

MODULE DESCRIPTOR

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| **Module code** *(available from Student Administration)* | XBCICE6023 |
| **Module title** | Reflective Teaching Practice 2 |
| **Module level** | 6 |
| **Credit value** *(10, 20, etc. as appropriate)* | 30 |
| **Maximum student number** | 24 |
| **Prerequisites** (module code plus title *(italics)) (if there are no prerequisites state ‘None’)* | None |
| **Semester(s) / term(s) offered** | Full-time students: Semester 2 only  Part-time students: Year-long (Semesters 1 and 2) |
| **Delivery venue(s)** | Barnsley College |
| **First delivery** (this version) *(academic year only)* | 2023/24 |
| **All programmes on which this module is approved for delivery** | Professional Graduate Certificate in Education (Post-compulsory Education) |
| **School to which the module belongs** | Institute of Childhood and Education |
| **Parent Department** | School of Teacher Education |

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| **Learning outcomes** | |
| **Number** | On successful completion of the module, students will be able to: |
| 1 | Reflect critically upon your own practice using triangulated feedback and use this to map further professional development. **(PS 1, 7)** |
| 2 | Take independent responsibility for personal goal- setting, including targets, timelines and resources need to achieve each goal. **(PS 7)** |
| 3 | Develop and deploy high quality learning resources that establish and maintain inclusion and inspire, engage and challenge students to achieve their potential. **(PS 3, 5, 11)** |
| 4 | Plan, deliver and critically evaluate a series of lessons (at least 73 hours in total) that utilise contemporary theory to support inclusive and active learning and support the maths and English needs of learners. These lessons should explicitly promote collaborative learning and opportunities for students to critically reflect upon their progress. These should be recorded in a log within the Reflective Teaching Practice 2 file. **(PS 2, 3, 4, 5, 9, 13, 14, 17)** |
| 5 | Drawing upon the literature of emerging pedagogy in the post Covid-19 space, devise and deploy online learning of 2 hours duration which is inclusive, challenging and engaging. **(PS 16)** |

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| **Indicative Module content** |
| This is the second practical and integrative module, building upon the module *Reflective Teaching Practice 1.* Within Reflective Teaching Practice 2, trainees further develop the skills of planning, delivering and assessing within the PCET context with a minimum of 75 hours practice within their subject specialism, drawing upon the concepts covered in the modules, ‘*The Role of Theory and the Use of Evidence-Informed Practice in PCET’* and *‘Planning and Assessing* Learning in the *PCET Context’ and ‘Exploring Contemporary Issues in PCET’.*  Drawing upon the literature of established and emerging pedagogies, trainees will design and deliver 2 hours of on-line lining within the 75 total hours.  This module extends the concept of reflective practice, incorporating professional knowledge and skills but also using reflective thinking in exploring more fully the emotion implications both for trainee and students.  Reflective practice is remains central to personal and professional development throughout the teaching practice period and the trainee, with the trainee using a broader variety of reflective thinking tools which were encountered in Reflective Teaching Practice 1. This includes Hashim technique and solution circles. Again, the emphasis is upon learning being a collaborative, challenging, inclusive and student-centric exercise.  As in Reflective Teaching Practice 1, the trainee will benefit from (at least) 4 observations of practice during the placement period, 2 from the ITT tutor and 2 from a subject specialist mentor. Following the feedback, the trainee is again expected to share a detailed verbal rationale of the approaches to teaching, learning and assessment seen within the observed session. An extension within this module is that the rationale should include the values which underpin the trainees’ approach to teaching.  The module also explores the values, beliefs, professional knowledge and interpersonal skills essential to the development of inclusive learning within an online context. |

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| **Learning and teaching methods**  A summary statement of learning and teaching methods used and the time allocated to each. | | |
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| Learning and teaching method  eg. lecture, seminar, tutorial, workshop  Each must be easily classifiable into one of the three categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad | Total student hours  ie. the number of hours expected to be undertaken by each individual student, eg. actual placement hours | Intended group size  Required for timetabling planning purposes |
| Observation and feedback | 4 | 1 |
| Tutorial | 4 | 1-6 |
| Guided independent study *(Balancing figure)* | 292 | 1 |
| Total hours *(10 per credit point)* | 300 |  |

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| **Learning resources**  An indicative list of essential learning resources, including journals and websites, with essential reading identified as such. |
| **Essential Reading** Bassot, B. (2015). *The Reflective Practice Guide: An interdisciplinary approach to critical reflection.* Routledge.  Gregson, M. and Duncan, S. (2020). *Reflective Teaching in Further, Adult and Vocational Education. Bloomsbury* Academic.  Ko, S. and Rossen, S. (2017). *Teaching Online: A Practical Guide.* Routledge  Lemov, D. (2020). *Teaching in the Online Classroom: Surviving and Thriving in the New Normal. Jossey-Bass.*  Means, B. (2014). *Learning Online: What Research Tells Us About Whether, When and How.* Routledge*.*  Peer, L. and Reid, G. (Eds.). (2020) *Special Educational Needs: A Guide for Inclusive Practice.* Sage Publications*.*  Watson, K. (2022).  *Good Autism Practice for Teachers: Embracing Neurodiversity and Supporting Inclusion.*  Critical Publishing.  **Further Reading**  Bolton, G. (2018). *Reflective Practice: Writing and Professional Development.* (5th ed). Sage Publications.  Gravells, A. (2017). *Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills).* Learning Matters.  **Journals**  *British Journal of Educational Technology*  *Journal of Teacher Education*  *Educational Technology and Society*  *International Journal of Learning and Media*  *Research in Learning Technology.*  **Websites**  <https://www.khanacademy.org/>  <https://www.commonsensemedia.org/>  <http://www.readwritethink.org/>  <https://www.ck12.org/student/>  <https://learninglab.si.edu/>  <https://www.oercommons.org/>  <http://www.discoveryeducation.com/> <https://ed.ted.com/>  <https://edshelf.com/> <https://www.symbalooedu.com/> |

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| **Assessment**  Any choices of assessment components available to students must be clearly indicated, with the alternatives detailed in separate rows. | | | | |
| Component form  (eg, Essay *or* Online test)  *Each must be entered in a separate row and be easily classifiable into one of the three categories of Written exams, Coursework and Practical exams* | Magnitude  (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing  (Which semester and approximate timing within it, eg. mid- / end) | Learning Outcomes assessed  (eg. 1, 2) |
| Portfolio | 2,000 words equivalency | Pass/Fail | Semester 2  (beginning) | 3, 4, 5 |
| Oral presentation | 10 minutes | Pass/Fail | Semester 2 (end) | 1, 2 |
| **FOR YEAR-LONG MODULES** – please indicate in the following boxes, the assessment(s), if the module is only studied for one semester. | | | | |
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| Are there any specific components that must be passed to pass the module overall? | | Yes | | |
| Details of, and rationale for, components that must be passed (if applicable) | | All components of assessment must be passed to pass the module. | | |
| Further details relating to assessment  (eg. the make-up of any portfolio, non-standard marking criteria, ‘qualifying marks’ and marking schemes, how ethical approval is obtained for any research element of the module and how any research proposal or feasibility study contributes to the assessment and grading of the module) | | | | |
| **Assessment 1: Portfolio**  Plan, deliver and utilise formative assessment within 75 hours of teaching your subject specialism. Prepare a verbal rationale to be presented to observers. Within the 75 hours, design and deliver 2 hours of online learning (these may be divided into shorter sequences).  **Assessment 2: Oral Presentation**  Using an established reflective thinking technique, critically evaluate your individual strengths and remaining areas for development. This should also articulate how you will maintain and develop your subject knowledge through collaboration with other agencies, including employers Curate these insights to add to your final development plan. Reflect also upon your ‘distance travelled’ in your ProfGCE training.  Each assessment task is assessed on a pass/fail basis. All assessments must be passed for the module to receive a Pass grade. | | | | |

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| **Other relevant matters**  eg. details of where the module will be available to students on other programmes not detailed in the Learning Outcomes section above | |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a semester/ term-long module? | No |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a year-long module? | No |
| If the answer is ‘yes’ to either of these questions indicate here if the form/timing of assessment will need to be adjusted and how. | N/A |