
Teaching assistants: support in action (E111_1_1.0)

Teaching assistants are an important resource in education. This unit looks at how this role has developed over time. You will also explore why this workforce is predominately female and why there is a marked under-representation of minority ethnic assistants. Finally you will explore what the future hold for this paraprofessional role.

Time: 4 hours

Level: Introductory

Thinking about how I work with other professionals (E115_1_1.0)

This work-based unit encourages early years practitioners to think about the values and principles underpinning how they work with other professionals. It explores beliefs about teamwork, examines frameworks for professional communication and concludes with identifying possible changes in practice.

Time: 6 hours

Level: Introductory

What children's perspectives tell us about inclusion (E243_1_1.0)

The underlying premise of this unit is that we are all experts in different ways, and that our different experiences and understandings are of value. Inclusive education is presented and discussed as under construction, both in educational settings and as a concept. The materials to be found in this unit are largely rooted in the social model of disability and human/disability rights frameworks.

Time: 4 hours

Level: Introductory

Play, learning and the brain (E500_10_1.0)

This unit examines the area of the brain based learning with a particular focus on the development of the young child's brain and is of particular relevance to those who work with young children. We begin by looking at the structure and functions of the brain, and the impact that sensory deprivation can have on these. We consider the implications of current understandings of brain development for teaching and learning, particularly in an early years setting, and finish by exploring the value of play (particularly outdoor play) in children's learning and the development of their brains.

Time: 15 hours

Level: Intermediate

Teaching using digital video in secondary schools (E500_12_1.0)

This unit explores the role of digital media as a teaching tool, focussing on video in particular. we will examine the process of how you can start to use digital video in the classroom, and how to manage your project from objective setting, through story boards and filming, to assessing the success of your project.

Time: 10 hours

Level: Intermediate

Active, healthy lifestyles (E500_13_1.0)

In this unit, aimed at teachers of Physical Education, we begin by looking at some of the common misconceptions relating to fitness and activity levels together with accepted definitions of these concepts. We consider how active young people should actually be, and discuss how PE teachers can ensure they are making an effective contribution to this area of public health.

Time: 10 hours

Level: Intermediate

Teaching for good behaviour (E500_14_1.0)

The quality of our teaching inevitably has an impact on the behaviour of our students. This unit considers some of the factors that can contribute to misbehaviour in the classroom and some of the steps that we can take as teachers to re-engage students with the learning process. This unit considers the format of lessons, how lessons are delivered, how to present lesson content in an interesting and creative way, and the development of "engaging lessons".

Time: 10 hours

Level: Intermediate

Inclusive education: knowing what we mean (E848_1_1.0)

This unit introduces you to the contested area of educational inclusion. You will look at differing perspectives on inclusion, in particular the way that medical and social models have influenced and shaped current thinking. You will also think about barriers to inclusion and the difference between integration and inclusion. In addition, you will consider some of the key documents, such as the Salamanca Statement, that underpin current thinking in this area.

Time: 8 hours
Level: Advanced

Teaching and learning with ICT (E850_1_1.0)

This course was part of the MA Programme in Education but could also be studied on its own. The last presentation of this course was September 2002.

Time: 200 hours
Level: Intermediate

Professional development with ICT (E851_1_1.0)

This course was originally part of the MA Programme in Education but could also be studied on its own. The last presentation of this course was February 2004. The course aimed to develop a teacher's understanding of issues fundamental to the analysis of change in the school. Both professional and school development were considered, linking teaching using ICT (information and communication technology) to theoretical concepts. Methods such as 'evidence-based' practice and critical evaluation were explored in relation to personal and school priorities.

Time: 200 hours
Level: Introductory

Early professional development for teachers (E853_1_1.0)

This course was presented between 2001-2003, at postgraduate level. On completion of the course teachers received the Certificate of Continuing Professional Development (Teaching and Learning), which could also count (30 points) towards the Master's Programme in Education. The original course was suitable for teachers in the early stages of their careers who wanted to structure their continuing professional development. It was suitable for all subject teachers, and was designed in consultation with several curriculum associations.

Time: 200 hours
Level: Introductory

Why teach art? (TL_ARTT1_1.0)

What value does art have in the school curriculum? This unit, primarily aimed at colleagues teaching art in schools, explores the justification for including art in the school curriculum together with some of the current criticisms commonly heard.

Time: 6 hours
Level: Introductory

Careers education and guidance (TL_CAREERS_1.0)

Successful transitions – whether from lower secondary to upper secondary; at age 16; into work-based training or university; or into work at any age – are life-enhancing for individuals and crucial to our future social and economic well-being. They are also an indicator of a good school. Careers education and guidance (CEG) is therefore at the heart of a school's personal development programme and all teachers have a role in securing successful transitions for their students.

Time: 8 hours
Level: Intermediate

Democracy? You think you know? (TL_CIT4_1.0)

Participating in the democratic processes is seen as being a fundamental aspect of citizenship. All pupils need a broad knowledge and understanding of the rights, responsibilities and duties of citizens, as well as an understanding of forms of government. Notions of citizenship have been forged alongside the expansion of the right to vote and the development of our ideas about democracy. In this unit we explore different interpretations of democracy and strategies for involving pupils in consideration of these issues within the citizenship curriculum.

Time: 8 hours
Level: Intermediate

Teaching citizenship: work and the economy (TL_CIT5_1.0)

The issue of 'citizenship, work and the economy' is often neglected in everyday discussions of citizenship. But a moment's reflection should demonstrate how important it is. The vast majority of us will spend the bulk of our adult lives working in some context or another, and our engagement with economic activity more generally is obvious (and not just as consumers). Many young people are also intimately tied up with work. School children often have part-time evening, weekend or holiday jobs of their own. They are all likely to spend some time on work-experience programmes. Their parents will normally have to engage with work to support their families. But do they know much about their rights and responsibilities at work? This unit explores aspects of work, including child labour and its relationship to citizenship for those teaching this subject in secondary schools.

Time: 10 hours
Level: Intermediate

Dance skills (TL_DANCE1_1.0)

Dance communicates ideas through movement and is an expressive art form. Students need to learn how to use their body in a safe and healthy way, whilst developing a wide-ranging movement vocabulary. The use of different dance techniques can be an effective way of building vocabulary and developing different kinds of skills and abilities. Technical dance skills can form the foundation on which to develop and enhance each individual's performance. As dance teachers, we may have a range of skills, but it isn't always possible to possess expertise in every type of dance style and technique. Having the knowledge and experience to teach African Dance forms, Jazz Dance or Hip Hop to students is a great way of introducing them to a variety of styles and can be a rich and rewarding process. However, many teachers in schools and colleges work within a Contemporary Dance style because it will have been the basis of their education and training; it is also the point of reference for this unit.

Time: 12 hours
Level: Intermediate

School geography: exploring a definition (TL_GEOGSK6_1.0)

This unit explores school geography, focusing upon how geography is currently being taught and understood. While studying this unit you will read about the significance of geography as a subject, looking at differing views as to exactly which disciplines make up geography. The unit also includes a lesson plan and a look at definitions of geography as a medium of education.

Time: 9 hours
Level: Intermediate

Geography in education: exploring a definition (TL_GEOGT1_1.0)

This unit is aimed at geography teachers, or those with an interest in studying or teaching geography. This unit looks at the contribution that geography can make in the education of young people and the characteristics and purpose of geography as a subject.

Time: 9 hours
Level: Intermediate

Encouraging book talk in the school library (TL_LIBRARY_1.0)

As adults we sometimes struggle to justify our feelings about particular books, but children are quite clear about what they like and don't like. It is possible to get children to discuss why they liked or did not like particular books and to encourage them to think more deeply about the books they read. This unit offers ideas and activities to engage pupils in discussing books. It is aimed at librarians, teaching assistants and other adults working with pupils in school libraries.

Time: 4 hours
Level: Introductory

School business manager: developing the role (TL_MANAGER_1.0)

There is an ongoing 'revolution' in the running of state schools and this is making the position of the school business manager both significant and necessary. Government thinking, together with profound changes in society generally, will affect every institution both in terms of pedagogy and the physical environment, particularly technology and levels of security employed. This unit will look at how you – an existing or aspiring business manager – can work effectively to support school activities and stakeholders, and in particular how you can support and manage aspects of the change agenda in your school to improve teaching and learning outcomes.

Time: 8 hours
Level: Introductory

Using visualisation in maths teaching (TL_MATHT9_1.0)

This unit looks at visualisation as it relates to mathematics, focusing upon how it can be used to improve learning. It will also identify ways in which to make more use of visualisation within the classroom.

Time: 6 hours

Level: Intermediate

Teaching languages: language awareness (TL_MFLT5_1.0)

This unit explores phonic and historical connections between languages and suggests how such knowledge might be used when teaching MFL.

Time: 12 hours

Level: Intermediate

Introduction to accelerated learning (TL_RE_T4_1.0)

We know that the brain has a hugely important role to play in the students' learning that goes on in our classrooms. However, surprisingly, scientists still know relatively little about the workings of the brain, and most of what we do know has been discovered only in the last 15 years. Our challenge is to ensure that what we do know about the brain is translated into classroom practice and used to maximise student learning – this is the idea at the heart of Accelerated Learning. This unit introduces some of the principles of accelerated learning and explores techniques for you to try out with your pupils.

Time: 6 hours

Level: Introductory

A global dimension to science education in schools (TL_SCIT5_1.0)

Is your science teaching very 'Western-oriented'? This unit is aimed at those teachers who would like to give a more global feeling to their teaching. You will learn how to source scientific articles with a greater emphasis on science and technology beyond the Western world and experience how such articles can be incorporated into teaching within the National Curriculum.

Time: 8 hours

Level: Intermediate

Children and violence: an introductory, international and interdisciplinary approach (U212_1_1.0)

Children are subject to many forms of adversity, for example, poverty or ill health. However, a significant form of adversity experienced by children in many different regions of the world is violence. The form of violence against children varies widely and is hugely disparate. In this unit, the focus is on three different environments where children experience violence: at home, among peers at school and in the wider society (in the context of armed conflicts). The text considers the experiences of children both locally and globally. For this reason, violence against children should not be considered a phenomenon that is remote. Sadly, children may experience violence in their families and among their peers, and may also become involved in armed conflict. The unit considers in detail the daily experiences of violence which can have negative impacts on the physical or emotional health of children and moves from ideas about children and violence in very localized contexts – within families and with peers at school – through to the broader community and on to the international perspective. It also analyses the different roles that children take on in relation to violence, such as victim, perpetrator, witness, colluder and peacemaker.

Time: 20 hours

Level: Intermediate