

Module Specification

Module Summary Information

1	Module Title	<i>Expert to Educator</i>
2	Module Credits	20
3	Module Level	7
4	Module Code	EDU7404
5	Semester Taught	1

6	Module Overview
This module will provide opportunities for you to consider your specialist subject or area of expertise as recognised in your qualifications to date (hereafter referred to as your 'subject') and your developing identity and role as a teacher. Through a range of class-based group discussions and activities, personal reflection, and your wider reading and research, you will be able to interrogate the nature of your subject and to identify and examine some of the knowledge, skills and understanding that are considered to contribute to the essential essence or heart of your subject. It is likely that the knowledge, skills and understanding you identify will have formed the bedrock of your own development as a specialist and expert. However, the challenge must be for the specialist to look beyond the surface level of your subject and to question assumptions about it. By engaging with this module, you will be encouraged to deconstruct your subject and consider the rationale for what is taught in your particular contexts and settings. An essential element of this module will be your ability to analyse and reflect on your own learning and the way in which you have applied your knowledge, skill and understanding to any professional context in which you have engaged to date. Communicating effectively with potential learners is a key skill for any educator and this will be a feature of this module. This module prepares you to address 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 meet the challenges of drawing from and applying the knowledge, understanding and skills from prior study in your specialist area your present knowledge as a teacher (pedagogic content knowledge), and supporting theory, policy and practice to ensure successful learning experiences for those in your charge.	
7	Indicative Content
• Audit and recognition of pre-existing subject knowledge and expertise • Reflecting on individual application of subject expertise to professional context to date • Understanding the wider context of the specialist subject • Identifying the uniqueness of the specialist subject in its context • Compare and contrast learning journeys across the group • Articulating a personal understanding of subject concepts • Exploring and understanding the nature of the knowledge, skill, understanding, values and attitude that are considered to be essential/unique elements of the specialist subject and to examine the assumptions that underpin these. • Using a range of sources and media to evidence the nature of the subject • Consideration of the nature of learning and the implications for the specialist subject • Developing skills in observation and reflection • Making links to emergent professional practice from the Professional Study Programme module	
8	Module Learning Outcomes

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.

For further advice, please consult the University's Education Development Service (EDS).

NOTE: The number of learning outcomes can exceed four for modules of 40 or 60 credits.

On successful completion of the module, you will be able to:

1	Demonstrate critical insight into an aspect or aspects of your subject within your teaching setting
2	Develop criticality by drawing on appropriate reading and research
3	Demonstrate your ability to reflect on your experiences on your journey from expert to educator
4	Demonstrate your ability to communicate effectively through appropriate use of media

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	Lectures, workshops, twilights delivered by course team, external facilitators and lecturers
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	70	Students Weekly Teaching, Study group work, Observations, Mentor and other stakeholder meetings
Private Study (PS) includes preparation for exams	100	Students own reading and research, writing and collecting portfolio materials
Total Study Hours:	200	

11 Key Texts and Online Learning Resources
Music Education Core Texts: Daubney, A. (2017) 'Music: Its place in our lives and education', Chapter 1 in Daubney, A. <i>Teaching Primary Music</i>. London: Sage. Daubney, A. (2017) 'Exploring Musical Learning' Chapter 2 in Daubney, A. (ed.) <i>Teaching Primary Music</i>. London: Sage. Department for Culture, Media and Sport; Department for Education (2022) <i>The power of music to change lives: a national plan for music education</i>. London: Crown Copyright Department for Education (2013) <i>National Curriculum in England: Music Programmes of Study</i>. London: Department for Education. National curriculum in England: music programmes of study - GOV.UK (www.gov.uk) McCullough, L. (2011) 'The developing musician', Chapter 3 in Beach, N., Evans, J. and Spruce, G. (eds.) <i>Making music in the Primary School: Whole class instrumental and vocal teaching</i>. London: Routledge. Ofsted (2021) <i>Research review series: music</i>. London: Crown Copyright. Pellegrino, K. (2009) 'Connections Between Performer and Teacher Identities in Music Teachers: Setting an Agenda for Research. <i>Journal of Music Teacher Education</i>, 19(1), pp.39–55. https://doi.org/10.1177/1057083709343908

Pellegrino, K. (2015) "Becoming Music-Making Music Teachers: Connecting Music Making, Identity, Wellbeing, and Teaching for Four Student Teachers." *Research studies in music education*, 37(2), pp175–194.

Philpott, C. (2016) 'The what, where and how of musical learning'. Chapter 3, in Cooke, C; Evans, K; Philpott, C and Spruce, G. *Learning to teach music in the secondary school*. London: Routledge Falmer.

Savage, J. (2021), 'The policy and practice of music education in England, 2010–2020'. *British Educational Research Journal*, 47(2), pp 469-483. <https://doi.org/10.1002/berj.3672>

Swanwick, K (1999) 'Principles of Music Education', Chapter 3 in *Teaching Music Musically*. London: Routledge

Swanwick, K. (2008). The 'good-enough' music teacher. *British Journal of Music Education*, 25(1), pp 9-22. doi:10.1017/S0265051707007693

Sanchez Adorno, S. (2021) "Guiding and Evaluating Reflection: A Music Teacher's Guide." *Music Educators Journal*, 107(3), pp. 54–62.

The All-Party Parliamentary Group for Music Education, the Incorporated Society of Musicians and the University of Sussex Music Education: State of the Nation Report
<https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf> (Accessed 14/6/2019)

Generic Readings Core Texts.

McGregor, D. and Cartwright, L. (2011) *Developing Reflective Practice: a guide for beginning teachers*. Maidenhead: Open University Press.

- Chapter 1: What can reflective practice mean for you and why should you engage in it?
- Chapter 2: How do you become a reflective practitioner?
- Chapter 13: 'Reflection, reflection, reflection, I'm thinking all the time, why do I need a model of reflection?'

Music Education: Additional Readings

Music Education Texts.

Fautley, M. (2010) 'Learning and knowledge in classroom music' Chapter 5 in Fautley, M. *Assessment in Music Education* Oxford: Open University Press

Hallam, S., Rogers, L., and Creech, A. (2008) 'Gender differences in musical instrument choice.' *International Journal of Music Education*, 26(1), pp 7–19.
<https://doi.org/10.1177/0255761407085646>

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

Zeserson, K (2011) 'Musical styles, genres and traditions' Chapter 5 in Beach, N., Evans, J. and Spruce, G. (eds.) *Making music in the Primary School: Whole class instrumental and vocal teaching*. London: Routledge.

Zimmerman, S (2011) 'Including those with special educational needs' Chapter 6 in Beach, N., Evans, J. and Spruce, G. (eds.) *Making music in the Primary School: Whole class instrumental and vocal teaching*. London: Routledge.

Generic Additional Readings

McGregor, D. and Cartwright, L. (2011) *Developing Reflective Practice: a guide for beginning teachers*. Maidenhead: Open University Press.

- Chapter 3: Who do you think you are and who do you think you will be as a teacher?
- Chapter 4: How consciously reflective are you?

Cremin, T. and Burnett, C. (2018) *Learning to Teach in the Primary School*. 4th edn. London: Routledge.

- Unit 2.1: Looking at children.
- Unit 2.2 Looking at learning.
- Unit 2.4: Moving from novice towards expert teacher.
- Unit 6.2: Special Educational Needs and Inclusion.
- Unit 6.3: Teaching for Social Justice: creating equity for pupils living in poverty and those from black and minority ethnic backgrounds.
- Unit 6.4: Responding to cultural diversity and citizenship.
- Unit 6.6: Responding to gender differences.