

# Module 1 DFQ8130 and DFQ8135 Research Informed Teaching, Learning and Assessment

## Overview

This module focuses on developing your understanding of how people learn in the lifelong learning sector and of the role of assessment in enabling learning and achievement. It introduces theories and principles of learning and assessment and develops your ability to apply research evidence in designing effective learning and assessment strategies and materials. It develops positive approaches to the management of group and individual behaviours and promotes an inclusive approach to teaching, learning and assessment. It introduces the role of key transferable skills and the ways in which people learn English, maths and digital skills.

The module is assessed by means of a practical micro-teaching assignment and the design of an intervention, strategy, activity or resource, underpinned by an understanding of key principles of teaching, learning and assessment.

There are two assignments for this module:

- Assignment 1 Teaching in context
- Assignment 2 Research-informed practice

You will need to show that you have addressed all of the module outcomes. The assignment elements are designed to enable you to do this. The assignment outcomes are as follows:

## Learning Outcomes

Knowledge and Understanding:

1. Discuss the implications of educational setting and current policies for the care and learning of young people and adults.
2. Evaluate theories and models of learning relevant to the design of inclusive subject-specific teaching and learning activities.
3. Distinguish key principles underpinning the selection of strategies for assessment.
4. Recognise factors influencing the motivation and behaviours of students.
5. Discuss the use of English, maths and digital skills within subject-specific teaching and learning.

Abilities:

1. Plan effectively to meet the needs of different learners through appropriate learning outcomes, activities and resources.
2. Justify own practice in planning and delivering learning with reference to relevant evidence and theory.
3. Plan effective assessment of student needs and progress and use assessment to support learning.
4. Plan, prepare and teach a learning session.
5. Reflect on own learning within the module and progress against the relevant professional standards.

## Assignment 1

This assignment is in three sections. You will need to use the following forms which can be found as appendices to this guidance:

- O1/a Preparation for Teaching
- O2 Lesson Plan
- O3 Tutor Feedback
- O4 Trainee Evaluation and Reflections

### Section 1 – Context and planning

Plan and prepare a 90-minute session in your own subject area. As part of the planning process you must:

- Explain the context of your session and a rationale for your approach to planning it, using form O1/a (approximately 750 words). This must draw on relevant evidence and theory
- Complete a written session plan using the template provided (O2)
- Prepare and include teaching, learning and assessment resources to support your session.

(KU1-KU5 and A1-A3)

### Section 2 – Micro-session teaching

- Teach a 20-25 minute session to your peers from the 90 minute session prepared for Section 1 (above).
- In your portfolio evidence, include the peer and tutor feedback (form O3) you have received (A4)

### Section 3 – Reflection on teaching

Reflect on the session you have taught considering what you have learnt from the process and your progress against the Professional Standards using form O4 (approximately 750 words). You should refer to the feedback you have received from your peers and tutor. Consider the following points:

- The impact your teaching had on learners and their learning
- The effectiveness of the teaching and learning strategies and resources that you used
- The effectiveness of the communication in the lesson
- The extent to which you met the needs of learners
- The ways in which you checked learning and the effectiveness of the feedback you gave to learners
- Other areas relevant to your session
- Reflect on your personal learning relating to your micro lesson and other key themes in this assignment, with reference to feedback you have received
- Identify your key strengths and areas for improvement at this point in your training in relation to your personal development and relevant Professional Standards.

(KU2-5 and A2, A5)

## Assignment 2

This assignment is in three sections:

### Section 1

Design a pedagogic intervention, activity or resource to improve student learning in your subject-specialist area (equivalent to 500 words).

For example:

A **teaching strategy** designed to provide additional challenge for learners in a specific area of your specialist subject. This might involve grouping learners differently, trying out new questioning strategies or an aspect of flipped learning.

An **activity** designed to motivate learners in an aspect of your subject that they may find challenging. This could take the form of a practical task or game.

A **resource** designed for an individual learner who may need help with an aspect of your subject. This might address issues arising from a specific learning difficulty, such as dyslexia.

Produce evidence of the intervention, activity or resource (equivalent to 500 words) which may consist of:

- A written outline of the intervention or activity
- A copy of the resource itself or photographic evidence, depending on the nature of the resource.

You are not expected to have carried out the intervention or to have trialled the activity or resource in practice.

## Section 2

Write an account of the intervention, activity or resource in which you justify and evaluate it in relation to research-informed principles of learning, assessment and motivation (approximately 1500 words).

In your account you should:

- Discuss how the intervention, activity or resource fits into a specific programme of study or Scheme of Work (A1)
- Discuss how theories and models of learning have informed your designed intervention, activity or resource (KU2, A2)
- Explain how your intervention, activity or resource would allow you to assess learning (KU3, A3)
- Identify the English, maths or digital skills involved in the proposed intervention, activity or resource (KU5)
- Discuss how you believe this intervention, activity or resource will contribute to student learning and motivation in your subject-specialist area (KU4)
- Reflect on your own learning as a result of this assignment and consider how it has helped you to progress against the Professional Standards (A5)

## Section 3 References

Use the University's standard referencing system to list the sources you have referred to in this assignment (for example: books, official publications, organisational documents, journal articles, web pages, awarding body course specification documents).

The Course Handbook contains a section on academic referencing and your tutor will provide further advice if necessary.

## Professional practice, module outcomes and the ETF Professional Standards

**You must address all module outcomes in this portfolio** but you can choose how and where you address them. The following table provides suggestions for the ways you might address the outcomes and suggests related ETF Professional Standards (PS) which you might also consider relevant to the outcomes:

<b>Knowledge and Understanding:</b>		
<b>Learning Outcomes</b>	<b>How you might address them in your teaching portfolio</b>	<b>Which ETF Professional Standards (PS) you might address</b>
<b>KU1</b> Discuss the implications of educational setting and current policies for the care and learning of young people and adults.	Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should be completed to show your knowledge and understanding of the sector and relevant policies and how they apply to teaching and learning in your subject with relevant examples.	<b>PS12</b> Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
<b>KU2</b> Evaluate theories and models of learning relevant to the design of inclusive subject-specific teaching and learning activities.	Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate it should refer to research-informed principles of learning, assessment and motivation and show how it will be inclusive.	<b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. <b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. <b>PS5</b> Value and champion diversity, equality of opportunity, inclusion and social equity.
<b>KU3</b> Distinguish key principles underpinning the selection of strategies for assessment.	Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should show your knowledge and understanding of assessment, principles and strategies and how they apply to teaching and learning in your	<b>PS19</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. <b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.

	<p>subject with relevant examples, as well as in your planned micro-session.</p> <p>Assignment 2 Section 2: The account of the intervention, activity or resource should include reference to how it allows you to assess learning.</p>	
<p><b>KU4</b> Recognise factors influencing the motivation and behaviours of students.</p>	<p>Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching should show that you recognise what may motivate the students.</p> <p>Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate should refer to research-informed principles of learning, assessment and motivation. It should also discuss how your intervention, activity or resource will contribute to student motivation.</p>	<p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.</p> <p><b>PS13</b> Promote and support positive learner behaviour, attitudes and well-being.</p> <p><b>PS14</b> Apply motivational, coaching and skill development strategies to help learners progress and achieve.</p>
<p><b>KU5</b> Discuss the use of English, maths and digital skills within subject-specific teaching and learning.</p>	<p>Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should be completed to show your knowledge and understanding of English, maths and digital skills and how they apply in teaching and learning in your subject with relevant examples, as well as in</p>	<p><b>PS16</b> Select and use digital technologies safely and effectively to promote learning.</p> <p><b>PS17</b> Develop learners' mathematics, English, digital and wider employability skills.</p>

	your planned micro session	
<b>Abilities:</b>		
<b>A1</b> Plan effectively to meet the needs of different learners through appropriate learning outcomes, activities and resources.	<p>Assignment 1 Section 1: Lesson plans and relevant documents such as resources, activities, progress and assessment records</p> <p>Assignment 1 Section 2: O2 Observation of your teaching showing you have achieved the required standards</p> <p>Assignment 2 Section 1: An intervention, activity or resource which you have planned and prepared for a specific purpose</p>	<p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.</p> <p><b>PS15</b> Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.</p>
<b>A2</b> Justify own practice in planning and delivering learning with reference to relevant evidence and theory.	<p>Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should show your knowledge and understanding of relevant evidence and theory, how they apply in teaching and learning in your subject with relevant examples, as well as in your planned micro-session. (You will not necessarily be required to do this to this extent in subsequent O1 submissions in your teaching practice)</p> <p>Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate should refer to research-informed principles of</p>	<p><b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.</p> <p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.</p>

	learning, assessment and motivation	
<b>A3</b> Plan effective assessment of student needs and progress and use assessment to support learning.	<p>Assignment 1 Section 1: Lesson plan and relevant section of O1a</p> <p>Assignment 2 Section 1: You may choose to develop an assessment-related intervention, activity or resource.</p> <p>Assignment 2 Section 2: Your justification of your intervention, activity or resource should include reference to how it will allow you to assess learning.</p>	<b>PS19</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
<b>A4</b> Plan, prepare and teach a learning session.	Assignment 1 Sections 1 and 2: O1/a, O2 and O3, showing evidence of planning, preparing and teaching your micro-teaching session.	<p><b>PS3</b> Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.</p> <p><b>PS14</b> Apply motivational, coaching and skills development strategies to help learners progress and achieve.</p> <p><b>PS15</b> Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.</p>
<b>A5</b> Reflect on own learning within the module and progress against the relevant professional standards.	<p>Assignment 1 Section 3: O4 Reflection on your learning through your micro-teaching session and your progress against the Professional Standards.</p> <p>Assignment 2 Section 2: The account of the intervention, activity or resource should include a reflection on your own learning through this</p>	<b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.



	module and your progress against the Professional Standards.	
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## Foundation 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
- Make reference to relevant reading
- Demonstrate an understanding of key issues
- Link theory and practice where appropriate
- Be written and presented in a clear academic style

All assessment tasks must be passed.