

M15
Psychology for Education – Skills & Knowledge

1.	Module Code	M15
2.	Title	Psychology for Education – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Jalak Patel
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	<p>Aims</p> <ul style="list-style-type: none"> ● To develop an understanding of different psychological theories and how they relate to educational settings ● To understand the individual differences of learners within a learning environment and how to adapt pedagogy to support these. ● To understand the mediating impact of the teacher in implementing metacognitive strategies with learners ● To explore and examine how positive psychology can impact on educational settings. ● To understand the theories underpinning their own teaching approaches and “core values” and reflect on how these can be effectively harnessed to further develop their pedagogy. 	
11.	<p>Learning Outcomes</p> <p>Knowledge</p> <p>On successful completion of this module, students will have knowledge of:</p> <ol style="list-style-type: none"> 1. A range of psychological theories that can be applied in the educational setting (Cognitive Psychology, Positive Psychology and Personal Construct Psychology). Consideration of the impact on student attainment and the evidence underpinning them. 2. The inherent variability and diversity of psychological functioning and its significance in the classroom. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p>	

	<ol style="list-style-type: none"> 3. Identify links between the theories of psychology and individual needs in the school setting, via activities such as a structured observation in order to detect meaningful patterns in behaviour and evaluate their significance. 4. Demonstrate sensitive awareness of contextual and interpersonal factors in groups and teams of colleagues. 5. Reflect and critically evaluate personal strengths and weaknesses for the purpose of future learning.
12.	<p>Syllabus</p> <p>The Psychology for Education course is divided into three units. These units cover the following:</p> <ul style="list-style-type: none"> ● Strand 1: Explores psychology applied to learners. The aims of this unit are to equip the delegate with the knowledge and skills to critically apply cognitive psychology theories to their classroom practice, to explore implementing metacognitive strategies with learners via a small scale piece of classroom based research and to reflect on how pedagogy can be adapted to support individual differences . ● Strand 2: Explores psychology applied to settings. The aims of this unit are to develop delegates' understanding of Positive Psychology with specific reference to Character Strengths; application of these strengths to self and others; and how they relate to positive teaching and learning approaches. Activities are focussed on work with colleagues to establish personal strengths within the team and how these can be utilised to support the learners, teaching team and wider development of the setting. ● Strand 3: Explores psychology applied to the practitioner. The aims of this unit are to critically reflect on the delegates personal pedagogy and “core values”. The theory underpinning Personal Construct Psychology will be explored in the context of defining views of ‘the ideal teacher’ and the purpose of education for learners. Reflecting on the learning that has happened throughout the course will provide a framework for development of a personal action plan for future professional growth.
13.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors.

Learning Experiences are based around Practical activities that encourage the student to 'learn to do' rather than 'learn about'.

These activities include:

- Reflection on practice, structured through 'learning log' online entries.
- Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
- Problem-based learning scenarios.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

Assessment is through coursework assignments covering the 5 learning outcomes and will be via presentation of a research portfolio, comprising (numbers in brackets refer to learning outcomes assessed):

Critical/Practical analysis 1: (1500 words or equivalent)

A diagrammatic overview of the strategies, concepts and theories relating to one area of cognitive psychology, mapping knowledge to practical approaches to support teaching in the classroom. (LOs: 1, 2)

Practical analysis 2: (1500 words or equivalent)

A visual presentation (powerpoint, video, a series of annotated photographs) outlining the process of engaging with a staff group to elicit character strengths and how these underpin the positive aspects of teaching in their school. (LOs: 3, 4)

Reflective analysis 3: (3000 words)

A reflective analysis incorporating an evaluation of personal and professional development and an action plan for future change and growth. (LOs: 5)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.

14.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%

15.	Timetabled examination required	No
16.	Length of exam	N/A

17.	<p>Learning materials</p> <p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p><u>List supplied for revalidation event:</u></p> <p>Blake, B, & Pope, T. (2008) 'Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms', <i>Journal of Cross-Disciplinary Perspectives in Education</i>, 1(1), pp. 59 - 67</p> <p>Busch, B. (2017). What every teacher should know about memory. <i>The Guardian</i>, [online] Available at: https://www.theguardian.com/teacher-network/2017/oct/06/what-every-teacher-should-know-about-memory [Accessed on 21 Mar. 2018]</p> <p>Dweck, C. (2014). <i>The Power of Believing That You Can Improve</i>. [online] Available from: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare [Accessed on 22 Mar. 2018]</p> <p>Dweck, C. (2014). Carol Dweck revisits the growth mindset. [online] Available at: https://www.stem.org.uk/system/files/community-resources/2016/06/DweckEducationWeek.pdf [Accessed on 22 Mar. 2018]</p> <p>Gathercole, S. & Alloway, T. (2008) <i>Working memory and learning: a practical guide for teachers</i>. London: Sage</p> <p>Gathercole, S. & Alloway, T. (2007) 'Understanding working memory: a classroom guide.' Available at: https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf [Accessed on 21 Mar. 2018]</p> <p>Hochnadel, A. & Finamore, D. (2015). Fixed And Growth Mindset In Education And How Grit Helps Students Persist In The Face Of Adversity. <i>Journal of International Education Research</i>, 11(1)</p> <p>Joseph, N. (2009) 'Metacognition Needed: Teaching Middle and High School Students to Develop Strategic Learning Skills', <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 54(2), pp.99-103</p>
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