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| **Module Code** | | | **DIQ9130 and DIQ9135** | |
| **Module Title** | | | Being a Subject Specialist Teacher | |
| **School(s) involved in delivery** | | | School of Education and Professional Development | |
| **Name of course (s)** | | | Professional Graduate Certificate in Education (Lifelong Learning) | |
| **Module Leader** | | | Nena Skrbic | |
| **Location** | | | University and Consortium Centres | |
| **Module type** | | | Compulsory | |
| **Credit rating** | | | 30 | |
| **Level** | | | 5 Intermediate | |
| **Learning methods** | | | Lecture (20 hours)  Seminar (40 hours)  Fieldwork & External Visits/Observation of Teaching Practice (6 hours)  Work Based Learning (150 hours)  Guided/blended Independent Study (including portfolio development and observation of teaching practice)  (84 hours) | |
| **Pre-requisites** | | | None | |
| **Recommended prior study** | | | None | |
| **Co-requisites** | | | None | |
| **Shared teaching** | | | DHD7130, DHD7135, DMD7130, DMD7135 | |
| **Professional body requirements** | | | Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training – England – 2014: UK Professional Standards Framework for Higher Education. Ofsted Common Inspection Framework for FEITE | |
| **Graded or Non-graded** | | | Non-graded | |
| **Barred combinations** | | | DHQ9130/5  DMQ9130/5 | |
| **Synopsis** | | | | |
| This module builds on previous generic and subject specialist development in two ways. Firstly, it contributes to your development of more advanced strategies and methods for promoting learning and, secondly, it involves a focus on specific specialist areas and the critical analysis of subject specialist pedagogy. The module achieves these purposes by enhancing your ability to reflect critically on, and to evaluate, teaching and learning; by recognising particular curriculum and professional challenges; and by developing your ability to respond to these concerns in sophisticated, innovative and creative ways. Key learning activities of the module are practical teaching experience and the engagement with other specialists through collaborative practice. The module is assessed through a Teaching Portfolio and a Conference Paper dealing with teaching and learning in the specialist subject. These tasks are weighted 60% and 40% respectively. | | | | |
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| **Learning Strategy** | | | | |
| Learning in the module is based on a range of strategies including experiential learning, lectures, seminars, student presentations, small-group work and the use of digital technologies.  Experiential learning is based normally on a minimum of 50 hours teaching and/or training, supported by reflection, peer and self-evaluation. Constructive feedback on observed teaching sessions. Discussions with a specialist mentor and other colleagues within the local department.  A key element of the learning strategy is attendance at a Subject Specialist Conference, during which trainees take part in specialist group activities led by tutors with appropriate expertise. Trainees and tutors will continue to engage outside these events by means of Specialist Online Communities. | | | | |
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| **Outline syllabus** | | | | |
| A minimum of normally 50 hours practical teaching or training, in a range of contexts in Lifelong Learning.  The concept of ‘advanced practice’ in teaching. Processes of reflection and evaluation and their place in teaching and learning.  Innovation and creativity in education and training. The notion of sustainability in education and its implications for teaching and learning in specialist areas.  The notions of ‘specialism’ and ‘subject specialist pedagogy’. Communities of practice in professional and vocational learning. Review of generic and subject specialist action points from the Teaching Portfolio. Formulation and implementation of an action plan within the e-portfolio to develop advanced practice in the trainee’s own specialist teaching. The process of mentoring within and beyond the specialist area.  Characteristics of the specialist subject area (e.g. the nature of its knowledge, methodology and application). Key pedagogical principles relating to the specialist area and their implications for teaching, learning and assessment. Embedding English, maths and digital skills in teaching and learning in the specialist area.The support and enhancement of learning in the specialist area by means of digital technologies.  Investigation of resources for specialist teaching and learning, including: learning materials and equipment; books, journals and online resources; other digital resources. Analysis of health and safety issues in the specialist area. Environmental sustainability in the specialist area. Investigation of specialist professional organisations. | | | | |
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| **Learning Outcomes** | | | | |
| **Knowledge and Understanding:** | | | | |
| 1 | Review key pedagogical principles and their implications for teaching and learning in the specialist area*.* | | | |
| 2 | Analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area. | | | |
| 3 | Discuss ways in which learning can be supported or enhanced through the application of digital and other new technologies. | | | |
| 4  5 | Analyse new developments impacting on professional practice within the specialist area.  Review and agree with tutor level of achievement on the course and an action plan for further professional development. | | | |
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| **Abilities:** | | | | |
| 1 | Achieve appropriate standards of professional practice, | | | |
| 2 | Demonstrate respect for diversity and the ability to establish an inclusive learning environment. | | | |
| 3 | Collaborate with other specialists to develop own professional practice. | | | |
| 4 | Apply appropriate teaching strategies and methods within the specialist area. | | | |
| 5 | Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area. | | | |
| 6 | Attend Subject Specialist Conference at which a specialist paper is presented. | | |
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| **Assessment Strategy** | | | | |
| Students conducting research as a part of their learning and assessment for this module are expected to do so in accordance with the British Educational Research Association’s ethical guidelines. Resources to support student compliance with the guidelines is available at the BERA website at the following URL: http://www.bera.ac.uk/ethics-and-educational-research-2/. Students will be asked when they submit work to indicate that they have read and complied with the guidelines. | | | | |
| **Formative Assessment:** | | | | |
| Presentations with peer and tutor feedback. Discussion of first drafts of assignments. Tutorials. Feedback arising from teaching observations and from discussions between the trainee and their mentor. This module is not anonymously marked. The module is available for tutor re-assessment. | | | | |
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| **Summative Assessment:**  The trainee will produce evidence that they have achieved the module outcomes (equivalent to 4500-5500 words approximately). | | | | |
| **Assessment Tasks:**  **Both tasks must be passed.**  **Task 1 is normally the final piece of assessment** | | 1. A Teaching Portfolio, containing   * Evidence of Personal Development * Records of, and tutor reports on, a minimum of four observations (including one specialist observation) of the trainee’s teaching * Structured reflections on a range of specified themes. The reflections will refer to appropriate literature and will be supported by evidence drawn from records of the trainee’s own teaching (e.g. lesson evaluations, lesson plans and schemes of work). At least one reflection should be based on the trainee’s observation of an experienced teacher’s practice. * A critical discussion of how the trainee has been learning to teach and become a teacher. * Completion of a review and action plan agreed with tutor.   (Equivalent to 3,000-3,500 words and covering outcomes K1-K5, A1-A5)  2. Presents a Specialist Conference paper. The paper should discuss the key pedagogical principles and factors affecting teaching and learning within the specialist area. The presentation will normally be supported by a written paper of approximately 1,500 - 2,000 words  (*Preparatory activities, presentation and written paper in total are equivalent to 2,500-3,000 words and cover outcomes* K1-K4, A2, A3, A5, A6) *Final Assessment Task* | | |
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**Assessment Criteria**

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Integrate relevant reading
* Demonstrate well-developed understanding of key issues
* Apply theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed

http://library.hud.ac.uk/my/DIQ9130/9135