

Module Catalogue

*School of Education*

**A DIRECTORY OF UNDERGRADUATE MODULES FOR EXCHANGE AND STUDY ABROAD STUDENTS**

SEMESTER A, B AND AB 2022/23

**BAECE**

4EDU2006 Promoting Children's Wellbeing in the 21st Century

4EDU2008 Supporting Children: Play, Learning and Development

4EDU2009 The Child's World: Family, Culture and Community

4EDU2007 Working with Children: Exploring Identity, Values and Voice

5EDU1025 Children's Wellbeing

5EDU1024 Pedagogical Approaches

5EDU1022 Psychological Perspectives

5EDU1023 Transitions in Early Childhood

6EDU2000 Building Relationships with Carers and Professionals

6EDU1064 Developing my Pedagogical Creed

6EDU1068 Diversity and Inclusion

6EDU1078 Research Project

6EDU1109 Special Educational Needs and Disability

**BA Education**

4EDU1035 (15) The Meaning of Education                              Sem A

4EDU1037 (30) Contemporary Issues in education             Sem B

4EDU1038 (15) Inclusive Approaches to Education             Sem B

5EDU1044 (30) Autism and Human Experience                    Sem A

5EDU1045 (15) Historical and Cultural Studies in Education           Sem A

5EDU1046 (15) Psychology of Education                                 Sem A

5EDU1047 (30) Curriculum and Assessment                          Sem B

5EDU1048 (15) Philosophy of Education                                 Sem B

INTRODUCTION

This module directory is specifically designed for exchange students to select modules at School of Education, University of Hertfordshire.

### Please see the box below explaining the module codes:

|  |
| --- |
| 5EDU1012 |
| **5** | **EDU** | **1012** |
| Module level | School of study | Module code |

1. As an exchange student you can choose modules from levels 5, 6 and exceptionally at level 4.

|  |  |  |
| --- | --- | --- |
| **Level 4** | **Level 5** | **Level 6** |
| First Year module | Second year module | Third Year module |

1. Co-requisites, pre-requisites and prohibited combinations.

Some of the modules may have co-requisites or pre-requisites which you will find indicated in each module. Please note for you, as an exchange student, *if a module has co-requisites or pre-requisites you must have previously studied the subject and have completed the relevant module(s) at your home institution.* When sending your application, please include a copy of your transcript to show that you have taken the minimum required co-requisites or pre-requisites module(s) at your home institution. Additionally, we may require you to provide a module description in order to evidence prior study.

If you are in the process of completing the required module(s) at the time of the application and you do not have the final copy of the transcript, please include a letter from your home institution clearly listing the modules that you are registered on.

**Prohibited combinations-** please note if there are modules listed under prohibited combinations you can only study one of the modules.

**BAECE**

**6EDU2000 Building Relationships with Carers and Professionals**

Semester A

30 Credits

**Module Aims:**

The aims of this module are to enable students to develop your capacity to work effectively to work with and lead others in the provision of early childhood learning and development.

**Intended Learning Outcomes:**

Successful students will typically critique and evaluate a range of partnership and leadership models, concepts, and approaches; critically analyse practice in relation to working with parents, colleagues, and professionals from different agencies with reference to relevant literature and research, and understand ways of enhancing collaboration with, and between, parents, colleagues, and professionals from a range of agencies. **Skills and Attributes:** Successful students will typically be able to adapt communication skills to meet the different needs of parents, colleagues, and professionals; be able to reflect on ways of working in partnership with others and to demonstrate qualities of leadership and be able to devise a personal development plan that identifies strategies for effective work with other professionals.

**Module Content:**

This module will enable you to understand and develop effective partnerships with parents, colleagues, and professionals to benefit young children. This module will enhance your confidence, knowledge, and skills as a pedagogical leader in the early years sector. You will explore and critique theories, models of working and recent research into parental engagement, pedagogical leadership and interprofessional collaborations and effective practice. Themes will include relationship building, barriers to parental engagement, communication strategies, partnership concepts and team development.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**5EDU1025 Children's Wellbeing**

Semester B

30 Credits

Module Aims:

Explore the health, wellbeing, and holistic view of children in early childhood.

Intended Learning Outcomes:

Successful students will typically: Demonstrate detailed knowledge of current and emerging theory, research and policy relating to health and wellbeing in early childhood. Examine the importance of the holistic view of the child to support well-being and provide an inclusive and supportive environment for children and families. Demonstrate detailed knowledge of safeguarding children and inter-professional working and the challenges of these in early childhood practice. Skills and Attributes: Successful students will typically: Analyse practice in the light of policy frameworks and research Critique the concept of wellbeing in relation to child development

Module Content:

This module is designed to build on the holistic view of children in the context of early childhood practice which was introduced at level 4. You will investigate current and emerging theory, research and policy relating to the health and wellbeing of children and explore the implications for practice. Embedded in the module is the expectation that you will learn how to draw on a range of evidence to substantiate your view through the interrogation of texts, discussing issues in seminar and in whole class groups and individual research and study. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Module content will focus on the health and wellbeing of children and how wellbeing affects development. This module will develop your knowledge of safeguarding children and you will consider the role of the practitioner in this area. As well as being encouraged to relate placement experience to theory and classroom learning, you will use StudyNet, video materials, policy documents, research papers and case studies to contextualise and broaden your learning and skills.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**6EDU1064 Developing my Pedagogical Creed**

Semester B

30 Credits

**Module Aims:**

The aims of this module are to enable students to gain an understanding of philosophy of education in an early childhood education context. Express their own pedagogical creed

**Intended Learning outcomes:**

Successful students will typically gain a systematic understanding of the nature of philosophical educational enquiry in early childhood education Analyse and evaluate multiple national and global perspectives and competing philosophical positions in relation to early childhood Critically explore issues in relation to rights, diversity, equity, and inclusion affecting the work with young children, their families, and communities. **Skills and**

**Attributes:** Successful students will typically communicate their arguments, effectively, orally and in writing. Solve problems by clarifying questions, critiquing alternative arguments, and reflecting on beliefs and values.

**Module Content:**

In this module you will engage with concepts in early childhood education, using philosophical ideologies. You will explore and critique concepts central to early childhood education theory and practice. Topics may include children’s rights, differing concepts of childhood; social, cultural, political, and economic factors affecting early childhood education and care. This module consolidates skills of criticality, reflection and professional development through philosophical educational exploration and provides scope for you to reflect on their development over the course of your undergraduate studies.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**6EDU1068 Diversity and Inclusion**

Semester A

30 Credits

**Module Aims:**

The aims of this module are to enable students to explore inclusive practice and diversity in early childhood settings and examine how practitioners can meet the individual needs of all children.

**Intended Learning outcomes:**

Successful students will typically critically explore current and emerging theory, research and policy relating to inclusion and diversity in early childhood Propose ways of meeting the individual and special educational needs of children, synthesising information from research, curriculum guidance and policy. Identify the importance of children’s rights in relation to individual needs. **Skills and Attributes:** Successful students will typically constructively critique theories and research in relation to the module content Be able to identify how their own beliefs and values can impact on the children with whom they may work.

**Module Content:**

This module is designed to enable students to understand how inclusion and diversity need to be embedded in early childhood practice. The module will include investigation of current and emerging theory, research and policy relating to these areas. Throughout the module there is the expectation that students will draw on a range of evidence to substantiate their view through the interrogation of texts, discussing issues in seminar and in whole class groups and individual research and study.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**5EDU1024 Pedagogical Approaches**

Semester A

30 Credits

**Module Aims:**

The aims of this module are to enable students to critically evaluate different approaches to caring for young children aged 0-7 years and supporting children’s learning and development Enhance their understanding of their own pedagogical preferences and develop their own pedagogical creed.

**Intended Learning outcomes:**

Successful students will typically demonstrate an awareness of pedagogical concepts, learning theories and curricula in relation to young children from 0-7 years from a range of different countries Identify and analyse the underpinning theory as well as economic, cultural and societal influences on different pedagogical approaches and curricula in early childhood Identify and assess the application of different pedagogical approaches and curricula in early childhood practice Examine the role of the practitioner in relation to different pedagogical approaches. **Skills and Attributes:** Successful students will typically present a clear and cohesive verbal argument collect and synthesise information about different curricula and pedagogical approaches from a variety of sources contrast and compare different perspectives and approaches reflect on and assess their own values and pedagogical creed.

**Module Content:**

This module will enable you to build on your knowledge of early childhood environments in the UK and develop your understanding of different pedagogical approaches and curricula. These will be drawn from a wide range of different countries and perspectives, for example, Montessori’s approach, the Reggie Emilia philosophy, Te Whariki, and the Early Years Foundation Stage in the UK. The curricula and approaches are examined to reveal underpinning concepts of children, teaching and learning in the relevant cultural, historic, political, and economic context. You will reflect on your practice or placement experience to understand and critique the application in practice of different theoretical approaches and the role of the adult within them.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**4EDU2006 Promoting Children's Wellbeing in the 21st Century**

Semester A

30 Credits

**Module aims**

The aims of this module are to enable students to identify and understand the challenges and complexities of promoting and maintaining children’s physical and mental health and wellbeing for development and learning in the context of 21st Century society.

**Intended Learning Outcomes**

Successful students will typically: Know and understand current safeguarding legislation, policy, and procedures; Know and understand theories of wellbeing in relation to young children and early childhood practice and know and understand the role of the adult in supporting children’s mental and physical health as well as their personal, social, and emotional development. **Skills and Attributes:** Successful students will typically: Demonstrate knowledge of multi-professional working to support children’s wellbeing, Evaluate the role of practitioners in supporting children’s health and wellbeing and Identify barriers to physical and mental health wellbeing.

**Module Content**

In society and early years education ‘wellbeing’ and ‘safeguarding’ are terms we hear a lot; have you ever wondered what ideas sit within these concepts and how they are linked? Have you ever wondered how we might recognise our own wellbeing and how this might influence the wellbeing and safety of the child? In this module we explore similar questions as you are invited to explore the complex and diverse situations that children are born into and grow up in. You will have space to acknowledge the subjectivity of wellbeing and build confidence to understand and act upon objective measures for safeguarding. You will gain a firm grounding in knowing and recognising the extent of the roles and responsibilities of a practitioner and with whom they should share their concerns and make referrals. You will be able to explore how adverse circumstances affect children and their well-being and safety. As the nurturing of children’s voice is important to development and a right under international law, you will consider your role in supporting children to protect themselves through successful growth of personal, social, and emotional development.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**5EDU1022 Psychological Perspectives**

Semester A

15 Credits

**Module Aims:**

The aims of this module are to enable students to Use psychology as a critical tool to explore educational issues and to gain a deeper understanding of values and interactions in early childhood education.

**Intended Learning outcomes:**

Successful students will typically examine the value of different psychological perspectives Apply psychological theory to development, learning and care in early childhood Develop interventions supporting children’s development and well-being. **Skills and Attributes:** Successful students will typically articulate and justify their opinion on different psychological perspectives.

**Module Content:**

This module uses psychology to provide perspectives on different ways of understanding children and adults in early childhood settings. You will use psychological theory as a critical tool to examine young children’s learning, care, and education. The engagement with psychological concepts and perspectives will help you to understand potential connections and discontinuities as well as enable you to plan appropriate interventions to support young children.

Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**6EDU1078 Research Project**

Semester B

30 Credits

**Module Aims:**

The aims of this module are to enable students to design and use an appropriate research strategy to carry out a small-scale enquiry in an educational context. Critically engage with published literature on one educational issue of your choice.

**Intended Learning outcomes:**

Successful students will typically have a systematic understanding of research methods, methodologies and techniques commonly used in educational research Analyse and critique a range of different theories and perspectives in their chosen area of interest Design, conduct and report on a research project adhering to relevant ethical guidelines. **Skills and Attributes:** Successful students will typically use a range of different tools and approaches to gather, analyse and evaluate data Synthesise ideas and information to generate proposals for future practice.

**Module Content:**

This module enables you to investigate an area of early childhood education you are particularly interested in. Lectures and seminars are designed to help you select and define a topic for investigation and implement a research activity utilising appropriate methods for handling and analysing data. You will be involved in independent enquiry, data collection, analysis, and presentation of material plus evaluation of the outcomes. Selection and critical appraisal of relevant literature is also required.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**6EDU1109 Special Educational Needs and Disability**

Semester A

15 Credits

**Module Aims:**

The aims of this module are to enable students to investigate children’s special educational needs and disabilities in early childhood and examine of the professional’s responsibility in meeting these needs.

**Intended Learning outcomes:**

Successful students will typically critically evaluate their professional responsibility in relation to a special educational need or disability, synthesising relevant theory, research, and policy. Critically analyse the importance of children’s rights in relation to special educational needs and disability in early childhood. **Skills and Attributes:** Successful students will typically analyse practice in the light of the policy frameworks and research in relation to special educational needs and disability in early childhood.

**Module Content:**

In this module students will develop their knowledge of the varying educational needs and disabilities of young children and how these can be supported in early childhood settings. Amongst the needs considered will be autism, Asperger’s, dyslexia, hearing impairment and others. In addition to children’s needs the needs of their families will be explored and discussed.

Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**4EDU2008 Supporting Children: Play, Learning and Development**

Semester B

30 Credits

**Module Aims:**

The aims of this module are to enable students to understand how children learn through play and to become aware of underpinning theories which support children’s holistic development. Students will observe learning through play, consider enabling environments and generate achievable next steps for children’s development using appropriate documentation.

**Intended Learning outcomes:**

Successful students will typically: Demonstrate an awareness of children’s holistic development based on learning theories from conception to the age of 7 years and Identify features of effective learning opportunities in an enabling environment including the adult role in supporting holistic provision and care for babies and young children.

**Module Content:**

In this module you will have plenty of opportunities to develop your understanding of the importance of holistic child development by observing play-based learning in a range of different contexts. Together, we will explore how theories of learning and development, policy and national documentation may explain and influence a child’s learning in education settings, in the home environment or in public spaces like parks and libraries. You will have the opportunity to explore play on a globally and consider how adverse circumstances affect play, learning and development. Drawing on theorists like Froebel and Tovey in relation to the outdoor environment and pedagogical practices like Reggio Emila, we will also challenge you to think about what a good learning environment looks and feels like for the child to ensure they can flourish. Throughout the module you will be nurturing the lenses and skills you need to undertake high-quality observations of learning and development in play and use your evidence to promote achievable goals to support the holistic development of the child. You will explore aspects of play such as creativity, imagination and fantasy play, motivation, and current neuroscientific theories.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**4EDU2009 The Child's World: Family, Culture and Community**

Semester B

30 Credits

**Module Aims:**

The aims of this module are to enable students to understand the socio-cultural dimension of childhood. This comes through sessions that offer exploration of students’ own and others’ childhoods and comparison to childhoods in other cultures and communities. Students will have opportunities to share experiences, and to debate opinions or theories on childhood. This is intended to develop professional and academic curiosity that should drive performance throughout the degree.

**Intended Learning Outcomes:**

Successful students will typically: Understand themselves and children as socio-culturally situated; Understand competing national and international perspectives on early childhood and identify cultural and political influences in the lives of children, their families, and communities.

**Module Content:**

Do you think you know what ‘childhood’ is? Has ‘childhood’ always been like this or was it invented? How does society, culture, politics, or global and economics influence what different societies and groups of people believe ‘childhood’ to be? Well, in this module you will explore these kinds of questions and much more. As you begin to learn about some of the most influential thinkers on childhood, from the past right up to present day (for example, John Locke, Jean-Jacques Rousseau, and Peter Moss), you will be tasked with sharing and making sense of your own experiences of childhood. Additionally, you will begin to apply thinkers’ ground-breaking ideas to practice observations so that you can see and experience where theory influences practice.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**5EDU1023 Transitions in Early Childhood**

Semester B

15 Credits

**Module Aims:**

The aims of this module are to enable students to recognise transitions as being central to young children’s experiences and well-being Examine policy and practice in the light of research on transitions in the lives of children.

**Intended Learning outcomes:**

Successful students will typically know, understand, and evaluate a range of perspectives and theories that underpin transition concepts Investigate and evaluate approaches to and provision for young children in relation to transitions Identify the individuals, organisations and agencies that can support a transition experienced by a child or children and the challenges associated with this. **Skills and Attributes:** Successful students will typically reflect on their own assumptions and practices in relation to transitions.

**Module Content:**

You will examine different aspects of, and approaches to, early childhood transitions, and will develop ideas of ‘good practice’ in supporting young children’s transitions. Module content will include consideration of how transitions can affect children’s well-being such as chronic illness, special educational needs, and disability. You will also consider how transitions can provide significant challenges to those who work with young children, challenging their own assumptions and theories as well as their practice.

Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**4EDU2007 Working with Children: Exploring Identity, Values and Voice**

Semester A

30 Credits

**Module Aims**

The aims of this module are to enable students to begin to develop their identity as university students and future early childhood practitioners. Students will enhance their learning and academic skills to ensure they can succeed in higher education and begin to consider their emerging professional identities and roles in the lives of young children.

**Intended Learning Outcomes**

Successful students will typically: Identify a range of identities and their components (e.g., gender, class, ethnicity) and begin to understand external and societal influences on their professional values and voice. **Skills and Attributes:** Successful students will typically: Explain and discuss their emerging beliefs and values in relation to ‘identity’ and Early Childhood practice verbally and/or in writing; Read and respond to a variety of texts and Work with others in their learning community.

**Module Content:**

Supporting students to successfully transition into university is an important part of what we do on your degree. This module is designed to prepare you for long-term success on the programme and as a graduate professional. You will begin to explore and analyse your own educational journey and consider how this has influenced your own values and identity. From examining your educational narratives, you will then turn to explore your beliefs and values in relation to working with children. You will explore the development of children’s lives, different global aspects and identities and assess the way in which educational and social policies and practice are at work in your life and the life of the child. Throughout the module, you are provided with opportunities to really nurture your academic skills, such as reflective thinking, reading professional and academic texts and identifying good quality alternative sources. You will have the time and space to develop skills needed for rich discussion and for presenting ideas orally and in writing.

Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

**BA (Hons) Education**

Module name: Autism and Human Experience

Module code: 5EDU1044

Semester: A

Credits: 30

Module Aims:

Deepen understanding of the nature of Autistic Spectrum Conditions (ASC) and how people with ASC

can be supported in a range of contexts; develop an understanding of the meaning of human experience in education.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. philosophically informed approaches to human experience and its relationship to education 2. philosophically, psychologically, sociologically or linguistically informed ways of accounting for differences between the autistic mind and the neurotypical mind 3. how Autistic Spectrum Conditions (ASC) can cause barriers to learning and what might be potential solutions to those barriers.

Module Content:

What does it feel like to be you? How do you operate in the world? These are hard questions to answer in the abstract but we all have to negotiate the worlds we live in, so how do we do it and what assumptions do we make about how others might do it? Should we talk of “typical” ways of doing it or “normal” ways?

Studying Autistic Spectrum Conditions (ASC) can provoke us into thinking differently and more carefully about realms of human experience. This module will help you appreciate how human experience is rarely ever one kind of thing, should never be taken for granted, and how understanding it better is at the heart of living together humanely. Perhaps a concern with the nature of human experience is at the heart of being an authentic educator.

### Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Contemporary Issues in Education

Module code: 4EDU1037

Semester: B

Credits: 30

Module Aims:

Develop knowledge and understanding of contemporary issues and debates in education; examine key socio-economic and political concepts that lie at the heart of educational systems both nationally and internationally.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. the influence of socio-economic and political theories, research and concepts on education policy and practice 2. sociological concepts relevant to national and international educational contexts, which may include social deprivation, social justice, inequality, standards in education, authority and power.

### Module Content:

What are the purposes of schooling? Why do some social groups excel academically rather than others? What can we learn from education systems across the globe? Do schools have a more significant impact on children's educational performance than the home? Are there social factors that determine a person's life-chances? How does educational thinking impact upon society and its values, policies and practices? How has the system of schooling impacted your learning? This module aims to develop your sociological imagination around educational processes and systems by considering the key debates and issues around education in contemporary society. You will learn what it means to think sociologically about how individual, social, national and international factors impact on educational provision and outcomes.

### Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Curriculum and Assessment

Module code: 5EDU1047

Semester: B

Credits: 30

Module Aims:

Develop their knowledge and understanding of curriculum design, curriculum models and underlying principles; investigate notions of curriculum in terms of stake holders, power and control; understand some of the key principles and purposes of assessment as part of the teaching and learning process.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of: 1. the key principles of curriculum design 2. the influence of political and educational ideologies on the content of national and local curricula, and factors that determine the nature of the curriculum experienced by learners 3. a range of assessment approaches in a variety of teaching and learning contexts.

Module Content:

We have all been exposed to a curriculum in one way or another as we pass through school and the education system. But who decides what we should all be learning and what are those decisions based on? What are the various models of curriculum and how should assessment be understood? In this module, you will explore different approaches and issues of curriculum design. Who controls the curriculum? Is it elected officials, teachers or parents? How might they disagree and what happens if they do? What are the differences between the curriculum intended by policy makers and the curriculum experienced by individual learners? We will examine the national context for curriculum and assessment and develop a critical understanding of its wider implications for society. Informed by professional and academic knowledge, you will be encouraged to develop your own personal philosophy and ideas on these issues.

### Total hours: 300 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Historical and Cultural Studies of Education

Module code: 5EDU1045

Semester: A

Credits: 15

Module Aims:

Develop an understanding of how history and culture shape aspects of education systems; understand how comparative studies of other systems can be a useful tool for exploring and evaluating current educational policies and issues.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. how historical and cultural factors impact upon educational issues and policies; be able to 2. apply historically and culturally informed understandings of the contexts behind educational practices in order to promote critical interpretation and innovative thinking.

Module Content:

History and culture are not things we routinely pay attention to. Yet, it doesn’t take much reflection to see how all our practices are deeply touched by these two things. In this module we will explore the historical and cultural influences on the way education is practiced today so that you can challenge your own thinking on how things could be, have to be, or should be in the world of education. You will have the opportunity to undertake a study of a chosen current issue you find interesting and relevant, trace its history and cultural aspects and account for its development and the possibilities it affords. You will be encouraged to reflect on influences of your own education and consider how they have impacted upon your view of the world.

### Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Inclusive Approaches to Education

Module code: 4EDU1038

Semester: B

Credits: 15

Module Aims:

Deepen understanding of the concept of inclusion; understand pedagogical theories and structures that support meeting the diverse needs of students.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. how theory and practice are connected in relation to learners’ experience of inclusion 2. theories that support the importance and pedagogical implications of meeting the diverse needs of students.

Module Content:

This module lays the foundations for exploring your own attitudes, values and beliefs about the nature of special needs and how a diverse range of these can be met in various types of educational settings. You will have the opportunity to reflect upon current practice and policy for special educational needs and disability (SEND) and its impact on education and in society. This will enable you to understand how policy links to practice, and what inclusion looks like in different settings. You will be encouraged to develop your own perspective on how we can improve the lives of those with SEND. Sessions will be interactive, facilitated by specialists from the School of Education and also by your fellow students. These will all help you to develop your, reading, writing and thinking skills as part of developing your own learning philosophy.

### Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Philosophy of Education

Module code: 5EDU1048

Semester: B

Credits: 15

Module Aims:

Begin to apply philosophical models of thinking to the meaning and practice of education; begin identifying the philosophical models presupposed by policies and theories purporting to be educational.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of: 1. influential or ‘classic’ models of educational thinking 2. the implications of these for policy and practice

Module Content:

What are the common assumptions about the meaning of education? Humans get educated, but what is it to be human? What is a failure of education? What is it to become morally better? What does truth have to do with being educated? This module aims to provide us with some substantive ways of tackling how we think about education, could think about education, and perhaps should think about education. One of the main goals of this course is to bring your understandings of the nature and meaning of education into sharper focus. To do this, you will practice putting your ideas into dialogue with each other as well as ome philosophical readings and films.

### Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: Psychology of Education

Module code: 5EDU1046

Semester: A

Credits: 15

Module Aims:

Develop an in-depth awareness of the main strands within psychology and how these strands explain human behaviour; critically explain how different psychological perspectives relate to educational settings; select appropriate psychological theories to illuminate their understanding of key issues in education.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. the nature of psychological research, theories and concepts 2. how psychological research, theories and concepts are relevant to educational settings

Module Content:

This module places emphasis on fundamental questions about the human mind and human experiences. What makes people tick? What is our memory? Why do we forget? Can we teach people to be empathetic, happy, optimistic and resilient? Is there an effective approach to learning? How might we increase the capacity of our memory recall? Why are some people more motivated than others? How does a sense of self develop? And what drives intellectual development? These are the sorts of key questions we’ll be exploring in this module. This module seeks to develop your critical, creative and practical thinking skills in relation to psychology and

its applications to education. We’ll explore the fundamentals and building blocks of this field, particularly how psychological research, concepts and theories are contextualised within educational settings.

### Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |

Module name: The Meaning of Education

Module code: 4EDU1035

Semester: A

Credits: 15

Module Aims:

Develop an understanding of the role that some classical philosophies of education have played in problematising and complicating the meaning of ‘education’ and its associated practices; identify and reflect upon concepts inherited from this tradition that have been, and are, at play in students’ own learning journeys.

### Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of 1. the implications of certain philosophical distinctions such as, Educare – training or moulding, Educere – drawing-out or leading forth, and Educatum – the act of teaching 2. how to relate their engagement with philosophies and theories of education and learning to their own learning experiences past and present.

### Module Content:

Education is a contested field. Everyone has something interesting to say about education. There are lots of opinions about what pupils should learn, how to teach and what should be done to improve education. So, this module aims to question these sorts of ideas about education. Importantly, it provides a solid foundation for understanding the field of education. It takes a multi-disciplinary approach to understanding what we mean by education and its implications for both learners and the wider society. Throughout the sessions, we'll critically think about 'education' in various ways, particularly what it means, why that matters in the world today and how this informs different approaches to teaching. Our hope is that you will draw on the ideas in this module to critically delve into your own personal constructs about education.

### Total hours: 150 Assessment:

|  |  |  |
| --- | --- | --- |
| Exam | Coursework | Attendance |
| % | 100% | % |