MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Learning and Teaching in Context (Design and Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>77-6714-00L / 77-7675-00L</td>
</tr>
<tr>
<td>CREDITS</td>
<td>30</td>
</tr>
<tr>
<td>LEVEL</td>
<td>L6/7</td>
</tr>
<tr>
<td>JACS CODE</td>
<td>X130</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Secondary</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Tony Cowell</td>
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</tbody>
</table>

MODULE STUDY HOURS (based on 10 hours per credit)

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
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<tr>
<td>80</td>
<td>220</td>
<td></td>
<td>300</td>
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MODULE AIM

This module aim is:

to develop your understanding of the factors which affect pupils' ability to learn and equip you with the analytical and practical tools to respond to and provide for their diverse learning needs in the context of current legislation and guidance applying to the secondary age phase and your design and technology subject competencies.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Level 7</th>
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<tbody>
<tr>
<td>Identify the challenges relating to inclusive practice in secondary schools and select and evaluate approaches and strategies that are applicable within the an inclusive Design and Technology lesson</td>
<td>Identify the complex challenges relating to inclusive practice in secondary schools and select, adapt and critically evaluate approaches and strategies that may be applicable within an inclusive Design and Technology lesson</td>
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<tr>
<td>Make judgements by critically analysing and evaluating the appropriateness and effectiveness of learning and teaching approaches in the light of an understanding of how pupils learn</td>
<td>Make informed judgements by critically evaluating the appropriateness and effectiveness of learning and teaching approaches in the light of an understanding of the complexity of factors affecting how pupils learn</td>
</tr>
<tr>
<td>Make and justify decisions when planning learning and teaching activities which take into account specific and individual learning needs and potential barriers to learning</td>
<td>Make and justify decisions when planning learning and teaching activities which take into account a critical awareness of the complexity of specific and individual learning needs and potential barriers to learning</td>
</tr>
<tr>
<td>Identify, select, use and evaluate approaches to assessment in the light of professional requirements to monitor and report on pupil learning, progress and attainment</td>
<td>Use current academic research and scholarship to identify, select, use and critically evaluate approaches to assessment in the light of professional requirements to monitor and report on pupil learning, progress and attainment</td>
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**INDICATIVE CONTENT**

Inclusion and inclusive practice - What is inclusive practice? Exploring the dilemmas and challenges of inclusive practice. What does an inclusive design and technology classroom/learning environment look like?

Learning theories and practices - general and subject-related

Exploring the relationship between teaching and learning within the context of design and technology-related content, learning environments and learning needs across the range of design and technology competencies

Teachers' beliefs and values and their impact on practice

Learner/teacher interactions: Building relationships to foster pupil engagement & motivation

Creating a positive climate for learning

- Identifying and addressing barriers to learning
- Teacher & pupil behaviours - Creating, managing and maintaining a safe and productive classroom/learning environment

The statutory and legal framework concerning discrimination and special educational needs and disability.

The impact of SEN, EAL, social & cultural background, ethnicity, gender and other factors on learning & teaching in the secondary phase and in your area of curriculum expertise

Special educational needs and disabilities. (e.g. Autism, sensory impairment, ADHD, dyslexia, dyspraxia, etc) and issues they may raise for teaching across the range of design and technology competencies

working in partnership with pupils, their families and other professionals and agencies

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

During University sessions, school experience, use of library resources, electronic communication and academic tutorials you will engage in critical debate focusing upon the interaction between the theoretical and practical factors and issues which underpin successful teaching and learning.

The taught programme will comprise a range of learning opportunities including:

- lead lectures that provide specialist inputs from visiting and university-based speakers.
- a programme of mixed subject and Design and Technology-based seminars which will provide a range of learning opportunities that might include individual, small group and whole group tasks.
- practical workshop based sessions exploring learning and teaching related to manufacture in various material areas
- practical workshop sessions which will explore issues regarding health and safety practice in design and technology
You will also be able to collect evidence towards this assignment during your school-based placements.

The assignment will be 100% coursework and assessed by academic members of staff. You will be expected to complete a summative assignment in which you will first analyse and reflect upon whole school issues and developments and then develop your reflections into your specific design and technology competencies and explore the particular issues this might raise. You will also be expected to consider the effect upon your professional development and the management of teaching and learning within your own subject.

The detailed assessment briefing and criteria will be published locally and feature in programme level course documentation and on-line within the appropriate blackboard sites/partnership portal.

All students on this module will have a final assessment on a pass/fail basis, initially at level 7 and only then, should their work not meet the required level to secure a pass, will be assessed instead against the level 6 criteria. During the module there will be opportunities for supportive, formative assessment and in-module retrieval will be available.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count</th>
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<tbody>
<tr>
<td>1</td>
<td>Coursework task relating to an aspect of &quot;the inclusive classroom/learning environment&quot;</td>
<td>CW</td>
<td>P/F</td>
<td>5000 - 6000 words equivalent</td>
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**FEEDBACK**

Students will receive feedback on their performance in the following ways:

- Peer review
- Self-review
- Tutor dialogue
- Written and/or verbal feedback following staged hand-ins of formative aspects of the assignment task
- Written feedback and grading on their final submitted work

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

- Module Handbook
- Blackboard-based resources
- Reading lists – both online and within the module handbook
- Workshop/manufacturing facilities as required
- Academic guidance from subject tutors and university staff
- Online resources
- Appropriate engagement with subject specific professional bodies
**Indicative Readings**


**Subject based Indicative reading**

- McLellan, R., & Nichol, B.(2007) ‘Oh yeah, yeah you get a lot of love hearts. The Year 9s are notorious for love hearts. Everything is love hearts.’ Fixation in pupils’ design and technology work (11-16 years) Design and Technology Education: an International Journal 12.1 p34-44
- Owen-Jackson, G (2013) *Debates in Design and Technology* (Routledge)
- Tovey M (2012) *Research in Design Pedagogy* Design and Technology Education: An International Journal 17, 3