

Module Specification

Module Summary Information

1	Module Title	<i>Pedagogy: Theories and Practice of Teaching and Learning</i>
2	Module Credits	20
3	Module Level	7
4	Module Code	EDU7405
5	Semester Taught	2

6	Module Overview
The Postgraduate Certificate in Education (International), PGCE(i), is designed to meet the needs of students in a variety of situations where teaching and learning take place in settings other than the traditional English classroom where the National Curriculum is a requirement. “Pedagogy is defined simply as the method, and practice, of teaching. It encompasses teaching styles, feedback and assessment, and teacher theory.” (TES 2018*) This module draws on the learning gained from both the ‘From Subject Expert to Educator’ and ‘Professional Study Programme’ modules. It will allow you to consider a range of practical strategies and processes that will enable you to lead the learning of individuals and groups you engage with. The range of strategies and processes will be informed by evidence-based research which will support their application in a learning situation. These will be explored through class-based group discussion and activities, your personal reflections and observation of others, your professional practice, and your wider reading and research. It is important to understand that learning does not happen automatically in a prescriptive manner, and that any educator must work to establish an understanding of what is most effective in the context of learning as well as the underlying personal philosophy and styles of both learner and educator. Similarly, you will come to understand that the dynamics of each learning episode can vary dependent upon a wide range of factors. The assessment for this module will be through a presentation. This will allow a highly personalised response, giving you the opportunity to reflect on your selected theme from the module in the context of your own on-going professional development. You will also be able to draw on your wider learning including observations and reflections as well as reading and research. The presentation element draws on your skill as a leader of learning and develops your ability to make clear points in a coherent and meaningful way to enhance your own, and others’ practice. This module will explore many of the major themes that support learning and will provide you with a framework enabling you to make professional judgement and apply your understanding to a diverse range of learning situations. Your ability to critically reflect on your own teaching and learning experiences will support you in developing your professional understanding which can then be applied to your individual situation as captured in the Professional Study Programme module. This module addresses the following aims: • Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for successful professional practice at the highest levels in your chosen setting(s). • 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.	

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
	- Planning for learning in your specialist subject area - Approaches to teaching: signature pedagogies in your specialist subject area - How learning happens, barriers to learning and the impact of pedagogical decisions - Creativity: teaching creatively; learning to think in new ways and teaching for creativity - Behaviour management: setting, achieving and maintaining expectations - Assessing learning and measuring impact: adapting teaching to meet learning needs - Progression: attainment, achievement and moving the learners forward

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 Demonstrate a critical understanding of the selected theme and the wider module content
	2 Apply your understanding to a critical analysis of your own experience as a learner
	3 Critically analyse the learning and teaching you have observed in the contexts of the course
	4 Demonstrate an ability to communicate to an audience.

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	Exam	In-Person
1	x		25%
2	x		25%
3	x		25%

4	x	25%
---	---	-----

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	18	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	60	Students Weekly Teaching, Study group work, Observations, Mentor and other stakeholder meetings
Private Study (PS) includes preparation for exams	122	Students own reading and research
Total Study Hours:	200	

1	Key Texts and Online Learning Resources
Anderson, A. and Barton-Wales, S. (2019) 'Musical culture and the primary school: An investigation into parental attitudes to Whole Class Ensemble Teaching in the English primary school and potential impacts on children's musical progress'. <i>British Journal of Music Education</i>, 36(3), pp. 267-279. Beach, N. (2011). 'Creativity and Instrumental Skills Development' Chapter 11 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.	

- Burnard, P. and Boyack, J. (2017) Engaging inventively with Children's Group Improvisations. In P. Burnard and R. Murphy eds. *Teaching Music Creatively* London: Taylor and Francis Group, pp. 24-35.
- Burnard, P., Okumo, E., Boyack, J., Howell, G., Blair, D. and Giglio, M. (2017) Becoming Performers. In P. Burnard and R. Murphy eds. *Teaching Music Creatively* London: Taylor & Francis Group, pp. 55-68.
- Cremin, T. and Burnett, C. (2018) *Learning to Teach in the Primary School* 4th edition. London: Routledge.
- Daubney, A (2017) 'Encouraging children's own music: composing, improvising, doodling' Chapter 5 in Daubney, A. *Teaching Primary Music*. London: Sage.
- Daubney, A (2017) 'Exploring Notations' Chapter 6 in Daubney, A. *Teaching Primary Music*. London: Sage.
- Daubney, A (2017) 'Planning Musical Learning' Chapter 7 in Daubney, A. *Teaching Primary Music*. London: Sage.
- Daubney, A (2017) 'Making assessment musical' Chapter 8 in Daubney, A. *Teaching Primary Music*. London: Sage.
- Fautley, M. (2010) 'Introduction to assessment in music education' Chapter 1 in Fautley, M. *Assessment in Music Education*. Oxford: Open University Press.
- Fautley, M. (2010) 'Clarifying terminologies: uses and purposes of assessment' Chapter 2 in Fautley, M. *Assessment in Music Education*. Oxford: Open University Press.
- Fautley, M and Daubney, A. (2019) ISM- The National Curriculum for Music. A revised framework for curriculum, pedagogy and assessment across primary music. London: ISM
https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_Primary_2019_digital.PDF
- McGregor, D. and Cartwright, L. (2011) *Developing Reflective Practice: a guide for beginning teachers*. Maidenhead: Open University Press.
- MusicMark (2015) A Framework for Progression in Musical Learning for classroom Instrument/vocal ensemble. London: MusicMark https://www.musicmark.org.uk/wp-content/uploads/peer-to-peer_progression_framework.pdf
- Segal, E. (2021) Layering and repetition. In. J. Finney., C. Philpott, and G. Spruce, eds. *Creative and Critical Projects in Classroom Music. Fifty years of Sound and Silence*. London: Routledge, pp: 222-227