

# Primary PGCE: Masters module 1 - Learning and Teaching

Course start date: 29/08/2017

View Online



Abbott, Rob, Esther Burkitt, and Esther Burkitt. 2015. *Child Development and the Brain : An Introduction* / Rob Abbott and Esther Burkitt. Bristol: Policy Press.

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=1573506&site=ehost-live&scope=site>.

Arthur, James, Teresa Cremin, and David Wray. 2014. 'Assessment for Learning: Formative Approaches, Chapter 5.1, Pp313-323; and Hall, K., and Kieron, S. Assessment for Learning: Summative Approaches, Chapter 5.2, Pp.324-339',. In *Learning to Teach in the Primary School*. London: Routledge. <http://UCL.eblib.com/patron/FullRecord.aspx?p=1638640>.

Aubrey, Karl, and Alison Riley. 2016. *Understanding and Using Educational Theories*. Los Angeles: SAGE.

Bates, Bob. 2016. *Learning Theories Simplified: - And How to Apply Them to Teaching*. Los Angeles: SAGE.

Black, Paul, and Dylan Wiliam. 2009. 'Developing the Theory of Formative Assessment'. *Educational Assessment, Evaluation and Accountability* 21 (1): 5-31. <https://doi.org/10.1007/s11092-008-9068-5>.

Brown, Chris. 2015. 'Chapter 3: Issues and Solutions in Relation to Evidence-Informed Policy Making, P33-50 and Chapter 9: What Does This Mean for Evidenced-Informed Policy and Practice? P153- 160'. In *Evidence-Informed Policy and Practice in Education: A Sociological Grounding*. London: Bloomsbury Academic. <https://www.bloomsburycollections.com/book/evidence-informed-policy-and-practice-in-education-a-sociological-grounding/>.

Catling, Simon, and Fran Martin. 2011. 'Contesting: The Primary Geography Curriculum as an Articulation between Academic and Children's (Ethno-) Geographies'. *Curriculum Journal* 22 (3): 317-35. <https://doi.org/10.1080/09585176.2011.601624>.

'Chapter 5: Child Development'. 2016. In *A Guide to Early Years and Primary Teaching*, 85-104. London: SAGE Publications.

Claxton, G. 2016. 'Learning Power'. In *Understanding and Using Educational Theories*, 183-98. Los Angeles: SAGE.

Collins, Stella. 2016. *Neuroscience for Learning and Development: How to Apply Neuroscience and Psychology for Improved Learning and Training*. London: Kogan Page Limited.

Colwell, Jennifer, and Andrew Pollard. 2015. *Readings for Reflective Teaching in Early Education*. Vol. Reflective teaching series. London: Bloomsbury Academic.  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781472510914>

Crowley, Kevin. 2017. *Child Development: A Practical Introduction*. 2nd edition. Los Angeles: SAGE.

Greenhough, Pamela, Mary Scanlan, Anthony Feiler, David Johnson, Wan Ching Yee, Jane Andrews, Alison Price, Maggie Smithson, and Martin Hughes. 2005. 'Boxing Clever: Using Shoeboxes to Support Home-School Knowledge Exchange'. *Literacy (Formerly Reading)* 39 (2): 97–103. <https://doi.org/10.1111/j.1741-4350.2005.00407.x>.

Hattie, John. 2014a. 'Part 1 Chapter 3: The Teacher-Student Relationship'. In *Visible Learning and the Science of How We Learn*, 16–25. London: Routledge.  
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1458571>.

———. 2014b. 'Part 1 Chapter 4: Your Personality as a Teacher: Can Your Students Trust You?'. In *Visible Learning and the Science of How We Learn*, 26–35. London: Routledge.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3334159350004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3334159350004761&institutionId=4761&customerId=4760).

Hattie, John, and Gregory C. R. Yates. 2014. 'Chapter 9: Acquiring Complex Skills through Social Modelling and Explicit Teaching (Pp72-83) and Chapter 11, Just How Does Expertise Develop?, Pp93- 102'. In *Visible Learning and the Science of How We Learn*. London: Routledge.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3328138510004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3328138510004761&institutionId=4761&customerId=4760).

Hayward, L., and S. Hayward. 2016. 'Chapter 9: Assessment and Learning'. In *A Guide to Early Years and Primary Teaching*, 165–83. London: SAGE Publications.  
<https://contentstore.cla.co.uk/secure/link?id=45f779be-6e1b-e711-80c9-005056af4099>.

Illeris, Knud. 2009. 'Book - Contemporary Theories of Learning (Knud Illeris - Chpts 5, 6, 7, 11 and 14)'. In *Contemporary Theories of Learning: Learning Theorists - in Their Own Words*. London: Routledge.  
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203870426>.

James, Mary, Robin J. Alexander, Julia Flutter, Andrew Pollard, Esmée Fairbairn Foundation, Teaching and Learning Research Programme, University of Cambridge. Faculty of Education. Primary Review, and University of London. Institute of Education. 2008. *Learning and Teaching in Primary Schools: Insights from TLRP*. Vol. Primary Review interim reports. Cambridge: Primary Review, Faculty of Education, University of Cambridge.  
<http://cprtrust.org.uk/wp-content/uploads/2014/06/research-survey-2-4.pdf>.

Keenan, Thomas, Subhadra Evans, and Kevin Crowley. 2016a. *An Introduction to Child Development*. Third edition. Vol. SAGE foundations of psychology series. Los Angeles: SAGE.

———. 2016b. 'Chapter 2: Theories of Development'. In *An Introduction to Child Development*, Third edition, SAGE foundations of psychology series:23–51. Los Angeles: SAGE.

<https://contentstore.cla.co.uk/secure/link?id=aff91e2a-9798-e711-80cb-005056af4099>.

Larking, Shirley. 2002. 'Creating Metacognitive Experiences for 5 and 6-Year-Old Children'. In *Learning Intelligence: Cognitive Acceleration across the Curriculum from 5 to 15 Years*, 65–79. Buckingham: Open UP.

<https://contentstore.cla.co.uk/secure/link?id=dbda47f6-6d1b-e711-80c9-005056af4099>.

MacBlain, Sean. 2014. 'Chapter 1: What Is Learning?' In *How Children Learn*, 9–30. London: SAGE Publications.

<https://contentstore.cla.co.uk/secure/link?id=7fc4ee1b-5683-e711-80cb-005056af4099>.

Marks, Rachel. 2016. 'Chapter 2 : Ability Grouping in Primary Schools, Case Studies and Critical Debates and Chapter 4: Ability Labelling and Children's Identities'. In *Ability-Grouping in Primary Schools: Case Studies and Critical Debates*, edited by Ian Menter. Vol. Critical guides for teacher educators. Northwich: Critical Publishing.

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=1165864&site=ehostlive&scope=site>.

Marshall, Bethan, and Mary Jane Drummond. 2006. 'How Teachers Engage with Assessment for Learning: Lessons from the Classroom'. *Research Papers in Education* 21 (2): 133–49. <https://doi.org/10.1080/02671520600615638>.

Moore, Alex. 2012. *Teaching and Learning: Pedagogy, Curriculum and Culture*; Chapter 1 *Theories of Teaching and Learning*. Second edition. London: Routledge.

<https://doi.org/10.4324/9780203134061>.

Myhill, Debra, Rosemary Hopper, and Susan Jones. 2006. 'Questioning and Learning'. In *Talking, Listening, Learning: Effective Talk in the Primary Classroom*, 68–84. Maidenhead: Open University Press.

[http://sfx.ucl.ac.uk/sfx\\_local?ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&ctx\\_tim=2017-07-27T13%3A19%3A35IST&url\\_ver=Z39.88-2004&url\\_ctx\\_fmt=info:ofi/fmt:kev:mtx:ctx&rft\\_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL\\_LMS\\_DS&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Talking,%20listening,%20learning%20effective%20talk%20in%20the%20primary%20classroom&rft.aulast=Myhill&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Myhill,%20Debra&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0335217451&rft.isbn=0335217443&rft.sici=&rft.coden=&rft\\_id=info:doi/&rft.object\\_id=&rft.856\\_url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=234048&site=ehost-live&scope=site&rft\\_dat=002692805&rft.eisbn=&rft\\_id=info:oai/&req.language=eng](http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-27T13%3A19%3A35IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Talking,%20listening,%20learning%20effective%20talk%20in%20the%20primary%20classroom&rft.aulast=Myhill&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Myhill,%20Debra&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0335217451&rft.isbn=0335217443&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=234048&site=ehost-live&scope=site&rft_dat=002692805&rft.eisbn=&rft_id=info:oai/&req.language=eng).

Pollard, Andrew. 2014a. 'Pollard: Reflective Teaching in Schools- Chapter 13'. In *Reflective Teaching in Schools*, 4th edition, Reflective teaching:351–76. London: Bloomsbury.

<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630373>.

———. 2014b. *Readings for Reflective Teaching in Schools*. Second edition. London: Bloomsbury Academic.  
<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630374>.

———. 2019a. *Reflective Teaching in Schools*. 5th edition. London: Bloomsbury Academic.  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781350032941>

———. 2019b. *Reflective Teaching in Schools*. 5th edition. London: Bloomsbury Academic.  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781350032941>

Pollard, Andrew, and Amy Pollard. 2014. *Readings for Reflective Teaching in Schools*. 2nd ed. Vol. *Reflective Teaching*. London: Bloomsbury Publishing.  
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374>.

Pope, Gorden. 2013. *Questioning Technique Pocketbook*. Alresford: Teachers' Pocketbooks.  
[http://sfx.ucl.ac.uk/sfx\\_local?ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&ctx\\_tim=2017-06-09T15%3A31%3A58IST&url\\_ver=Z39.88-2004&url\\_ctx\\_fmt=info:ofi/fmt:kev:mtx:ctx&rft\\_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL\\_LMS\\_DS&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Questioning%20Technique%20Pocketbook.&rft.aulast=Pope&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Pope,%20Gorden&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781906610500&rft.isbn=9781908284983&rft.sici=&rft.coden=&rft\\_id=info:doi/&rft.object\\_id=&rft.856\\_url=http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1771997&svc\\_val\\_fmt=info:ofi/fmt:kev:mtx:sch\\_svc&svc.fulltext=yes&rft\\_dat=%3CUCL\\_LMS\\_DS%3E002729731%3C/UCL\\_LMS\\_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft\\_id=info:oai/&req.language=eng](http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-06-09T15%3A31%3A58IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Questioning%20Technique%20Pocketbook.&rft.aulast=Pope&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Pope,%20Gorden&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781906610500&rft.isbn=9781908284983&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1771997&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002729731%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng)

Smidt, Sandra. 2014. 'Section 1: Unit 1.2 Professionalism and Trainee Teachers, P20-34, David Hayes and Section 2 Unit 2.1 Exploring the Nature of Learning and Teaching - Looking at Children, P53-68'. In *Learning to Teach in the Primary School*, Third edition. London: Routledge.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3333934190004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3333934190004761&institutionId=4761&customerId=4760).

Smith, John. 2010. 'Chapter 3: Talk Theory, Pp15-32; and Chapter 5 Classroom Strategies to Develop Talk, Pp52-70'. In *Talk, Thinking and Philosophy in the Primary Classroom*. Vol. *Achieving QTS*. Cross-curricular. Exeter: Learning Matters.  
<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=680162>.

Tarrant, Peter, and Deborah Holt. 2016a. 'Chapter 1: What and Why: A Look at Theory and Rationale (Metacognition), Pp.1-8'. In *Metacognition in the Primary Classroom: A Practical Guide to Helping Children Understand How They Learn Best*. London: Routledge.  
<https://contentstore.cla.co.uk/secure/link?id=322a123b-5d83-e711-80cb-005056af4099>.

———. 2016b. 'Chapter 5: Foundations of Metacognition (Pp.51-61)'. In *Metacognition in*

the Primary Classroom: A Practical Guide to Helping Children Understand How They Learn Best. London: Routledge.

<https://contentstore.cla.co.uk/secure/link?id=4c052d30-5e83-e711-80cb-005056af4099>.

Wood, Elizabeth, and Helen Hedges. 2016. 'Curriculum in Early Childhood Education: Critical Questions about Content, Coherence, and Control'. *The Curriculum Journal* 27 (3): 387-405. <https://doi.org/10.1080/09585176.2015.1129981>.