

# Primary PGCE: Masters module 1 - Learning and Teaching

Course start date: 29/08/2017

View Online



1.  

Pollard A, Pollard A. Readings for Reflective Teaching in Schools [Internet]. 2nd ed. London: Bloomsbury Publishing; 2014. Available from:  
<http://ucl.ebib.com/patron/FullRecord.aspx?p=1630374>
2.  

Pollard A. Reflective teaching in schools [Internet]. 5th edition. London: Bloomsbury Academic; 2019. Available from:  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781350032941>
3.  

Smidt S. 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. Learning to teach in the primary school [Internet]. Third edition. London: Routledge; 2014. Available from:  
[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)
4.  

Brown C. 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. Evidence-informed policy and practice in education: a sociological grounding [Internet]. London: Bloomsbury Academic; 2015. Available from:  
<https://www.bloomsburycollections.com/book/evidence-informed-policy-and-practice-in-education-a-sociological-grounding/>

5.

MacBlain S. Chapter 1: What is learning? How children learn [Internet]. London: SAGE Publications; 2014. p. 9–30. Available from:  
<https://contentstore.cla.co.uk/secure/link?id=7fc4ee1b-5683-e711-80cb-005056af4099>

6.

Pollard A. Reflective teaching in schools [Internet]. 5th edition. London: Bloomsbury Academic; 2019. Available from:  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781350032941>

7.

Colwell J, Pollard A. Readings for reflective teaching in early education [Internet]. London: Bloomsbury Academic; 2015. Available from:  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781472510914>

8.

Chapter 5: Child Development. A guide to early years and primary teaching. London: SAGE Publications; 2016. p. 85–104.

9.

James M, Alexander RJ, Flutter J, Pollard A, Esmée Fairbairn Foundation, Teaching and Learning Research Programme, University of Cambridge. Faculty of Education. Primary Review, University of London. Institute of Education. Learning and teaching in primary schools: insights from TLRP [Internet]. Cambridge: Primary Review, Faculty of Education, University of Cambridge; 2008. Available from:  
<http://cprtrust.org.uk/wp-content/uploads/2014/06/research-survey-2-4.pdf>

10.

Hattie J. Part 1 Chapter 3: The teacher-student relationship. Visible learning and the science of how we learn [Internet]. London: Routledge; 2014. p. 16–25. Available from:  
<http://ucl.ebib.com/patron/FullRecord.aspx?p=1458571>

11.

Hattie J. Part 1 Chapter 4: Your personality as a teacher: can your students trust you? Visible learning and the science of how we learn [Internet]. London: Routledge; 2014. p. 26–35. Available from:  
[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)

12.

Keenan T, Evans S, Crowley K. Chapter 2: Theories of Development. An introduction to child development [Internet]. Third edition. Los Angeles: SAGE; 2016. p. 23–51. Available from:  
<https://contentstore.cla.co.uk/secure/link?id=aff91e2a-9798-e711-80cb-005056af4099>

13.

Abbott R, Burkitt E, Burkitt E. Child development and the brain : an introduction / Rob Abbott and Esther Burkitt [Internet]. Bristol: Policy Press; 2015. Available from:  
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=1573506&site=ehost-live&scope=site>

14.

Crowley K. Child development: a practical introduction. 2nd edition. Los Angeles: SAGE; 2017.

15.

Keenan T, Evans S, Crowley K. An introduction to child development. Third edition. Los Angeles: SAGE; 2016.

16.

Catling S, Martin F. Contesting: The primary geography curriculum as an articulation between academic and children's (ethno-) geographies. Curriculum Journal. 2011 Sep;22(3):317–335.

17.

Myhill D, Hopper R, Jones S. Questioning and learning. Talking, listening, learning: effective talk in the primary classroom [Internet]. Maidenhead: Open University Press; 2006. p. 68-84. Available from:

[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)

18.

Pope G. Questioning technique pocketbook [Internet]. Alresford: Teachers' Pocketbooks; 2013. Available from:

[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)

19.

Hattie J, Yates GCR. Chapter 9: Acquiring complex skills through social modelling and explicit teaching (pp72-83) and Chapter 11, Just how does expertise develop?, pp93- 102. Visible learning and the science of how we learn [Internet]. London: Routledge; 2014. Available from:

[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)

20.

Smith J. Chapter 3: Talk Theory, pp15-32; and Chapter 5 Classroom strategies to develop talk, pp52-70. Talk, thinking and philosophy in the primary classroom [Internet]. Exeter: Learning Matters; 2010. Available from:  
<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=680162>

21.

Wood E, Hedges H. Curriculum in early childhood education: critical questions about content, coherence, and control. *The Curriculum Journal*. 2016 Jul 2;27(3):387-405.

22.

Tarrant P, Holt D. Chapter 1: What and why: a look at theory and rationale (Metacognition), pp.1-8. *Metacognition in the primary classroom: a practical guide to helping children understand how they learn best* [Internet]. London: Routledge; 2016. Available from:  
<https://contentstore.cla.co.uk/secure/link?id=322a123b-5d83-e711-80cb-005056af4099>

23.

Tarrant P, Holt D. Chapter 5: Foundations of metacognition (pp.51-61). *Metacognition in the primary classroom: a practical guide to helping children understand how they learn best* [Internet]. London: Routledge; 2016. Available from:  
<https://contentstore.cla.co.uk/secure/link?id=4c052d30-5e83-e711-80cb-005056af4099>

24.

Hayward L, Hayward S. Chapter 9: Assessment and learning. *A guide to early years and primary teaching* [Internet]. London: SAGE Publications; 2016. p. 165-183. Available from:  
<https://contentstore.cla.co.uk/secure/link?id=45f779be-6e1b-e711-80c9-005056af4099>

25.

Black P, Wiliam D. *Developing the theory of formative assessment*. Educational

Assessment, Evaluation and Accountability. 2009 Feb;21(1):5–31.

26.

Arthur J, Cremin T, Wray D. 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,. Learning to teach in the primary school [Internet]. London: Routledge; 2014. Available from: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1638640>

27.

Marshall B, Jane Drummond M. How teachers engage with Assessment for Learning: lessons from the classroom. Research Papers in Education. 2006 Jun;21(2):133–149.

28.

Pollard A. Pollard: Reflective Teaching in Schools- Chapter 13. Reflective teaching in schools [Internet]. 4th edition. London: Bloomsbury; 2014. p. 351–376. Available from: <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630373>

29.

Larking S. Creating metacognitive experiences for 5 and 6-year-old children. Learning intelligence: cognitive acceleration across the curriculum from 5 to 15 years [Internet]. Buckingham: Open UP; 2002. p. 65–79. Available from: <https://contentstore.cla.co.uk/secure/link?id=dbda47f6-6d1b-e711-80c9-005056af4099>

30.

Moore A. Teaching and learning: pedagogy, curriculum and culture; Chapter 1 Theories of teaching and learning [Internet]. Second edition. London: Routledge; 2012. Available from: <https://doi.org/10.4324/9780203134061>

31.

Marks R. Chapter 2 : Ability grouping in primary schools, case studies and critical debates and Chapter 4: Ability labelling and children's identities. In: Menter I, editor. Ability-grouping in primary schools: case studies and critical debates [Internet]. Northwich: Critical Publishing; 2016. Available from:

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

32.

Illeris K. Book - Contemporary Theories of Learning (Knud Illeris - Chpts 5, 6, 7, 11 and 14). Contemporary theories of learning: learning theorists - in their own words [Internet]. London: Routledge; 2009. Available from: <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203870426>

33.

Pollard A. Readings for reflective teaching in schools [Internet]. Second edition. London: Bloomsbury Academic; 2014. Available from: <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630374>

34.

Aubrey K, Riley A. Understanding and using educational theories. Los Angeles: SAGE; 2016.

35.

Bates B. Learning theories simplified: - and how to apply them to teaching. Los Angeles: SAGE; 2016.

36.

Claxton G. Learning power. Understanding and using educational theories. Los Angeles: SAGE; 2016. p. 183-198.

37.

Collins S. Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training. London: Kogan Page Limited; 2016.

38.

Greenhough P, Scanlan M, Feiler A, Johnson D, Yee WC, Andrews J, Price A, Smithson M, Hughes M. Boxing clever: using shoeboxes to support home-school knowledge exchange. *Literacy (formerly Reading)*. 2005 Jul;39(2):97-103.