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 | PE112 | Introduction to Teaching |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Learning Journal | 100% |

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| DESCRIPTION OF TASK  Portfolio Task: 4 000 words (+/- 10%) ( 4-7 entries journal entries )  Purpose:  This assignment will enable you to:   * develop the intellectual skills of reflection and metacognition with respect of your roles as learner and teacher * articulate your own educational philosophy * develop your use of literary sources, including referencing * develop your confidence in using ICT for professional purposes   Guidance Notes:  Throughout your first year you will need to keep a learning journal, in the form of a blog on Blackboard. This tracks your developing understanding about education, teaching and learning, your development as a learner/teacher, how personal views are formed and how they are changed. You will need to make entries at significant points throughout the year. Some of these will be indicated in module booklets, some are suggested below but you should also feel free to make additional entries as appropriate. School placements, writing assignments and receiving feedback are all significant events on which you should reflect in your journal. The learning journal will support you in becoming a critical thinker and independent learner (and provide a variety of primary evidence for use in assignments).  You will be keeping the learning journal throughout the year which will be commented on by a tutor at intervals during the course of the year. You should elect two of your peers to also comment on your blog. These comments will help you become more reflective and analytical. Some people find it easier to compose their thoughts with pen and paper. If this is the case you may wish to keep a paper journal but you will still need to post regular entries onto your blog so that you can benefit from peer and tutor comments. There may be some extremely personal entries that you may wish to keep on paper rather than sharing electronically.  These blog entries will form the basis of the final assignment which is submitted on paper. While your blog entries may be informal the final assignment that is handed in needs to be in academic writing, supported by literary sources and evidence. You will need to select 4-7 blog entries to develop into the assignment through a reflective writing process. This will be introduced in the session on reflective writing in PE111. This will also include suggested entries. You would be wise to choose entries which lend themselves to demonstrations of your ability to be analytical and to use literary sources and school-based evidence effectively.  When you have chosen a blog entry to develop you need to reread the original entry, read any comments that have been made on it and reflect on this in the light of your reading, further experience and the QTS standards. When reflecting try to focus on why things happen, possible alternatives, and the impact of the decisions that were made. It is beneficial to go through this process more than once for each entry. In each iteration there will be less and less description of the actual event but more and more analysis of the underlying issues.  Your final assignment will consist of an introduction, 4-7 sections which are a culmination of the reflective writing process on 4-7 blog entries and a conclusion. Because of the importance of assessment to teaching at least one of the entries chosen must consider assessment. You may choose the content and themes of the other entries. The introduction sets out the rationale for your choice of entries. The conclusion will reflect on what you have learned about education and how this will impact your future teaching career.  On 20th October, 2008 you will submit a paper copy of the developed storytelling entry for formative assessment. When this is returned to you with feedback you will need to rewrite the entry in response to the comments. A tutor will then comment on this revised version.  If helpful, you may present primary evidence to support your argument in an appendix. Only material which is referred to directly in the assignment should be submitted. It should be clearly referenced in your text (e.g. see appendix 1 page 3, section highlighted in yellow) and the context made clear on the enclosed material (e.g. Tutor feedback sheet, paired placement 03/06/05). Care should be taken to anonymise children or school details. The appendix material is outside the assignment word count. Do not enclose lots of paperwork and expect the marker to read through it to find the evidence themselves or to make connections to the discussion.  Contents:  Title page and word count   * Introduction - approximately 250 words * 4 - 7 entries based on your learning journal making a total of 3500 words * Conclusion – approximately 250 words   List of References |

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| MODULE OUTCOMES TO BE TESTED  By the end of the module students will be able to:   * understand that objectives can be taught and assessed through a variety of modelled pedagogical methodologies * be able to collect and categorise ideas and information about teaching and learning from first hand experience and literary sources * evaluate their own strengths and areas for development in specific aspects of teaching using the QTS standards * be able to communicate effectively in writing, using ICT, in a clear and concise manner |

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| ASSESSMENT CRITERIA  Understanding of issues and development of argument (30%):   * professional issues and practices * your ability to relate practice and theory * effective choice of entries from the learning journal * awareness of different teaching and assessment processes   Selection and analysis of literacy sources (30%):   * use a range of sources to support and/or challenge your views * your ability to select relevant ideas/quotations from literary sources   Selection and analysis of first hand evidence (30%):   * recognition of a range of suitable forms of evidence * your ability to reflect on and analyse your experience as a learner * evaluate own strengths and areas for development * relate strengths and areas for development to the QTS standards   Quality of communication (10%):   * Use of standard English * The use of referencing conventions in the text and the List of References * Appropriate tone and register for the audience |

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| DATE AND TIME OF SUBMISSION: Your work should be submitted by 4.00pm on Friday 29th May, 2009.  **This assignment will be marked anonymously so you must use your student number rather than name when labelling your work.** |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  A transcript of marks will be sent by mail during the summer vacation. The assignment can be collected from the University College at the start of the new term in September 2009. |

PLAGIARISM

Note to students: Your attention is drawn to the 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 the Learning Journal

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|  | Understanding of Issues and Development of Argument | Selection and Analysis of Literary Sources | Selection and Analysis of First Hand Evidence | Quality of Communication |
| A\* | 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. An excellent choice of foci selected from the learning blog. Excellent understanding of different teaching and assessment strategies. | 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. Able to reflect on own strengths and weaknesses with confidence and honesty. Excellent links made to the QTS standards. | Excellent communication and accurate referencing throughout. |
| A | A confident understanding of relevant issues concerning personal and professional learning. Significant evidence of independent and sustained thinking concerning professional values and practice. Theory and practice very well integrated. A very good choice of foci selected from the learning blog. A very good understanding of different teaching and assessment strategies. | 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.  Able to reflect on own strengths and weaknesses with perception. Good demonstration of how learning links to a range of QTS standards | Communication of high quality showing awareness of audience, precision of phrasing and appropriate tone. Accuracy of grammar, spelling and punctuation. All quotations and views discussed were correctly referenced. An accurate reference list was submitted. |

Assessment for the Learning Journal

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|  | Understanding of Issues and Development of Argument | Selection and Analysis of Literary Sources | Selection and Analysis of First Hand Evidence | Quality of Communication |
| B | A thorough understanding and evaluation of some pertinent issues concerning personal and professional learning. A well constructed and coherent discussion of key issues. Theory and practice well integrated. A good choice of foci selected from the learning blog. A good understanding of different teaching and assessment strategies. | Good judgement in the selection, analysis and presentation of sources. | Good judgement in the selection, analysis and evaluation of evidence. Able to identify own strengths and weaknesses.  Good demonstration of how learning links to the QTS standards. | 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. All quotations and views discussed were correctly referenced. An accurate reference list was submitted. |
| C | A sound understanding of relevant issues relating to personal and professional learning. A coherent structure of discussion within the argument. Sound links made between theory and practice. A sound choice of foci selected from the learning blog. A sound understanding of different teaching and assessment strategies. | Sound description and analysis of sources. | Clear description and analysis of primary evidence.  Able to identify some strengths and weaknesses in own learning.  Sound links are made to the QTS standards. | 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. Quotations were mostly correctly referenced. A satisfactory reference list was submitted. |

Assessment for the Learning Journal

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|  | Understanding of Issues and Development of Argument | Selection and Analysis of Literary Sources | Selection and Analysis of First Hand Evidence | Quality of Communication |
| D | Some understanding of the relevant issues relating to learning. Discussion sometimes evident. Some links made between theory and practice.  A mostly appropriate choice of foci selected from the learning blog although some chosen entries may lack direction. Some understanding of different teaching and assessment strategies is demonstrated. | 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 ability to identify own strengths and weaknesses but these have limited relevance. Some inconsistencies evident when linking work to the QTS standards. | Some inconsistencies in written style which impair communication. Some difficulties with register. A number of imprecisions of phrasing; weaknesses when more complex language is used. Some inconsistencies found in the references and in the referencing list. |
| E | A limited understanding of the relevant issues which seriously impairs the development of a coherent answer to the question. Poor links made between theory and practice. A limited choice of foci selected from the learning blog. Teaching and assessment strategies are discussed but not sufficiently developed. | Occasional use of literary sources but with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. | Minimal interpretation and analysis of primary evidence. Limited reflection on own learning.  An awareness of the QTS standards is demonstrated. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Many inconsistencies evident when referencing and in the referencing list. |

Assessment for the Learning Journal

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|  | Understanding of Issues and Development of Argument | Selection and Analysis of Literary Sources | Selection and Analysis of First Hand Evidence | Quality of Communication |
| F | Little or no understanding of the issues relevant to the question. Little or no attempt to develop a structured argument or discussion. Unable to identify links between theory and practice. Inappropriate choice of foci selected from the learning blog. Poor understanding of different teaching and assessment strategies. | Few or no sources used with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. | No primary evidence included.  Does not adequately recognise own strengths or weaknesses.  No links made to the QTS standards. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Limited understanding of referencing techniques. |