

Module Specification

Module Summary Information

1	Module Title	<i>Learning in Context</i>
2	Module Credits	20
3	Module Level	7
4	Module Code	EDU7403
5	Semester Taught	2

6	Module Overview
This module builds on the knowledge, skills and understanding that you have acquired in the other modules on this programme. It will provide you with the opportunity to reflect on your professional practice and chart the progress and development of your learner(s). Your success as a leader of learning can be measured through the impact that you have on your learners and their progress. As well as developing and applying your understanding of assessing learning, you are also able to reflect on the professional decisions you have taken during the learning journey of others. This symbiotic relationship lies at the heart of successful learning and teaching. A significant factor in assessing learning and progress will be the specific context in which learning takes place. This includes the learners themselves as well as your philosophy and persona as a leader of learning. As you will discover, the factors that affect learning are multifarious and complex. Through critical analysis you will learn to recognise and interpret evidence that learning is taking place. Where you discover that learning is not occurring, your professional decision will need to alter or be adapted to impact on the situation. As ever, your ability to affect learning will be enhanced by your observation of others, your personal study and reflection as well as your practical experience. This module addresses the following aims: - To prepare you to become an outstanding leader of learning in your chosen setting(s), who is committed, creative and confident and who is able to go on to make a significant contribution to teaching and learning in your field. - To foster in you, as a leader of learning, the skills and confidence to be flexible, adaptive, reflective, reflexive and able to respond to changing requirements and expectations over time, thereby ensuring sustainable employability. - To broaden awareness and deepen understanding of international and cultural dimensions as they inform notions of the nature of learning and their impact on professional practice. Your learning journey through this module will pave the way for subsequent academic modules and will be undertaken in the context of the Professional Study Programme module. Your learning will be experiential and will draw heavily on your professional practice, seeking to set this into your wider understanding of some key theories of learning.	

7	Indicative Content
- Learning and teaching contexts: identifying factors that contribute to a learning and teaching environment - Working in different contexts: developing the philosophy, skills and persona required for learning contexts - Advanced planning: meeting individuals' needs and capturing the wider learning opportunities - Identifying and addressing barriers to learning	

- Differentiation: working with SEND, the talented and the most able
- Advanced assessment: assessing what we value, not valuing what we assess
- Evidence of learning: broad and deep learning beyond intention
- Progression: learning for life, knowledge to do, knowledge to be

8	Module Learning Outcomes <i>Learning outcomes are what students can expect to be able to demonstrate by the end of the module i.e. the knowledge, understanding, skills and other aptitudes which you intend students to acquire. This can be through formal teaching methods and through independent study. They should also be specific without being restrictive to allow for potential changes in future iterations of the module's design. They should be linked to the knowledge, understanding, behaviours, skills and capabilities a student can demonstrate on completing the module.</i> <i>For further advice, please consult the University's Education Development Service (EDS).</i> <i>NOTE: The number of learning outcomes can exceed four for modules of 40 or 60 credits.</i> On successful completion of the module, you will be able to:
	1 Evaluate the extent to which the context has influenced the learning of your learners(s)
	2 Critically analyse evidence of learning and progression
	3 Critically analyse the impact of your teaching on outcomes for your learner(s)
	4 Adapt, or suggest adaptations, for your professional practice, justifying these with references to wider reading and research

9	Module Assessment <i>Choose from one of the three general categories of assessment for each learning outcome: Coursework, Exam or In-Person and then specify the assessment type and weighting in the relevant column/row.</i> <i>Further guidance on types of assessment and the categories for each type can be sourced via the Education Development Service's Owning your Curriculum Guide.</i> <i>An example is provided in the blue section below [example to be deleted in the final specification]</i>		
Learning Outcome Number (from table 8)	Coursework 100%	Exam	In-Person
1	Coursework		
2	Coursework		
3	Coursework		
4	Coursework		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	30	<i>Lectures, workshops, twilights delivered by course team, external facilitators and lecturers</i>
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	<i>Students Weekly Teaching, Study group work, Observations, Mentor and other stakeholder meetings</i>
Private Study (PS) includes preparation for exams	110	<i>Students own reading and research, writing and collecting portfolio materials</i>
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
Music Education Core Texts: Daubney, A. (2017) 'Singing and Vocal Development' Chapter 3 in Daubney, A. <i>Teaching Primary Music</i>. London: Sage. Daubney, A. (2017) 'Instruments Technologies and Tools' Chapter 4 in Daubney, A. <i>Teaching Primary Music</i>. London: Sage. Daubney, A. (2017) 'Music: the heartbeat of the school and curriculum' Chapter 9 in Daubney, A. <i>Teaching Primary Music</i>. London: Sage. Daubney, A. (2017) 'Bringing it all together' Chapter 10 in Daubney, A. <i>Teaching Primary Music</i>. London: Sage. Fautley, M and Daubney, A. (2016) 'The National Curriculum for Music. An Assessment and Progression Framework' Incorporated Society of Musicians: London. Folkestad, G. (2006) 'Formal and informal learning situations or practices vs formal and informal ways of learning'. <i>British Journal of Music Education</i>, 23(2), 135-145. Philpott, C (2017) 'The what, how and where of musical learning and development'. Chapter 3 in Cooke, C. Evans, K. Philpott, C and Spruce, G. <i>Learning to teach music in the secondary school</i>. London: Routledge Pitts, S. (2012) 'Locations for Musical Learning' Chapter 3 in Pitts, S. <i>Chances and Choices: Exploring the Impact of Music Education</i>. Oxford: Oxford University Press.	

Swanwick, K. (2012) 'What is musical development and can education make a difference?' , Chapter 5 in Philpott, C. and Spruce, G. (eds.) *Debates in Music Teaching*. Abingdon: Routledge.

Youth Music (2019) *The Sound of the Next Generation*. London: Youth Music.

Young, V. (2012) 'Professional development and music education' in Philpott, C. and Spruce, G. (eds.) *Debates in Music Teaching*. Abingdon: Routledge.

Music Education Additional Readings.

Palmer, T with Evans, J and Spruce G (2011) 'Collaborative music teaching and learning with partners beyond the school', Chapter 13 in Beach, N., Evans, J. and Spruce, G. (eds.) *Making music in the Primary School: Whole class instrumental and vocal teaching*. London: Routledge.

Pitts, S. (2012) 'Locations for Musical Learning' Chapter 3 in Pitts, S. *Chances and Choices: Exploring the Impact of Music Education*. Oxford: Oxford University Press.

Spruce, G. with Christmas, F. (2012) 'Musical ideologies, practices and pedagogies'. Chapter 8 in Philpott, C. and Spruce, G. (eds.) *Debates in Music Teaching*. Abingdon: Routledge.