

MPSD103 PSCD Learning Outcomes Framework and Assessment

ECTS Value: 3 ECTS

Module Description

The main aims of this module are to help the participants, to familiarize themselves with the Learning Outcomes Framework in compulsory schooling as well as with the methodologies that translate Learning Outcomes into curricula and activities, gain knowledge on the elements constituting Learning Outcome and Curricula, be familiar with the learning outcomes of the PSCD syllabi, broad and specific, and learn through critical reflection and practice the skills and competences of PSCD pedagogies that transpire from a particular philosophy of education, one that is constructive, interpretive, narrative, explorative and experimental.

Such aims require a thorough knowledge and deep reflection upon different theories of pedagogy, learning and intelligence, and the application of these to the teachers' classroom pedagogies and teaching styles. Also, such aims could only be achieved after the participants would have understood and well assimilated the concept of constructive alignment between the subject's syllabus content, its pedagogy/ies, and the assessment used. For the latter element of this alignment to be really understood and well applied to a LO Approach to learning, the participants have to know and distinguish well between formative and summative assessment strategies and techniques (Assessment FOR & Assessment OF Learning).

During the last part of this course, the participants will be exposed to the learning outcomes of the PSCD syllabi that have been published until now, and will be given the opportunity of working together in several activities to apply the knowledge gained in this module to their classroom pedagogies and activities. During this work they will have the opportunity of applying in practice their knowledge and understanding of constructive alignment they would have gained from the course. The course will also provide them with insights from a LO perspective on how to effectively use several PSCD tools, such as the workbooks and the multimodal aids that are already available for their use in the classroom.

Overall Objectives and Outcomes

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

Competences

- a) Advise SMT members on what changes may be required in the implementation of the school curriculum with regard to PSCD and the ways in which it is viewed and delivered to students and parents.
- b) Collaborate with SMT members on how to successfully implement a Learning Outcomes Framework in PSCD, including the assessment strategies used in and for the subject.
- c) Guide students in understanding and appreciating the importance and relevance of every topic in the PSCD syllabus through a LO approach to learning.
- d) Ensure that students would have had opportunities to learn and reflect upon the different topics in the PSCD syllabus through appropriate constructive pedagogies

- e) Create the appropriate learning climate that helps and motivates students to learn, reflect, be curious, and think critically on a multitude of issues included in the PSCD syllabus, irrespective of what learning styles and preferences they have.

Knowledge

- a) Define what is meant by a Learning Outcomes Framework and the approach that transpires from it.
- b) List different theories of learning that have an impact on the pedagogies of PSCD.
- c) Outline the necessary structural elements of a good and effective PSCD lesson plan.
- d) Outline the necessary structural elements of a good and effective PSCD scheme of work.
- e) Tell the difference between Broad and Specific Learning Outcomes in PSCD in the different levels and years.
- f) Define 'assessment' in its different forms, namely formative (assessment FOR learning and summative assessment (assessment OF learning).
- g) Define 'constructive alignment' between subject content, pedagogy and assessment.
- h) Describe the importance and pedagogical implications of constructive alignment in PSCD.

Skills

- a) Show their understanding of the impact of a LO Framework to the effectiveness of PSCD pedagogies and deep student learning.
- b) Demonstrate how different learning theories can contribute to an effective implementation of the LO Framework with regard to the curricular subject of PSCD.
- c) Apply their appreciation of learning theories to lesson planning and writing schemes of work.
- d) Apply their understanding of broad and specific PSCD learning outcomes to their lesson plans and schemes of work.
- e) Apply their understanding of Multiple Intelligences Theory to how they plan and deliver PSCD lessons.
- f) Create different educational tools, activities and initiatives that help students be engaged in the PSCD lesson, and achieve the learning outcomes effectively.
- g) Demonstrate how "constructive alignment" can be applied to PSCD pedagogies.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Online Tasks and Assignment

Suggested Readings

Core Reading List

1. European Commission. 2006. Key Competencies for Lifelong Learning - European Reference Framework. Luxembourg: Publications Office of the European Union.
2. European Commission/EACEA/Eurydice. 2012. Developing Key Competences at School in Europe: Challenges and Opportunities for Policy. Eurydice Report. Luxembourg: Publications Office of the European Union.
3. European Commission/EACEA/Eurydice. 2015. The Teaching Profession in Europe: Practices, Perceptions, and Policies. Eurydice Report. Luxembourg: Publications Office of the European Union
4. European Commission/EACEA/Eurydice. 2015a. Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.
5. Lam, R. 2015. Assessment as learning: examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom. *Studies in Higher Education*. [e-journal] 01 (2015) Available at: <http://dx.doi.org/10.1080/03075079.2014.999317> [Accessed 12 August 2015].
6. Ministry for Education and Employment. 2012. A National Curriculum Framework for All. [pdf] Malta: Salesian Press. Available at: <http://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx> [Accessed 20 June 2015].
7. Ministry for Education and Employment. 2014. Framework for the Education Strategy for Malta 2014 – 2024. [Booklet] Available at: <http://education.gov.mt/strategy/Documents/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf> [Accessed 23 August 2015].
8. Ministry for Education and Employment. 2014a. Respect for All Framework [pdf] Available at: <http://education.gov.mt/en/resources/News/Documents/Respect%20For%20All%20Document.pdf> [Accessed 23 August 2015].
9. Ministry for Education and Employment. 2014b. A National Literacy Strategy for All in Malta and Gozo 2014 – 2019. [pdf] Available at: <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf> [Accessed 23 August 2015].
10. Ministry for Education and Employment. 2014c. A Strategic Plan for Early School Leaving in Malta 2014. [pdf] Available at: [Accessed 23 August 2015].
11. Ministry for Education and Employment. 2014d. Education for All: Special Needs and Inclusive Education in Malta. [pdf] Available at: [Accessed 23 August 2015].
12. Ministry for Education and Employment. 2015. Malta National Lifelong Learning Strategy 2020 [pdf] Available at: [Accessed 23 August 2015].

Supplementary Reading List

1. Borg, M. G. and Giordmaina, J. (2012). Towards a quality education for all: The college system - examining the situation. Valletta : Unpublished report presented to the Malta Union of Teachers.
2. Brundrett, M. (2013). "The importance of teachers, teaching and school leaders: The 'silver thread' of the reform agenda for English schools." *Education 3 - 13* 41, no. 5: 459 - 461.
3. Campbell, A., McNamara, O. and Gilroy, P. (2004). "Critical friendship, critical community and collaboration." In *Practitioner research and professional development in education*, by A. Campbell, O. McNamara and P. Gilroy. London: Sage Publications Ltd.

4. Clandinin, D. J. (2015). "Personal practical knowledge: A study of teachers' classroom images." In *Teacher thinking to teachers and teaching: The evolution of a research community*, by C. J. Craig, P. C. Meijer and J. Broekmans, 67-95. Bingley: Emerald Group Publishing Limited.
5. Cuddapah, J. L., and Clayton, C.D. (2011). "Using Wenger's communities of practice to explore a new teacher cohort." *Journal of Teacher Education* 62, no. 1: 62-75.
6. Donaldson, G. (2014). "Teacher education and curriculum change in Scotland." *European Journal of Education* 49, no. 2: 178 - 191.
7. Donnell, L. A. and Gettinger, M. (2015). "Elementary school teachers' acceptability of school reform: Contribution of belief congruence, self-efficacy, and professional development." *Teaching and Teacher Education* 51: 47 - 57.
8. Education Agency for Special Needs and Inclusive Education (2014). *Education for all: Special needs and inclusive education in Malta. External audit report*. Floriana: Ministry for Education and Employment.
9. Elmore, R. F. (2007). "Let's act like professionals." *Journal of Staff Development* 28, no. 3.
10. Evans, R. (1996). *The human side of school change: Reform, resistance and the real-life problems of innovation*. San Francisco, CA: Jossey-Bass.
11. Hargreaves, A. and Fink, D. (2006). *Sustainable leadership*. San Francisco, CA: JosseyBass, 2006.
12. Hashweh, M. (2015). "Pedagogical content knowledge: Twenty-five years later on." By C. J. Craig, P. C. Meijer and J. Broekmans, 115- 140. Bingley: Emerald Group Publishing Limited.
13. Ministry of Education and Employment (2012). *A National Curriculum Framework for all*. Floriana: Ministry of Education and Employment.
14. Ministry of Education, Youth and Employment (2005). *For all children to succeed*. Floriana: Ministry of Education, Youth and Employment.
15. Neumann, M. D., Jones, L.C. and Taylor Webb, P. (2012). "Developing teacher leaders to transform classrooms, schools and communities." In *Transforming learning environments: Strategies to shape the next generation*, by F. S. Miller, 3- 21. Bingley: Emerald Group Publishing Limited, 2012.
16. OECD (2016). *Supporting teacher professionalism: Insights from TALIS 2013*. Paris: TALIS, OECD Publishing.
17. Trube, M. B., Prince, B.L. and Middleton, R.A. (2015). "Collaborative partnerships for capacity building through professional development." In *Transforming learning environments: Strategies to shape the next generation*, by F. S. Miller, 81- 105. Bingley: Emerald Group Publishing Limited.
18. Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.
19. Wenger, E., R., McDermott, R. and Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Brighton: Harvard Business School Press.