and the use of these in the context of education studies.

9. LEARNING OUTCOMES

	On successful completion of this module, students will be able to:	Brookes Attribute developed	Other GAs developed, if applicable
1	Critically examine a range of theories of learning and development approaches, including formal and informal learning and development of skills for lifelong learning;	Academic Literacy	Research literacy; Critical Self-awareness and Personal Literacy; Active citizenship
2	Evaluate the roles and activities that support staff in supporting learning, with reference to theories of learning and development;	Active citizenship	Research literacy
3	Appraise the role of cultural influence within the diverse learning environment.	Active citizenship	Research literacy
4	Appraise and apply a range of concepts, and approaches to enhance current professional practice and contribute to organisational development;	Active citizenship	Critical Self-awareness and Personal Literacy
5	Demonstrate how appropriate working practices are developed to provide effective support, personalised and inclusive learning recognising the diversity of the learning environment;	Critical Self-awareness and Personal Literacy	Active citizenship; Digital and Information Literacy
6	Critically evaluate the role of the individual within the organisation and the importance of self-awareness within an academic, professional and lifelong learning context.	Academic Literacy	Critical Self-awareness and Personal Literacy

10. OUTLINE SYLLABUS

- Psychological theories and their implications on practice;
- Cross-cultural perspectives on learning;
- Approaches to learning;
- The environment as a third teacher;

- Social learning;
- Thinking to learn and learning to think: developing skills for lifelong learning

11. TEACHING LEARNING AND ASSESSMENT STRATEGY

Lectures will examine the psychological theoretical models and approaches to learning and development. Through seminar discussions, students will have an opportunity to discuss real-life examples from their own experiences and from within their work settings, to gain understanding of how these models and approaches facilitate learning, and the barriers to this.

12. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	12
Seminars	12
Practical classes/workshops	0
Tutorials	0
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	63
Preparation for assessments	63
Placement/Study Abroad	0
TOTAL:	150

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			
Task 1 A mind map of learning theories, which will be presented to a group of your peers as a professional discussion.	1000 word Equivalent	1-6	30%
Task 2 Write a case study that demonstrates how theories of learning inform working practices and support learning	2000	1-6	70%
Written examinations:			

N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Students will receive immediate feedback on professional discussion given from tutor. Peer and tutor discussion will facilitate formative feedback for individuals in preparation for professional discussion of mind-map.

9. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6008](#)

Arnold, C., and Yeomans, J. (2011). *Psychology for Teaching Assistants*. (2nd edn.). Stoke-on-Trent: Trentham Books.

Black, P. (1998). *Testing: Friend or Foe? Theory and Practice of Assessment and Testing*. Padstow: Falmer Press. [SEMINAL TEXT]

Buzan, T. (2018). *Mind Map Mastery: The Complete Guide to Learning and Using the Most Powerful Thinking Tool in the Universe*. London: Watkins Media Ltd.

Clark, S. (2004). *Enriching Feedback in the Primary Classroom*. Oxon: Hodder and Stoughton.

Claxton, G. (1997). *Hare Brain, Tortoise Mind: Why intelligence increases when you think less*. London: Fourth Estate. [SEMINAL TEXT]

Cornwell, S. and Bundy, J. (2009). *The Emotional Curriculum: A Journey Towards Emotional Literacy*. London: Sage Publications.

Didau, D. and Rose, N. (2016). *What Every Teacher Needs to Know About Psychology*. Melton, Woodbridge: John Catt Educational Ltd.

Didau, D. (2016). *What if everything you knew about education was wrong?* Carmarthen: Crown House Publishing Ltd.

Elliott, J., Hufton, N., Willis, W. and Illushin, L. (2005). *Motivation, Engagement and Educational Performance*. Basingstoke: Palgrave Macmillan.

Long, M., Wood, C., Littleton, K., Passenger, T. and Sheehy, K. (2010). *The Psychology of Education* (2nd edn.). London: Routledge

Lund, N. (2010). *Intelligence and Learning*. Basingstoke: Palgrave. Macmillan.

Miller, P. (2016). *Theories of Developmental Psychology*. (6th edn.). New York: Worth Publishers.

Weinstein, Y., Sumeracki, M. and Caviglioli, O. (2019). *Understanding How We Learn*. Abingdon: Routledge.

Journals

British Journal of Educational Psychology.
Educational Psychology Review.
Educational Psychology An International Journal of Experimental Educational Psychology.

Educational Psychologist

Educational Psychology in Practice.
European Journal of Psychology of Education.

Date module first approved:	01/03/2011
Date of most recent revision:	12/03/2019

T2.8: MODULE DESCRIPTOR

Module title:	Dissertation
Module number:	EDUC6006
JACS code:	X370
HECoS code:	100459

13. MANAGEMENT DETAILS

Module leader:	Faisal Usmani
Level:	6
No. of credits:	30
Mode of delivery:	ON CAMPUS
Semester/s of delivery:	Two and three
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None

Other restrictions or requirements:	Students need to have access to a suitable work setting Ethical permissions must be granted prior to commencement of research
Timetable information:	Semester 1 and 2 (Weeks 10-29)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

14. MODULE AIMS

This module enables students to implement the learning and skills acquired in the Research Methods module through investigating an area of interest in depth, including the examination of relevant literature and methodological approaches. Students will employ skills of critical analysis and evaluation to form conclusions and recommendations. The proposal will demonstrate the planning of the project including the ethical implications, and actions required. The project may draw on learning from other modules in the programme where relevant to the area of investigation.

15. LEARNING OUTCOMES

On successful completion of this module, students will be able to:		Brookes Attribute developed	Other GAs developed, if applicable
1	Negotiate a research plan in consultation with the supervisor and manager, where applicable;	Academic Literacy	Critical Self-awareness and Personal Literacy; Research literacy
2	Design an in-depth enquiry into a chosen area of study taking account of literature, methodology and ethical issues;	Research literacy	Critical Self-awareness and Personal Literacy
3	Conduct and evaluate a small scale research project;	Research literacy	Critical Self-awareness and Personal Literacy; Academic Literacy
4	Analyse and present data in the dissertation report.	Research literacy	Digital and Information Literacy
5	Critically reflect on the implications of the outcomes on professional practice	Research literacy	Critical Self-awareness and Personal Literacy

16. OUTLINE SYLLABUS

Once the proposal has been agreed:

- Exploring the research process including approaches, methods and design;
- Using review of literature to inform data analysis and drawing conclusions;
- Dissertation writing and presentation;
- Data gathering and analysis.
- Ownership and responsibility for ethical approval and management of required university and college processes

17. TEACHING LEARNING AND ASSESSMENT STRATEGY

Lectures will provide students with an understanding of the process of research, including paradigms and types of research and methodologies, in order for them to understand the context of their own research and how it will be conducted. Through seminars students can discuss all elements of the research process with tutors and peers, to gain a greater understanding of the appropriate design of their own projects.

Students will be supported to complete required ethical paperwork in order to gain approval to proceed with their individual research, and be given feedback on the ethical implications highlighted.

Research supervision will support individuals with their own progress towards their dissertation, providing advice and formative feedback as the research takes shape.

18. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	24
Seminars	24
Practical classes/workshops	0
Tutorials	2
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	125
Preparation for assessments	125
Placement/Study Abroad	0
TOTAL:	300

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			
Task 1 Proposal for intended study. Drawing on academic sources briefly indicate why this is important to investigate this issue. Briefly explain how you plan to undertake this research. Including sufficient detail for your ethical approval to be judged.	1,000	1	10%
Task 2	9,000	1,2,3,4	90%

Dissertation based on the proposal taking account of the feedback provided.			
Written examinations:			
N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Students will be given formative feedback on draft proposals regarding the suitability of the project and on the ethical implications highlighted.

Research supervision will support individuals with their own progress towards their dissertation, providing advice and formative feedback as the research takes shape, through to completion.

10. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6006](#)

Students are advised to refer to the indicative reading for the [Research Methods](#) module and [dissertation reading list](#). Students will use a variety of sources relevant to their own topic of research.

Journals

British Educational Research Journal
 Research in Post-Compulsory Education
 Journal of Early Childhood Research

Websites

<http://www.bera.ac.uk/>
<http://www.brookes.ac.uk/research/home1.html>

Date module first approved:	01/03/2011
Date of most recent revision:	12/03/2019

T2.8: MODULE DESCRIPTOR

Module title:	Developing Professional Roles and Identity
Module number:	EDUC6005

JACS code:	X370
HECoS code:	100459

1. MANAGEMENT DETAILS

Module leader:	Salma Ali
Level:	6
No. of credits:	15
Mode of delivery:	ON CAMPUS
Semester/s of delivery:	Two and three
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None
Other restrictions or requirements:	Students need to have access to a suitable work setting
Timetable information:	Semester 2 (Weeks 25-31)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

2. MODULE AIMS

This module offers opportunities to plan and review professional development and lifelong learning. Students will examine their own professional role within the learning environment and explore their professional identity within education and wider society. The module will encourage students to consider contemporary issues, review their career plans, increase employability and prepare for future work and study.

3. LEARNING OUTCOMES

	On successful completion of this module, students will be able to:	Brookes Attribute developed	Other GAs developed, if applicable
1	Critically examine the changes in supporting roles within education and society and the impacts within the learning environment;	Academic Literacy	Critical Self-awareness and Personal Literacy; Active citizenship
2	Analyse the approaches taken to deployment of support staff and evaluate your current role in relation to these.	Active citizenship	Research literacy
3	Appraise the role of reflective practice including the impact of this on the development of professional roles and identity, and as a lifelong learner.	Active citizenship	Research literacy
4	Evaluate the implications of policy on teaching and support roles within the learning environment.	Active citizenship	Critical Self-awareness and Personal Literacy

5	Reflect on how personal and professional experiences can enhance professional performance and career development.	Critical self-awareness and Personal Literacy	Active citizenship
6	Critically evaluate the role of the individual within the organisation and the importance of self-awareness within an academic, professional and lifelong learning context.	Active citizenship	Critical Self-awareness and Personal Literacy

4. OUTLINE SYLLABUS

- Reflective Practice and Lifelong Learning in the work place - the role of formal and informal learning in personal, professional and organisational development;
- Employability and Career Development;
- Creating the Graduate Profile;
- Workforce Reform;
- Organisational Structure and roles.
- Workforce reform the changing roles and identities of staff at local, national and international levels.

This module builds on the knowledge, understanding, experience and skills developed during studies at Level 5. (e.g. Foundation Degree Educational Practice) The module is usually placed within all three terms and is designed to underpin continuing development during the academic year.

5. TEACHING LEARNING AND ASSESSMENT STRATEGY

Students will attend lectures in which they will examine the overarching theories, principles and strategies relating to the educational workforce, including deployment of support staff. Seminars will facilitate group critique of information, and discussion of the issues identified through lectures and students individual reading. Students will also be supported to compile evidence for the portfolio assessment.

6. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	12
Seminars	12
Practical classes/workshops	0
Tutorials	0
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	63
Preparation for assessments	63
Placement/Study Abroad	0
TOTAL:	150

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			
You will produce a portfolio of four reflective reports, supported by evidence, which have been written based on experiences throughout the year. Each report will cover one the following: 1. Reflecting on previous learning 2. Policy Changes 3. Roles and Identity 4. Action planning for learning	3000	1-6	100%
Written examinations:			
N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Formative feedback will be given during class discussions/seminars. Peer and tutor discussion on critical examination of information will provide feedback and support for the evidence required. During group discussions, students may seek individual feedback on their progress.

8. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6005](#)

Bold, C. (2011). *Supporting Learning and Teaching*. (2nd edn.). Abingdon, Oxon: Routledge.

Bolton, G. and Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. (5th edn.). London: Sage Publications.

Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher*. (2nd edn.). San Francisco: John Wiley and Sons Inc.

Castle, P. and Buckler, S. (2009) *How to be a successful teacher: strategies for your personal and professional development*. London: Sage Publications Ltd.

Claxton, G. (2001). *Wise Up: Learning to Live the Learning Life*. Stafford: Network Educational Press Ltd.

Dillow, C. (2010). *Supporting Stories being a teaching assistant*. Stoke-on-Trent: Trentham Books

Ghaye, T. (2011). *Teaching and Learning Through Critically Reflective Practice: A Practical Guide for Positive Action*. (2nd edn.). Abingdon, Oxon: Routledge.

Moon, J. (1999). *Reflection in Learning and Professional Development*. Abingdon, Oxon: Routledge. [SEMINAL TEXT]

Ntahontuye, J. B. (2018). *The New Teacher: How to be a Successful Teacher from Day One and Beyond*. Utah: ProSuccess Academy.

O'Brian, T. and Garner, P. (2001). *Untold Stories: Learning Support Assistants and their work*. Stoke-on-Trent: Trentham Books.

Roffey-Barentsen, J. and Malthouse, R. (2009). *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS Series)*. Exeter: Learning Matters.

Rushton, I. and Suter, M. (2012). *Reflective Practice for Teaching in Lifelong Learning*. Berkshire: Open University Press / McGraw-Hill Education.

Younie, S., Capel, S. and Leask, M. (2009). *Supporting Teaching and Learning in Schools: A Handbook for Higher Level Teaching Assistants*. Abingdon, Oxon: Routledge.

Watkinson, A. (2002). *Assisting Learning and Supporting Teaching: A Practical Guide for the Teaching Assistant in the Classroom*. Margate: David Fulton Publishers.

Website links

www.tda.gov.uk

www.education.gov.uk

<http://www.oecd.org/home/>

http://ec.europa.eu/index_en.htm

Date module first approved:	01/03/2011
Date of most recent revision:	12/03/2019

T2.8: MODULE DESCRIPTOR

Module title:	Contemporary Issues in Education
Module number:	EDUC6004
JACS code:	X370
HECoS code:	100459

19. MANAGEMENT DETAILS

Module leader:	Dr Mulenga
Level:	6
No. of credits:	30
Mode of delivery:	ON CAMPUS

Semester/s of delivery:	One and Two
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None
Other restrictions or requirements:	Students need to have access to a suitable work setting
Timetable information:	Semester 1 and 2 (Weeks 1-22)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

20. MODULE AIMS

The module will enable students to develop wider knowledge and awareness of the current placement of education nationally and internationally including the issues surrounding historic, socio-economic and political influences on education. The module provides opportunities for examination of a contemporary issue drawn from the extended research and study of educational structures. Students are encouraged to integrate the skills, knowledge and understanding developed throughout the module.

21. LEARNING OUTCOMES

On successful completion of this module, students will be able to:	Brookes Attribute developed	Other GAs developed, if applicable
1 Apply educational tools of research, analysis, decision making and evaluation to a wide range of educational structure;	Research Literacy	Academic Literacy
2 Select and analyse a key issue facing education in the 21 st century with consideration of national and international perspectives	Research Literacy	Active Citizenship
3 Evaluate the impact of a contemporary issue on curriculum and development, with consideration of national and international perspectives;	Active citizenship	Research Literacy
4 Analyse the implications of changes in policy and developments in practice within educational contexts;	Active citizenship	Critical Self-awareness and Personal Literacy
5 Analyse the impact of engagement with team working with reference to appropriate theories and models;	Academic literacy	Critical Self-awareness and Personal Literacy
6 Reflect on and analyse own performance within collaborative team working	Critical Self-awareness and Personal Literacy	Digital and Information Literacy

22. OUTLINE SYLLABUS

This module will provide opportunity to develop collaborative working skills and professional approaches to communication. Through the examination of key issues students are supported in their development of analytical and research skills to develop wider awareness of issues within education at national and international level. Students will be working collaboratively in small groups producing a group presentation.

- Analyse recent changes in policy and development in practice within educational contexts;
- Contemporary issues currently observed within practice;
- Curriculum theory and models from International and national perspectives;
- Influences on curriculum including lifelong learning;
- Assessment for learning;
- Key issues facing education in the 21st century;
- Multi-cultural;
- Social;
- Economic;
- Political;
- Models and theory of team working

23. TEACHING LEARNING AND ASSESSMENT STRATEGY

Lectures will provide students with an understanding of contemporary and current issues in education. Seminars will facilitate discussion of these issues and topics within a professional context amongst peers, and will form the basis for negotiating and planning the subject chosen for the group presentation. Students will also be encouraged to consider and reflect on their role throughout this process, in light of theories and models relating to group/team working to facilitate continuous professional development.

24. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	24
Seminars	24
Practical classes/workshops	0
Tutorials	1
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	125
Preparation for assessments	126
Placement/Study Abroad	0
TOTAL:	300

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			
Portfolio of evidence that will: Draw on theory, research, and where relevant policy to critically explore the issue that you originally identified for this module (1,500 words). Draw on theory, research, and where relevant policy to critically explore the issue that your group decided to focus on (3,000 words). Critically reflect on working with your group to negotiate the topic chosen for the presentation, analysing any issues arising from collaborative working and analysing your personal performance (1,500 words).	6000 words equivalent	1-6	100%
Written examinations:			
N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Feedback will be provided during discussions and debates by the tutor as well as from peers. Students will gain specific formative feedback on their individual progress and understanding during tutorial sessions.
Students and tutor will provide feedback on the presentation delivered by each group.

11. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6004](#)

Bignold, W. and Gayton, L. (Editors) (2009). *Global Issues and Comparative Education*. Exeter: Learning Matters Ltd.

Conkbayir, M. (2014). *Early Childhood Theories and Contemporary Issues*. London: Bloomsbury

Academic.

Curtis, W. and Pettigrew, A. (2010). *Education Studies: Reflective Reader*. Exeter: Learning Matters Ltd.

McCulloch, G. (2005). *The Routledge Falmer reader in the history of education*. Oxon: Taylor Francis.

McMahon, S., Forde, C. and Martin, M. (2011). *Contemporary Issues in Learning and Teaching*. London: Sage Publications Ltd.

Owen, A. (editor). (2017). *Childhood Today*. London: Sage Publications Ltd.

Pollard, A. (2004). *The social world of children's learning*. London: Continuum.

Pugh, G. and Duffy, L. (2014). *Contemporary issues in the early years*. (6th edn.). London: Sage.

Race, R. (2010). *Multiculturalism and Education (Contemporary Issues in Education Studies)*. London: Continuum.

Rotberg, I. (editor). (2010). *Balancing change and tradition in global education reform*. (2nd ed.) Plymouth: Rowman and Littlefield Education.

Sharp, J., Ward, S. and Hankin, L. (editors) (2009). *Education Studies: An issues-based approach*. (2nd edition). Exeter: Learning Matters Ltd.

Tomlinson, S. (2008). *Race and education*. Maidenhead: Open University Press.

Journals

British Educational Research Journal

British Journal of Educational Studies

Educational Studies

International Journal of Inclusive Education

International Journal of Lifelong Education

Journal of Education for Teaching: International research and pedagogy

Websites

<http://www.becal.net/>

Date module first approved:	01/03/2011
Date of most recent revision:	12/03/2019

T2.8: MODULE DESCRIPTOR

Module title:	Developing an Effective Learning Environment
Module number:	EDUC6007
JACS code:	X370
HECoS code:	100459

25. MANAGEMENT DETAILS

Module leader:	Ola Okuwobi
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Level:	6
No. of credits:	15
Mode of delivery:	ON CAMPUS
Semester/s of delivery:	Two
Pre-requisites:	None
Co-requisites:	None
Barred combinations:	None
Other restrictions or requirements:	Students need to have access to a suitable work setting
Timetable information:	Semester 1 and 2 (Weeks 14-25)

Programme/s in which this module may be taken:	Status on programme:
BA (Hons) Education and Lifelong Learning	Compulsory

26. MODULE AIMS

This module focuses upon the skills of communication, leadership and the practical management of the modern learning environment with reference to contemporary and current issues in education. The module examines the students' own professional role in promoting an effective learning environment; exploring the various factors which impact on working practices, including collaborative working. Students will examine good practice in inclusion and supporting individual needs and the ways in which individuals can be effectively supported, including the use of digital technologies in providing effective learning environments.

27. LEARNING OUTCOMES

On successful completion of this module, students will be able to:	Brookes Attribute developed	Other GAs developed, if applicable
1 Identify and evaluate communication and leadership strategies for promoting an effective learning environment within a range of organisational contexts;	Academic Literacy	Research literacy; Critical Self-awareness and Personal Literacy; Active citizenship
2 Analyse an aspect of good practice within educational contexts and explore strategies and approaches to provide effective learning experiences;	Active citizenship	Research literacy
3 Appraise the role of digital technology in promoting diverse and inclusive learning experiences;	Digital and Information Literacy; Active citizenship	Research literacy
4 Apply knowledge of appropriate working practices to demonstrate how to effectively support personalised, inclusive and lifelong learning;	Active citizenship	Critical Self-awareness and Personal Literacy

5	Demonstrate the importance of collaborative working and communication strategies to promote an effective learning environment.	Critical Self-awareness and Personal Literacy	Active citizenship
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28. OUTLINE SYLLABUS

- Develop effective communication methodologies and collaborative skills;
- Theories and models of communication and leadership;
- Diversity and inclusion in the learning environment;
- Working with additional needs groups;
- Inclusive working practices;
- Role of digital technology in promoting Inclusion;
- Approaches to providing good practice.

29. TEACHING LEARNING AND ASSESSMENT STRATEGY

Lectures will examine strategies of leadership and the role of effective communication. During seminar discussions with the tutor and peers, students will debate and discuss issues relating to the provision of effective learning experiences, considering the role of the environment, diversity, inclusion, collaboration and digital technologies.

30. LEARNING HOURS (10 NOTIONAL LEARNING HOURS PER CREDIT)

Scheduled learning and teaching activities	Contact hours
Lectures	12
Seminars	12
Practical classes/workshops	0
Tutorials	0
Fieldwork/external visits	0
Guided independent study	Learning hours
Directed/independent study	63
Preparation for assessments	63
Placement/Study Abroad	0
TOTAL:	150

7. ASSESSMENT TASKS

7.1 SUMMATIVE ASSIGNMENTS

	Word count/ length of exam	Learning outcomes assessed	Weighting %
Coursework: including in-class tests –			

An essay which examines leadership and communication strategies and their role in promoting an effective learning environment, which draws on an aspect of good practice.	3000	1-5	100%
Written examinations:			
N/A			%
			%
Other: including practical examinations –			
N/A			%
			%

7.2 OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND FEEDBACK

Formative feedback will be given by the tutor during lectures and seminar discussions. Peer and tutor feedback will also be provided during seminars, with opportunity for individuals to gain formative feedback on their assignment preparation.

12. INDICATIVE READING LIST

[Talis Aspire Reading list EDUC6007](#)

Avis, J., Fisher, R. and Thompson, R. (2019). *Teaching in lifelong learning: a guide to theory and practice*. (3rd edn.). Maidenhead: Open University Press.

Blandford, S. and Knowles, C. (2016). *Developing professional practice 0-7*. (2nd edn.). Essex: Pearson education.

Cigman, R. (2007). *Included or Excluded? The challenge of the mainstream school for some SEN children*. Abingdon, Oxon: Routledge.

Dean, J. (2009). *Organising learning in the primary school classroom*. (4th edn.). Oxon: Routledge.

Department for Education (DfE). (2015). *Special educational needs and disability code of practice: 0 to 25 years*. London: Department for Education / Department of Health.

Department for Education and Skills (2001). *Code of Practice on the Identification and Assessment of Special Educational Needs*, London: DfES. [SEMINAL TEXT]

Department for Education and Skills. (2004). *Every Child Matters: Change for Children*. London: DfES.

Drummond, M. J. (2003). *Assessing children's learning (primary)*. (2nd edn.). London: David Fulton.

Florian, L., Black-Hawkins, K. and Rouse, M. (2017). *Achievement and Inclusion in Schools*. (2nd ed.). Oxfordshire: Routledge.

Frederickson, N. and Cline, T. (2015). *Special Educational Needs, Inclusion and Diversity*. (3rd edn.). Berkshire: OUP.

Gould, J. (2012). *Learning theory and classroom practice in the lifelong learning sector*. (2nd edn.). London: Learning Matters

Hodkinson, A. (2016). *Key Issues in Special Educational Needs and Inclusion*. London: Sage Publications

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John, P. D. and Wheeler, S. (2008). *The digital classroom: Harnessing technology for the future*. Oxon: Routledge.

Kyriacou, C. (2009). *Effective teaching in schools: Theory and practice* (3rd edn.). Cheltenham: Oxford University Press.

Kyriacou, C. (2018). *Essential teaching skills* (5th edn.). Cheltenham: Oxford University Press.

Lewis, A. and Norwich, B. (2005). *Special Teaching for Special Children?: a pedagogies for inclusion*. Berkshire: OUP.

Mitchell, D. (2014). *What Really Works in Special and Inclusive Education?: Using evidence-based teaching strategies*. (2nd edn.). Oxfordshire: Routledge.

Nind, M., Rix, J., Sheehy, K. and Simmons, K. (2005). *Inclusive Education: Diverse Perspectives*. Oxfordshire: David Fulton Publishers.

Norwich, B. (2008). *Dilemmas of Difference, Inclusion and Disability: international perspectives and future directions*. Abingdon, Oxon: Routledge.

Pollard, A. (2019). *Reflective teaching in schools*. (5th edn.). London: Bloomsbury Academic Plc.

Rogers, B. (2015). *Classroom behaviour: A practical guide to effective teaching behaviour management*. (4th edn.) London: Sage Publications Ltd.

Rose, R. and Howley, M. (2007). *Special Educational Needs in Inclusive Primary Classrooms*. London: Paul Chapman Publishing.

Smith, C. (2006). *Including the Gifted and Talented: Making inclusion work for more gifted and able learners*. Abingdon: Routledge.

Thomas, G. and Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion*. (2nd edn.). Maidenhead: OUP.

Tilstone, C., Florian, L. and Rose, R. (1998). *Promoting Inclusive Practice*. London: Routledge. [SEMINAL TEXT]

Journals

British Educational Research Journal

Journal of Education for Teaching: International research and pedagogy

Journal of research in Special Educational Needs

British Journal of Special Education

European Journal of Special Needs Education

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