

PGCAfL101 Understanding where learners stand in their learning

ECTS Value: 5 ECTS

Supervised Practice Hours: 5

Assessment Hours: 40

Contact Hours: 20

Self-Study Hours: 60

Overall Objectives and Outcomes

Providing comprehensive knowledge about the strategy, skills and practical techniques that can be used in class to understand where each individual learner stands on the continuum of learning. Participants will make use of the techniques. Learners need to be able to analyse their performance and competencies and critically annotate their reflections.

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

Competences

- a. Carry out tasks such as: brainstorming, structured questions, discussions, mind webs, talk partners, debate, think-pair and share, to check for understanding so as to know exactly where learners stand in their learning.
- b. Identify and confront misconceptions that can interfere with learning by allowing the learners to talk and therefore to externalise their knowledge and ideas and express their experiences.
- c. Ensure that the learners are given the right instructions, to close the gap between what learners already know and what they need to know.

Knowledge

- a. Describe different techniques that can be used to determine where the learners stand in their learning by preparing a small activity to use before starting a new unit, topic or lesson.
- b. Use the evidence collected through observation and good listening to enhance the opportunities to understand the needs of the learner and where learning needs to take place.

Skills

Applying knowledge and understanding

The learner will be able to:

Use evidence of learning to correct misconceptions and improve learning by throwing light on what changes are needed to affect the plan so as to cater for the individual needs exposed by the learners. Therefore, the teaching activity should either develop into a more challenging one for a number of learners or it should have better scaffolding for others.

Assessment Methods

This module will be assessed through: Lesson planning with strategy, Portfolio (such as reflective journal, recordings, photos), Analysis of teaching scenarios case studies initiated during teacher learning communities and Evaluation of practices through discussion

Suggested Readings

1. Assessment Reform Group (2002) *Assessment for Learning: 10 principles*, available at <http://arg.educ.cam.ac.uk>
2. Black, P. and Wiliam, D. (2001) *Inside the Black Box; Raising Standards Through Classroom Assessment*, King's College: London School of Education.
3. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002) *Working inside the black box: Assessment for learning in the classroom*, London: GL Assessment.
4. Clarke, S. (2001) *Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom*, London: Hodder and Stoughton.
5. Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*, London: Hodder Murray.
6. Drummond, T. (2013) *Learning Stories Examples*, available at <http://tomdrummond.com/learning-story-examples>
7. Hatherly A. & Sands L. (2002) 'So what is different about Learning Stories?' *The First Years: Nga Tau Tuatahi New Zealand Journal of Infant and Toddler Education* Vol 4 (1) pp 8-12.
8. PMB (2007) *Assessment for Learning for Key Stages 1 & 2*, Belfast: CCEA.
9. Witherell C. & Noddings N. (1991) *Stories lives tell: Narrative and dialogue in education*, New York Teachers College press.