

## Module specification

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Module code	EDS417
Module title	Learning, Teaching, Assessment and Feedback
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC

### Programmes in which module to be offered

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Certificate in Education (PcET)	Core module
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### Breakdown of module hours

Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	3 <sup>rd</sup> August 2021
With effect from date	Sept 21
Date and details of revision	
Version number	1

## Module aims

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The module aims to combine theory and practice to help students to develop their educational knowledge and understanding of learning and teaching in their own context. It will ensure students acquire an awareness of research and literature that underpins learning, teaching, assessment and feedback within their subject discipline.

Students will explore theories, principles and practices of effective teaching, learning and assessment in their own context..

Students will develop their knowledge of formal and informal assessments and effective feedback to maximise students' learning opportunities through effective planning.

### Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify theories that promote effective learning and teaching within own context and subject discipline.
2	Describe methods of assessment which meet the needs of individual learners
3	Identify approaches to feedback that effectively engage, motivate and support learners
4	Discuss differentiated strategies for teaching and learning that support an inclusive environment

## Assessment

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Indicative Assessment Tasks:

Following a patchwork assessment approach as outlined in the programme specification, students will reflect and review their approaches to the following areas of practice:

- Learning and Teaching
- Formal and Informal assessment
- Approaches to Feedback
- Inclusive Learning

Within each area of practice, students will provide narratives with supporting evidence to demonstrate their knowledge and understanding of the impact of learning, teaching, assessment and feedback on student learning. This will support a patchwork assessment process through continued formative feedback throughout the process.

In each element of the patchwork, learners will identify the links between theory and practice, describing a range of theoretical concepts of effective learning, teaching, assessment and feedback and discuss how they effectively support student learning.

(3000 words approximately)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Project	100% marked as pass/refer

## Derogations

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N/A

## Learning and Teaching Strategies

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The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

## Syllabus Outline

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- The Learning Process
- Theories, models and approaches to assessment
- Learning Theories
- Constructive Feedback
- Group work, collaboration
- The contribution technology to support and enhance learning (TPACK)
- Inclusive practice, differentiation and meeting individual needs of learners
- Engagement and motivation in lifelong learning
- Strategies to support learning and teaching

## Indicative Bibliography:

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### Essential Reads

Aubrey, K. and Riley, A. (2018), *Understanding and Using Educational Theories*. London: SAGE.

### Other indicative reading

Crawley, J. (2018), *Just Teach! In FE: A People-centred Approach*. Exeter: Learning Matters.

Hattie, J. and Clarke, S. (2019), *Visible Learning: Feedback*. Abingdon: Routledge.

## **Employability skills – the Glyndwr Graduate**

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Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Organisation  
Leadership and Team working  
Critical Thinking  
Communication