Module Planner for 2015-16

Semester A

4EDU1025 How People Learn: An Exploration of Learning Theories

This extended module makes use of practical activities and theoretical knowledge to enable students to understand how learning theory links with the practice of learning. Students will gain a theoretical understanding of learning theories and how these connect with learning as an adult. This is further contextualised with understanding the role of the university; students are supported in developing good academic attributes.

4EDU1026 Contemporary Ideas in Education

This module will enable students to investigate current educational policies. Students will begin to consider the impact of educational policies on education by tracking educational policies from inception to implementation. Alongside this study, students will begin to understand the relationship between current educational need and the changing role of the teacher.

5EDU1002 Health and Well-being in the Early Years

This module is designed to introduce students to the holistic view of children in the context of Early Years practice. The module will include, for example, investigation of current and emerging theory and research and policy relating to the health and wellbeing of children in the Early Years. Implications for practice will also be considered. Embedded in the module is the expectation that students will learn, for example, how to draw on a range evidence to substantiate their view through the interrogation of texts, discussing issues in seminar and in whole class groups and individual research and study.

5EDU1004 Education: International Perspectives

This module uses the study of national and international educational contexts to allow students to further examine key educational concepts. The module develops cross-cultural comparative understandings of different educational systems and provision. Through the study of global issues in education, an understanding of global citizenship will be developed.

5EDU1007 Methods of Educational Research

This module enables students to have an overview of research methodologies commonly used in educational settings and gives them knowledge and understanding of the key principles of observing, interviewing, text analysis and using simple questionnaires. Students will be expected to use both methodological literature and literature on a chosen topic to inform their research. Students will design and evaluate a pilot study of one data collection instrument. This module is designed to feed into the level 6 research modules.

6EDU1011 Research Project

In this module you will design and use an appropriate research strategy to carry out a small scale enquiry in an educational context. You will be required to critically engage with published literature on one educational issue of your choice. You will consider the issues involved in educational research and the assumptions underpinning common methodologies used in this context. An understanding of the key principles of observing, interviewing, text or discourse analysis and using simple questionnaires will be developed. You will use data gathering instruments to explore a chosen topic in an educational context and reflect on the implications of the project for future research or practice. Assessment: Design and carry out a research project into an area of interest in education and/or learning. You should show sensitive consideration of ethical issues. 3000 words
6EDU1057 Citizenship, Values and Morals in Education

Students will gain an understanding of citizenship, values and morals and develop their critical thinking in relation to education. This module aims to explore your own experiences and how the different concepts and perspectives affect teaching and learning, educational policy and practice. Students will explore what citizenship, morals and values mean in schools and in other diverse settings. They will investigate and criticise fundamental questions that are explored in policy, practice and self-reflection. Students will critically analyse a range of philosophical and educational literature and create their own ideas and arguments concerning citizenship, morality and values in education.

6EDU1056 Learning Through the Arts

Students will engage in practical seminar/workshops which will develop their subject knowledge and skills in the arts and education. Typical activities might include creative art, music, movement and dance and drama. Students will consider the value of arts with an emphasis on the development and learning of the whole child. Students will explore recent research, key influences and integrating theory, policy and practice. They will critically reflect on their own personal and professional experience in relation to these issues. Summative assignment: a presentation and reflection (equivalent to 3500 word count)

6EDU1040 Therapeutic Approaches

Some approaches to learning may be described as therapeutic approaches. These approaches draw mainly from Psychodynamic psychology and from Humanistic psychology. Such approaches include creative approaches e.g. Art, Drama and Music Therapy. This module guides you to study the theory and practice of therapeutic approaches, and to study examples of different practices. The module invites practitioners e.g. a Music Therapist and a Play Therapist to give guest presentations. Therapeutic approaches can be selected as appropriate to help some children with Special Educational Needs and Disabilities as well as some children or young people who have experienced trauma. There will be an opportunity through role-play to develop your understanding by putting yourself in the place of the child, the therapist and the observer. Summative assessment: An essay which asks you to evaluate the role of therapeutic approaches in education

6EDU1004 Positive Relationships in Early Years

This module will support you to develop your knowledge and understanding of the role of positive relationships in the Early Years Foundation Stage and prepare you to apply some of your learning in practice. You will explore the practitioners’ relationships with babies and young children, parents and colleagues building on your own practice experience and on relevant research into relationship theories, including attachment, containment, attunement, building resilience and conflict management. The learning methods are varied and include learning groups, presentations, discussion, role play, observations and lectures. The module is particularly relevant to the EYFS strands ‘Positive Relationships’ and ‘Enabling Environments’ (social interactions). As this module draws greatly on your own experience it would be helpful to have current or recent experience of working or volunteering in an early years setting. Formative assessment: drafts for the summative assessment. Summative assessment is in two parts: a poster exploring a difficult conversation between practitioner and parent (1,250 word equivalent); and a written reflection on the observed interaction between practitioner and child (2,250 words).

6EDU1003 Creative Practice in Early Years

This module encourages students to reflect on their current practice in early years and to consider ways in which they could make this more creative or exciting for children. In addition to this, the module looks at supporting children’s creativity and the adult role in this. Sessions include discussion on sustained shared thinking, co-
construction of learning and the ‘creative’ environment, all of which are linked to current theory. This is a module studied as part of the Early Years pathway and thus is much more relevant if students are involved in an early years setting on a regular basis.

Formative assessment: Present to small groups a short paper on an aspect of creativity
Summative assessment: Students produce a poster which tells the story of a creative resource or idea which they have introduced to their setting 40% and a written reflective account of 2,000 words explaining their understanding of the term ‘creative practice’ and the impact this will now have on their practice 60%
Semester B

4EDU1023 Educational Pioneers: Influential Figures in Education Through Time

In this module students will explore a range of historical figures and their impact on shaping educational provision and their influence on education within their lifetime and beyond. Students will focus on important educational figures from a range of historical periods and educational settings. Students will examine the political, social and economic backgrounds of these figures to show how these influenced their contribution to education. The module will include seminars, tutor input and guided independent activity, focusing on collaborative and reflective learning.

4EDU1024 What is Education for?: Philosophies of Education

This module explores the rich philosophical history which influences many aspects of education. The module explores the purpose of education and the philosophical methodology to support students in developing their knowledge and understanding of writing for and thinking about education in its widest forms.

5EDU1003 Early Years: A Child’s World

The aim of the module is for students to explore, recognise and evaluate how different environments can shape young children’s learning. They will also evaluate the role of adults (for example early years practitioners, parents, play therapists) in supporting and extending young children's learning. The module will include, for example, visits, workshops, first-hand practical experience, tutor input and guided independent activity, focusing on experience and practice.

5EDU1010 Inclusion, Diversity and Equality in the Workplace

This module is intended to enable students to learn about inclusion, diversity and equality in educational and non-educational settings. It will consider guidance, legislation and policies and current issues in relation to inclusion, diversity and equality and enable participants to make links between policy and practice. Participants will reflect upon their workplace experience and develop and awareness of how to promote inclusion, diversity and equality in relation to for example vulnerable groups and protected characteristics. It will enhance participants’ understanding of discrimination in the workplace.

6EDU1011 Research Project

In this module you will design and use an appropriate research strategy to carry out a small scale enquiry in an educational context. You will be required to critically engage with published literature on one educational issue of your choice. You will consider the issues involved in educational research and the assumptions underpinning common methodologies used in this context. An understanding of the key principles of observing, interviewing, text or discourse analysis and using simple questionnaires will be developed. You will use data gathering instruments to explore a chosen topic in an educational context and reflect on the implications of the project for future research or practice. Assessment: Design and carry out a research project into an area of interest in education and/or learning. You should show sensitive consideration of ethical issues. 3000 words

6EDUEDU1007 Enhancing Learning through Technology

This module will allow students to critically analyse how aspects of learning with technology relate to theories of learning. Students will consider how learning technologies are deployed, the drivers behind the adoption of particular learning technologies and the impact they might have on learning. Consideration will be given to how learning technologies have changed education in the past and might change education in the future. As part of the module students will be asked to use technology to learn in familiar and unfamiliar areas and critically reflect
on their personal reaction to their experiences. An important aspect of the course will be to keep an open blog, receive feedback on their comments and, crucially, to provide ongoing feedback to the other students.

6EDU1010 Psychology for Education

Psychology is about different ways of understanding people. This module explores perspectives from educational psychologies which are useful to people who work in educational settings. It refers to a number of perspectives e.g.: Psychodynamic Psychology, Behavioural Psychology, Developmental Psychology, Humanistic psychology. Knowledge and understanding from the module will be helpful to an understanding of how human relationships work as well as how learning works. Sometimes, learning is difficult, and here psychology offers specific suggestions. For example, there is a significant contribution from psychology to the education of children with Special Educational Needs and Disabilities.

The assessment in this module asks students to write an essay on the relevance of psychology to education and to illustrate their answer with reference to their study of two selected psychological perspectives.

6EDU1001 The Unique Child: Inclusive Practice in Early Years

The aims of this module are to enable students to explore Inclusive Practice, diversity and meeting the individual needs of children in Early Years. You will explore your own values, attitudes and beliefs towards diversity and inclusion and how these can affect practice in the Early Years. This module will challenge your views and enhance your understanding of inclusive practice in Early Years. The taught sessions include specialist speakers with a range of experience relating to diversity and individual needs which will enable you to identify close links between theory and practice. If you are interested in working with children in the Early Years and want a module that will challenge your thinking and support inclusive practice, this could be the one for you.

Formative assessment: Produce a plan for the content of the information sheet and the essay
Summative assessment: Produce an information sheet which is designed for parents of children in an Early Years Setting.
30%
Critically analyse inclusion in early years 70%

6EDU1009 Children’s Literature: A Critical Evaluation

Do you love children’s books? Do you want to find out more about how authors engage children as readers? This module gives you the opportunity to critically examine a broad range of great children’s literature and investigate the theories that underpin how children respond to different types of texts. You will explore different authors and illustrators, current and classic children’s texts, different genres including fantasy and traditional tales. There will be sessions on poetry and world literature for children, picture books, and children’s engagement with popular culture. Formative assignment: Evaluate provision for children in a local library
Summative assignment: 3500 word critical analysis of an author or theme of your choice. This module is suitable for everyone. No previous knowledge is required – just a passion for brilliant books!

6EDU1002 Leading Practice in the Early Years

The module will include investigation of theory, research and practice relating to leadership in the Early Years. Embedded in the module is the expectation that you will learn how to draw on a range of evidence to substantiate your views through reflecting on group work, the interrogation of texts and discussion of issues in seminars, whole class groups and individual research and study.

Formative assessment: Write a plan for the structure of the assignment
Summative assignment: an essay of no more than 3,500 words evaluating an area of practice, how to improve it and a self-evaluation of your leadership style.
Semester A and B

6EDU1012 Dissertation
The aim of this module is to enable you to conduct an investigation into an educational topic. This shows how you have conducted your research in a sustained and systematic manner. It builds on the ‘Research’ module you did at level 5. Taught sessions will cover all aspects of the research process, including: literature review, methodology, analysis and interpretation of data. The formative assessment is a presentation your chosen topic and methodology to a small group of peers. It is both peer and tutor assessed, but does not contribute to your final grade. This module is suitable for those students who are able to engage in sustained independent work on a topic of their own choosing. You will also have support from an individual dissertation supervisor, when the taught sessions are finished. Summative assessment: 8,000 words dissertation