**BISHOP GROSSETESTE UNIVERSITY COLLEGE LINCOLN**

**Assignment Brief**

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| PROGRAMME | SUBJECT |
| BA (Hons) Primary Education with Recommendation for QTS |  |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 4 | PE111 | Introduction to Learning |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Reflection on Learning (Starting Point) | 100% |

DESCRIPTION OF TASK

Portfolio of work (unassessed) with commentary on learning (assessed).

The commentary has a word count of 4 000 words (+/- 10%)

**The Starting Point Book** will be a tangible demonstration of your understanding of the processes involved in working from an object as a first-hand starting point. You should, therefore, include evidence of the investigative processes you used such as observing, ordering, sorting, hypothesising and drawing conclusions. The investigations of your starting point should also provide the context for developing your own practical skills, for example: handling a range of visual media and linguistic forms; developing your handwriting; extending and applying your knowledge of scientific and mathematical processes and skills. You should ensure that your work explicitly reflects such endeavours and explorations.

The object that you select for study should be:

* something that intrigues you;
* something that is quite small;
* something which has occurred naturally (e.g. a pebble or a shell) but is not a

living animal

The primary source of your investigations should be the starting point object itself and the questions arising from it. Close observation is vital. The questions arising from this close observation should lead to the investigations, rather than thinking about the subject areas themselves first e.g. “There seems to be a pattern in the way in which the sunflower seeds are arranged on the head.” This leads to: “How are sunflower seeds arranged on the head?” Rather than: “I need to do some maths. What patterns are there?”

**A significant part of the project will be undertaken in sessions during the module**. You will reflect upon your own learning. Active discussion will provide much primary evidence regarding metacognition. Both process and product will be integral parts of the study. **You can use ideas from the sessions (and particularly from the discussion seminars) in your commentary.**

The use of secondary sources (e.g. books, the internet**) is forbidden in the initial stages** of the project because the emphasis is on first hand experience, creativity and imagination. At a later stage you may wish to compare the nature of the learning and your own learning experience achieved through the use of primary and secondary sources. You should indicate in your book if you have used secondary sources (properly referenced) and your reasons for doing so. **You need to include literary sources about the nature of learning.**

For every aspect of your investigation there should be an evaluation of the learning processes involved, **relating this to both your own experience and established theory.**

**Make sure it is clear to the marker which written elements are a part of your investigative work and which are the commentary to be marked.** You may do this in a variety of ways such as: using the left hand page for your investigations and the right hand for the commentary on learning; handwriting one and word processing the other; using different fonts or colours of text or mounting paper.

**Contents:**

You should make a hard-backed book, to contain the collection of work with either a **printed or fabric** cover, as exemplified in the session on bookmaking.

The investigations should include:

* drawings, using a range of media such as pencil, pastel, pen and ink and paint;
* a high proportion of first-hand observation and mathematical and scientific investigations;
* a range of creative written work (e.g. different styles of poems, a story etc) including a handwritten piece;
* work which reflects your individual interest(s) e.g. fabric/thread work, music, etc.
* a commentary which links the various part of the study and which indicates the process that you went through in producing it. **Remember, it is the commentary which is marked.**

The commentary (analysis of learning) should include:

* the learning processes you undertook during that aspect of the investigation;
* how it relates to your previous learning
* what you learned about through the process
* how it relates to teaching and
* **how it relates to established theories of teaching and learning** (you may wish to refer to the philosophers you discussed in the session called Philosophy 2).

**The commentary should use your reflections and learning journal entries from both the discussion sessions and taught sessions which make up this module (PE111).**

**Ensure that the established theories you refer to are properly referenced.**

At the end of the book there should be a conclusion (500 words) about the Starting Point project as a whole, in which you reflect on: your own learning; about learning itself and the relevance of all of this to your role as a teacher. The section is included in the word count of 4 000 words (+/- 10%).

**You should aim for a high quality in the presentation of your work including mounting, labelling, page layout, use of appropriate adhesives etc.**

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| MODULE OUTCOMES TO BE TESTED  By the end of the module students will be able to:   * Analyse own learning processes through the Starting Point project using a modelled reflective writing process * Manage information, collect appropriate data from first hand investigations and undertake simple research tasks related to their starting point with tutor guidance * Demonstrate an understanding of at least two learning theories * Communicate effectively in writing, using presentational skills to enhance work |

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| ASSESSMENT CRITERIA  Knowledge and understanding (40%):   * the coherence of the work in developing the theme of the starting point and the balance of work over a range of curricular areas * your ability to reflect on and analyse your experience as a learner and a teacher * your ability to relate practice and theory   Developing argument and professional perspectives (40%):   * use and reference **at least** 4 literary sources to support and / or challenge your views * your ability to select relevant ideas / quotations from literary sources * your reflection on the work of at least two philosophers (e.g. Dewey, Vygotsky, Piaget, Bruner) * use primary source materials from your experience as teacher and learner   Quality of communication and presentation (20%):   * the use of standard English * the use of referencing conventions in the text and the List of References * the quality of overall presentation including mounting and binding * use of labels * handwriting and word processing |

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| DATE AND TIME OF SUBMISSION:  23 January 2009 (before 4pm)  ***This assignment will be marked anonymously so you must use your student number rather than name.***  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION:  *A transcript of marks will be posted to you during the summer holiday. Work will be available for collection on your return to college in September.* |

PLAGIARISM

Note to students: Your attention is drawn to the University College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.

**Assessment for Starting Point Book**

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|  | Knowledge and Understanding | Developing Argument and Professional Perspectives | Quality of Communication and Presentation |
| A\*  80+ | A perceptive understanding of a broad range of issues concerning personal and professional learning. Clear evidence of sustained and original thinking. Worthy of consideration for publication. | A scholarly approach resulting in an analysis and evaluation of sources used. Extended reading and use of articles. A scholarly approach to the selection, analysis and evaluation of primary evidence. | Excellent presentation and communication of academic elements of the assignment. Exceptionally professional presentation which uses techniques with precision and flair. |
| A  70-79 | A confident understanding of relevant issues concerning personal and professional learning. Significant evidence of independent and sustained thinking concerning metacognition. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading. Critical judgement in the selection, analysis and evaluation of primary evidence. | Communication of high quality showing elegance of style, awareness of audience and precision of phrasing. Accuracy of grammar, spelling and punctuation. A very high standard of presentation with a range of techniques demonstrating individuality and creativity. |
| B  60-69 | A thorough understanding and evaluation of some pertinent issues concerning learning. A well constructed and coherent discussion of key issues. | Good judgement in the selection, analysis and presentation of sources. Good judgement in the selection, analysis and evaluation of evidence. | A written style which contributes to the clear and fluent communication of meaning. Generally appropriate for the audience and generally precise and with accurate grammar, spelling and punctuation. A good standard of presentation, using appropriate techniques with a degree of individuality evident. |
| C  50-59 | A sound understanding of relevant issues relating to learning. A coherent structure of discussion within the argument. | Sound description and analysis of sources. Clear description and analysis of primary evidence. | Few inconsistencies in written style which impair communication. A few difficulties with register. Accurate use of common conventions of grammar, spelling and punctuation but some weaknesses in using more complex language. Sound presentation with some unevenness of technique evident. |
| D  40-49 | Some understanding of the relevant issues relating to learning. Discussion sometimes evident. | Some ability to select appropriate evidence. An account where the balance is towards the descriptive and remains reliant on limited sources. Some ability to select appropriate primary evidence, but an account where the balance is toward the descriptive. | Some inconsistencies in written style which impair communication. Some difficulties with register. A number of imprecision’s of phrasing; weaknesses when more complex language is used. Some presentational skills used with an emerging degree of competence. |
| E  35-39 | A limited understanding of the relevant issues which seriously impairs the development of a coherent answer to the question. | Heavy reliance upon secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. Minimal interpretation and analysis of primary evidence. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Limited range of presentational skills and/or finishing techniques. |
| F  Below 35 | Little or no understanding of the issues relevant to the question. Little or no attempt to develop a structured argument or discussion. | Inappropriate use of secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. No primary evidence included. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Very poor presentation. |