



UNIVERSITY OF
GLOUCESTERSHIRE

Festival of learning

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Module Background

- 2nd year running
- Fits within the pedagogy strand
- Focuses on developing theory into applied
 - The problem...

Jones *et al.* (2012)
Croad & Vinson (2018)
Ashford *et al.* (2020)



Summative assessment

002: 40% Coursework: Group work presentation: 15 minutes

Using the information provided in the lectures as well as the feedback and reflections from coaching episodes, present a reflection in pairs on your delivered sessions and the impact on your coaching future practice.

Race (2019)
Kvale (2007)



Practical Seminars

- In pairs deliver a coaching/teaching episode every other week
 - Peer feedback
 - Self reflection
 - Staff feedback

Boud (2001)
Winstone & Carless (2020)
Sackstein (2015)
Bisson (2017)
Duss (2020)
Irons (2008)





Moving these ideas forward

- Support the level 4 cohort to prepare for this approach
- Improvements to current module
 - Support in collecting peer feedback
 - Support in self reflecting
 - Communities of practice
- Development moving into level 6

Jones *et al.* (2012)
Winstone & Carless (2020)

References

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- Kvale, S. (2007). Contradictions of assessment for learning in institutions of higher learning. In D. Boud & N. Falchikov (ed) *Rethinking assessment in higher education: learning for the longer term*. Routledge: London.
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- Sackstein, S. (2015). *Teaching students to self-assess: How do I help students grow and reflect as learners?* Virginia: ASCD.
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