

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Analysis of Inclusive Learning Practice and Design
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	7
<b>4</b>	<b>Module Code</b>	EDU7341

<b>5</b>	<b>Module Overview</b>
<p>This module supports you in developing your knowledge and skills relating to the key theories, principles and models of inclusive curriculum design and implementation. This assignment will be undertaken during your teaching placement and you will select to include in your submission two resources designed to support inclusive learning in your area of the curriculum which you have designed yourself. These resources will be presented on an academic poster (A2 size) on which you will critically evaluate the inclusivity and diversity of the resources selected analysing inclusive curriculum design as well as utilising comments from a Critical Friend observation. Recent developments in digital learning resources will be considered in relation to inclusivity and you will analyse a range of factors that affect inclusion in your subject specialism.</p> <p>This module supports your achievement of the Professional Standards, in particular: 1, 4, 5, 9, 10, 12, 13, 14, 15 and 16.</p> <p>This module will have a direct impact on the development of your own teaching practice, specifically in reference to ensuring that learners have access to an engaging curriculum that is inclusive and enables progression for all learners. You will also be supported in understanding the issues surrounding inclusion and diversity in the context of your placement institution. You will gain a critical understanding of inclusive teaching and learning strategies through the creation of your resources which are to be used and critically evaluated in the context of your own teaching practice.</p> <p>The expectations are that it is a requirement for you to attend all taught sessions and to fully engage via a wide range of active teaching and learning methods and as partners in your learning. These methods require you to actively interact with peers in an inclusive learning and teaching environment. This is reflected through an inclusive environment that will include activities such as group work and discussion, focused practical tasks, presenting to peers, making informed decisions and critically evaluating teaching and learning strategies. Flipped classroom activities, which form part of the teaching and learning strategies, will require you to undertake activities during independent study time prior to attending to a session. The activities will then be followed up and complemented during the taught session. It is also an expectation that you undertake do pre-session reading and research; these will be provided to you in advance via Moodle or at the end of a previous talk session.</p> <p>The module embraces technology both for teaching and learning activities, via Moodle and other virtual learning environments (VLEs) and the assessment purposes. Flipped learning and social media activities, such as Twitter, also form part of teaching and learning strategies in which you will engage.</p>	

<b>6</b>	<b>Indicative Content</b>
Defining key terms relating to inclusion Understanding the needs of your learners: Differentiation Supporting learners with English as an Additional Language (EAL) SEND and the 2015 Code of Practice Supporting English and Maths Inclusive ICT and digital learning resources teaching practice.	

<b>7</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
<b>1</b>	Analyse a range of factors that affect inclusive learning practices in your specialist subject with reference to appropriate literature.
<b>2</b>	Critically evaluate how differing curriculum models impact upon the ability to be inclusive in your own practice.
<b>3</b>	Analyse and critically evaluate the effectiveness of inclusive teaching resources you have prepared in your specialist subject.
<b>4</b>	Reflect on advice from a critical friend in order to improve inclusive learning resources.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4	Coursework (1)		

<b>9</b>	<b>Breakdown Learning and Teaching Activities</b>
<b>Learning Activities</b>	<b>Hours</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	50 - Class time
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	100 - Directed tasks
<b>Private Study (PS)</b> includes preparation for exams	50 - Independent Study tasks
<b>Total Study Hours:</b>	200