

Theories, principles and models in education and training

UET6

The aim of this unit is to provide you with the knowledge and understanding of theories, principles and models applied to education and training. You will learn about the application of theories, principles and models of learning, communication and assessment in education and training. You will also cover the application of theories and models of curriculum development within your own area of specialism, and the application of theories and models of reflection and evaluation of your own practice.

Level

5

Credit value

20

GLH

60

Observation(s)

0

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Understand the application of theories, principles and models of learning in education and training
 2. Understand the application of theories, principles and models of communication in education and training
 3. Understand the application of theories, principles and models of assessment in education and training
 4. Understand the application of theories and models of curriculum development within own area of specialism
 5. Understand the application of theories and models of reflection and evaluation to reviewing own practice
3. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes a in this unit. All outcomes must be achieved.
 4. **Prerequisite**
This unit is a prerequisite for the Level 5 unit UET4 Developing teaching, learning and assessment in education and training.
 5. **External paper**
There is no external paper requirement for this unit.

Evidence requirements

1. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

Developing knowledge



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 1

Understand the application of theories, principles and models of learning in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of learning	
b. Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment	
c. Analyse models of learning preferences	
d. Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment	

Learning outcome 2

Understand the application of theories, principles and models of communication in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of communication	
b. Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment	

Learning outcome 3

Understand the application of theories, principles and models of assessment in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of assessment	
b. Explain ways in which theories, principles and models of assessment can be applied in assessing learning	

Learning outcome 4

Understand the application of theories and models of curriculum development within own area of specialism

You can:	Portfolio reference
a. Analyse theories and models of curriculum development	
b. Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism	

Learning outcome 5

Understand the application of theories and models of reflection and evaluation to reviewing own practice

You can:	Portfolio reference
a. Analyse theories and models of reflection and evaluation	
b. Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the application of theories, principles and models of learning in education and training

Theories, principles and models of learning:

Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g. Maslow, Herzberg, McGregor), learning domains, Bloom's taxonomy, assessment theory, different types of assessment (e.g. initial, formative, summative), different methods of assessment (e.g. observation, oral questioning, written questions, practical exercises), reflective practice theory, models of reflection (e.g. Gibbs, Schon, Rolfe, Brookfield).

Ways theories, principles and models can be applied to teaching, learning and assessment:

Learning preferences, different teaching and learning methods to accommodate different learners and different abilities or needs (e.g. one-to-one, paired work, small group teaching, whole group learning), communication theory, written, verbal and non-verbal communication, inclusive language, lesson planning, differentiation, classroom management, applying organisational policies and procedures, demonstrating use of appropriate resources, strengths and limitations of specific resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Models of learning preferences:

Kolb, Honey & Mumford, VAK (VARK – Visual, Auditory, Reading, Kinesthetic).

Identifying and taking account of learners' individual preferences:

Learning preferences, different teaching and learning methods to accommodate different learners and different abilities or needs (e.g. one-to-one, paired work, small group teaching, whole group learning), communication theory, written, verbal and non-verbal communication, inclusive language, lesson planning, differentiation, classroom management, applying organisational policies and procedures, demonstrating use of appropriate resources, strengths and limitations of specific resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Learning outcome 2: Understand the application of theories, principles and models of communication in education and training

Theories, principles and models of communication:

Transactional analysis, interactive, linear, institutional, social, cultural and personal barriers to communication.

Ways theories, principles and models of communication can be applied:

Lesson planning, Blooms Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language, literacy, numeracy (LLN), adult core curriculum, communication theory, written, verbal and non-verbal communication, inclusive language, readability (FOG and SMOG index), reading age, listening skills, questioning technique.

Learning outcome 3: Understand the application of theories, principles and models of assessment in education and training

Theories, principles and models of assessment:

Different stages of assessment (screening, initial, diagnostic, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced), assessment of learning, assessment as learning, assessment for learning, different methods of assessment (computerised, group work, practical observation, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.

Ways theories, principles and models of assessment can be applied:

The learning journey and its relationship to the assessment cycle, assessment planning involving the learner, different stages of assessment (screening, initial assessment, diagnostic assessment, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, norm-referenced, assessment for learning, assessment as learning, assessment of learning), different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments, examinations, product evidence), formal and informal, paper based and non-paper based, awarding organisation requirements, considering issues that impact upon selection of assessment methods (validity, reliability, fairness, sufficiency, currency, authenticity), strengths and limitations of different assessment methods, adaptation of assessment strategies to meet individual needs, awarding organisation specification with reference to specific assessment requirements, differentiation.

Learning outcome 4: Understand the application of theories and models of curriculum development within own area of specialism

Theories and models of curriculum development:

Educational ideologies (e.g. academic, liberal, progressive, instrumental, democratic), curriculum as a body of knowledge, product, process, praxis, curriculum models (e.g. linear, modular, spiral), analysis of factors impacting upon curriculum design (e.g. national policy, local issues, organisational issues, resource availability, needs of learners, educational ideology and sociological issues, awarding organisation, requirements), schemes of work, lesson planning, different methods of delivering teaching and learning, different methods of assessment, strengths and limitations of resources.

Ways theories and models of curriculum development can be applied:

Inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.

Learning outcome 5: Understand the application of theories and models of reflection and evaluation to reviewing own practice

Theories and models of reflection and evaluation:

Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.

Ways theories and models of reflection and evaluation can be applied:

Nature of reflective practice, different opportunities to engage in reflective practice (e.g. reflective journal, reviewing own actions actively, seeking feedback from a range of suitable sources, engaging with a mentor, Schön (reflection in action/reflection on action)), different models to frame reflective practice (e.g. Gibbs, Atkins and Murphy, Rolfe, Johns), strengths and limitations of different opportunities, strengths and limitations of different models.

Notes

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