



UCET – TAKING FORWARD LEARNING FROM NEW WAYS OF WORKING IN 2020

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NATIONAL COVID CONTEXT



Literature suggests that the pandemic has led to:

- Emergency remote teaching (*Bozkurt and Sharma 2020*) / Emergency eLearning (*Murphy 2020*) that highlights difficulties with poor online teaching infrastructure and issues with teachers' competencies in the use of digital instructional formats (*Huber and Helm 2020*)
- An information gap - limited information and resources provided to all students
- Complex home teaching and learning environments (*Zhang et al. 2020*)
- Sutton Trust reported that 70 per cent of students were concerned about their mental health and wellbeing (February 2021)
- The importance of teachers/tutors and learners to engage actively in relationships in order to support meaningful educational experiences
- Emphasising the significance of pedagogical approaches that are:
 - contextualised (e.g., drawing on teaching experiences),
 - personalised (e.g., recognises individual differences),
 - social (e.g., interaction with others),
 - formative (e.g., focus on the process),
 - and integrated (e.g., developing formal and informal ways of learning) *Carrillo & Assunção Flores (2020)*.

MANCHESTER MET



Initial Teacher Education (ITE) at Manchester Met:

❖ Primary Education

3 year BA (Hons) with QTS

3 year BA (Hons) Mathematics with QTS

1 year PGCE with QTS

1 year SD with QTS

❖ Secondary Education

1 year PGCE with QTS over 20 subject specialisms available

3 year BSc (hons) Secondary Mathematics

We have over 1500 students within our Initial Teacher Education provision each academic year. We co construct and deliver our MMU curriculum with over 800 partnership schools.

What has Covid meant for our ITE programmes?

- ❖ Predominantly remote teaching and learning for most units.
- ❖ Block teaching model across the University – ITE were exempt for some units.
- ❖ Primary education prioritised our Personal Tutoring units for on campus contact, Secondary education their subject unit.
- ❖ Teaching Experience has continued. These have become bespoke, flexible and fluid according to each student and school's preferences and needs.

TEACHING AND LEARNING



Integration
of units



Academic
Progression
Package



Teacher Skill
workshops
and
Placement
Progression
Package



Optionality



Scenarios

TEACHING EXPERIENCE



Adaptive
placement
models

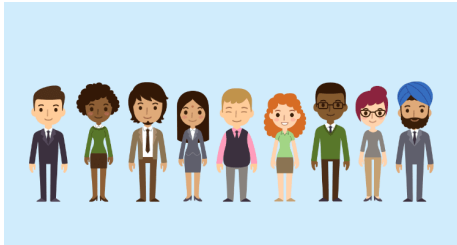


Programme
materials



Virtual visits

STUDENT EXPERIENCE



Underrepresented
groups



Peer Assisted
Learning



Buddying



Super Tutors

THE WAY FORWARD



- ❖ Blended approach to delivery – the value of virtual
- ❖ Flexible Placement Models
- ❖ Mental Health and Wellbeing for all
- ❖ Developing the buddying approach
- ❖ The role of the Personal Tutor and University Visiting Tutor
- ❖ Supporting and expanding our support systems to accommodate the needs of our future students and Alumni – pre and post programme