

BEDU200 The Teacher's Role

ECTS Value: 3 ECTS

Overall Objectives and Outcomes

In this module, student teachers will be able to reflect on their role as facilitative teachers as opposed to didactic teachers. In addition, they will be able to practice skills and competences that they require in their profession. Student teachers will be able to reflect on themselves as practitioners and apply constructivist and pragmatic approaches to teaching. Finally, student and teacher motivation will be discussed.

By the end of this module, the learner will be able to:

Competences

- a. carry out tasks that enhance their skills and competences necessary for reflective practitioners;
- b. reflect on the teacher's role as a facilitative leader as opposed to didactic leader;
- c. adopt constructivist and pragmatist approaches to teaching;
- d. maintain personal motivation;
- e. reflect on how students' motivation may be enhanced.

Knowledge

- a. identify the qualities that make a didactic versus facilitative leader;
- b. identify the skills and competences required for a prospective teacher;
- c. understand the way to be a reflective practitioner;
- d. describe and critically reflect on the way they can use constructivist and pragmatic approaches to teaching and learning.

Skills

- a. apply person-centred approaches to teaching and learning;
- b. practise Vygotsky and Piaget's constructivist theories;
- c. plan procedures that maintain teacher and student motivation.

Assessment Methods

This module will be assessed through: Online Tasks, Video Presentation, Peer feedback, Reflections

Suggested Readings

Core Reading List:

1. Camilleri, S., Caruana, A., Falzon, R., & Muscat, M. (2012). The promotion of emotional literacy through PSD: The Maltese experience. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(1), 19-37.
2. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and Applications* (2nd Ed.). Columbus, OH: Merrill-Prentice Hall.
3. Schön, D. A. (1987). Teaching artistry through reflection-in-action. In Schön, D. A. *Educating the reflective practitioner* (pp. 22-40). San Francisco, CA: Jossey-Bass Publishers.
4. Thornton, A. (2005), The Artist Teacher as Reflective Practitioner. *International Journal of Art & Design Education*, 24: 166–174.

Supplementary Reading List:

1. Bintz, W.P., & Dillard, J. (2007). Teachers as reflective practitioners: Examining teacher stories of curricular change in a 4th grade classroom. *Reading Horizons*, 47 (3), 203-227.
2. Dweck, C.S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia, USA: The Psychology Press