

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 [Electronic resource]. 2nd edn. Reflective Teaching. 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. In: 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

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. In: 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? In: How children learn. London: SAGE Publications; 2014. p. 9–30.

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]. Reflective teaching series. London: Bloomsbury Academic; 2015. Available from:
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781472510914>

8.

Chapter 5: Child Development. In: 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, et al. Learning and teaching in primary schools: insights from TLRP [Internet]. Primary Review interim reports. 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. In: Visible learning and the science of how we learn [Internet]. London: Routledge; 2014. p. 16–25. Available from:
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1458571>

11.

Hattie J. Part 1 Chapter 4: Your personality as a teacher: can your students trust you? In: 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

12.

Keenan T, Evans S, Crowley K. Chapter 2: Theories of Development. In: 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. SAGE foundations of psychology series. 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):317–35. doi:10.1080/09585176.2011.601624

17.

Myhill D, Hopper R, Jones S. Questioning and learning. In: 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

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%3Curl%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. In: 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

20.

Smith J. 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 [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.
doi:10.1080/09585176.2015.1129981

22.

Tarrant P, Holt D. 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 [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). In: 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. In: A guide to early years and primary teaching [Internet]. London: SAGE Publications; 2016. p. 165-83. 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.
doi:10.1007/s11092-008-9068-5

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,. In: 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):133-49. doi:10.1080/02671520600615638

28.

Pollard A. Pollard: Reflective Teaching in Schools- Chapter 13. In: Reflective teaching in schools [Internet]. 4th edition. London: Bloomsbury; 2014. p. 351-76. 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. In: Learning intelligence: cognitive acceleration across the curriculum from 5 to 15 years. Buckingham: Open UP; 2002. p. 65-79.

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=nle>

bk&AN=1165864&site=ehostlive&scope=site

32.

Illeris K. 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 [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. In: Understanding and using educational theories. Los Angeles: SAGE; 2016. p. 183-98.

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, et al. Boxing clever: using shoeboxes to support home-school knowledge exchange. *Literacy (formerly Reading)*. 2005 Jul;39(2):97–103. doi:10.1111/j.1741-4350.2005.00407.x