

MHSC101 Health and Social Care Education

ECTS Value: 5 ECTS
Self-Study Hours: 70

Contact Hours: 25
Assessment Hours: 30

Overall Objectives and Outcomes

This module is intended to develop pedagogical skills to carry out teaching in health and social care by educators. In the context of teacher education, a central issue is a definition of what are the skills that a teacher needs to know to teach (knowledge base). Thus, this module aims to contribute to: the construction of pedagogical knowledge (or understand how the Pedagogical Content Knowledge, PCK¹, was built); the elaboration of pedagogical plan consistent with the characteristics of the students and of the educational institution addressed; and the development of innovative and creative pedagogical practice through an exploration of different methodologies and resources for teaching in health and social care.

By the end of this module, the learner will be able to:

Competences:

- a. Develop and propose new teaching strategies which allow students establish their highest level of achievement through vocational learning;
- b. Produce different pedagogical resources to cater for all the different learning abilities of students;
- c. Plan and implement methods of teaching students referring to vocational pedagogy.
- d. Develop innovative skills and be creative in teaching Health and Social Care topics to students.
- e. Develop and propose new teaching strategies which allow students establish their highest level of achievement through vocational learning;
- f. Produce different pedagogical resources to cater for all the different learning abilities of students;
- g. Plan and implement methods of teaching students referring to vocational pedagogy.
- h. Develop innovative skills and be creative in teaching Health and Social Care topics to students.

Knowledge:

- a. Systematically understand the relationship between the pedagogy chosen for a particular topic and the theories behind them.
- b. Systematically understand through continuous evaluation the needs of students to be successful in their learning;

Skills:

- a. Plan adequate lesson plans for a specific Health and Social Care topic;
 - b. Use the pre-determined controlled learning outcomes and develop corresponding pedagogy methods using specific criteria.
 - c. Demonstrate critical awareness in relation to the different pedagogical methods in relation to students' abilities;
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Assessment Methods

This module will be assessed through: Assignment and Portfolio

Suggested Readings

Core Reading List:

1. Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Academic: 4th Edition (English Edition), 232 pages. ISBN: 9781501314131
2. Gierhart, A. R. (2020). *The 'dialogic' Of Pedagogical Design: Elementary Teachers Who Consistently Integrate Digital Technologies*. Illinois State University, School of Teaching and Learning: Theses and Dissertations. 1198, 360 pages. Available from: <https://ir.library.illinoisstate.edu/etd/1198>
3. Giroux, A. H. (2010). Rethinking Education as the Practice of Freedom: Paulo Freire and the promise of critical pedagogy. *Policy Futures in Education*, 8(6):715-721. DOI: <http://dx.doi.org/10.2304/pfie.2010.8.6.715> Available from: [Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy \(sagepub.com\)](http://www.sagepub.com/journalsPermissions.nav?lang=EN&url=/openurl?url=doi:10.1177/1474904510382811)
4. Lawrence-Wilkes, L., Ashmore, L. (2014). *The Reflective Practitioner in Professional Education*. Palgrave Macmillan, UK: 1st Edition, 84 pages. DOI: <http://dx.doi.org/10.1057/9781137399595>
5. Parker, M., Patton. K. & O'Sullivan, M. (2016) Signature pedagogies in support of teachers' professional learning. *Irish Educational Studies*, 35(2):137-153. DOI: <https://doi.org/10.1080/03323315.2016.1141700>

Supplementary Reading List:

1. Cross, V. (2013) *Practice educators in an uncertain world: still too much to ask?* International Journal of Practice-based Learning in Health and Social Care, 1 (1). pp. 29-36. ISSN 2051-6223
2. Fernandez, C. (2014) *Knowledge Base for Teaching and Pedagogical Content Knowledge (PCK): Some Useful Models and Implications for Teachers' Training*. Problems of education in the 21st century, Volume 60, 2014.
3. Jenkins, D. M. (2012) Exploring Signature Pedagogies in Undergraduate Leadership Education. *Journal of Leadership Education*, 11(1), 1-27.
4. Petty, N. (2012) *Developing expertise in musculoskeletal clinical decision making*. Two-day course, King Faisal Specialist Hospital and Research Centre, Riyadh, Saudi Arabia, April 2012.
5. Petty, N. (2012) *Enhancing our knowledge of knowledge: what do we know and how can we know more?* Workshop for Physiotherapy UK Annual Congress, Liverpool, October 2012.
6. Meijer, M.J., Kuijpers, M., Boei, F., Vrieling, E., Geijssel, F. (2017). Professional development of teacher-educators towards transformative learning. *Professional Development in Education*, 43:5, 819-840. DOI: <https://doi.org/10.1080/19415257.2016.1254107>