



## **Module Specification**

### **Thinking and Learning**

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## Part 1: Information

**Module title:** Thinking and Learning

**Module code:** UTTGPY-30-1

**Level:** Level 4

**For implementation from:** 2022-23

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** City of Bristol College, Frenchay Campus, University Centre Weston

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Standard

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** In addition to the learning outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following

transferable skills:

Able to search for, select and engage with a range of literature on learning theories

Use interpersonal skills to organise and communicate their developing understanding effectively to others using a selection of presentation modes

Work effectively with others and recognise the factors which promote creative and meaningful collaboration

**Outline syllabus:** Reflection on learning strategies, formal and informal education pre- and at university.

Exploration of learning independently, collaboratively and social learning theory.

Exploration of principal theories and models for understanding learning.

Exploration of key theories and theorists including: psycho dynamic approaches (e.g. Freud); behaviourism (e.g. Skinner); constructivism (e.g. Piaget); social constructivism (e.g. Vygotsky); Humanism (e.g. Maslow).

Understanding theories of motivation.

Exploration of recent development in learning theories including the brain and neuroscience perspectives; Multiple Intelligences and learning habits.

Consideration of emotional intelligence and its relationship with cognitive development.

Understanding situated learning e.g. communities of practice.

Exploration of formal and informal learning.

Appreciation of moral perspectives, power and agency.

Appreciation of cultural and societal aspects of thinking and learning.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning: This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.

Independent learning: There is an expectation that students engage in approximately 3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.

Contact time on this module is organised through a range of strategies including lectures and tutorials. Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology aided means.

A detailed breakdown of a typical pattern of delivery for this module is as follows although the precise delivery pattern will vary from year to year:

Whole cohort events: 22 hours

Smaller group events (seminars, tutorials, presentations): 39 hours

Guided study (group and individual tasks, including online engagement): 11 hours

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify and develop an understanding of a range of theoretical models for conceptualising learning

**MO2** Demonstrate an understanding of how theories relate to practice

**MO3** Identify principles and concepts underlying these models, including reference to context and different value positions

**MO4** Analyse different theoretical perspectives for the development of the learner and promotion or inhibition of effective learning

**MO5** Reflect upon and analyse their own personal experience as learners and draw upon this reflection and analysis to evidence their understanding of learning and develop their own understanding of improved strategies for learning

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development. Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.

Summative Assessment

The assessment strategy for this module is designed to support students' developing knowledge and understanding of different theories of learning. Component A requires students to identify and analyse a personal learning experience, drawing upon theoretical perspectives studied in the module.

For component B: students construct an academic analysis of three theoretical approaches to learning covered in the module and reflect upon a range of key literature.

### Formative Assessment

Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means, during seminars and in small group tutorials. The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of learning theories.

### Assessment Criteria:

A: Conceptual Domain (Core): The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

B: Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

C: Contextual Domain: The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.

G: Action Domain: The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

**Assessment components:**

**Presentation - Component A (First Sit)**

Description: An individual presentation 8 minutes analysing a personal learning experience (1250 words equivalent).

Assessment criteria: AL1, BL1, GL1

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5

**Written Assignment - Component B (First Sit)**

Description: An essay discussing the relationship of at least three theoretical approaches to thinking and learning to your professional practice (3750 words).

Assessment criteria : AL1 BL1 CL1

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Presentation - Component A (Resit)**

Description: An individual presentation 8 minutes analysing a personal learning experience (1250 words equivalent).

Assessment criteria: AL1, BL1, GL1

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

**Written Assignment - Component B (Resit)**

Description: An essay discussing the relationship of at least three theoretical approaches to thinking and learning to your professional practice (3750 words).

Assessment criteria : AL1 BL1 CL1

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Educational Support [Sep][FT][COBC][2yrs] FdA 2022-23

Inclusive Practice [Sep][FT][UCW][2yrs] FdA 2022-23

Inclusive Practice [UCW] FdA 2022-23

Educational Support [COBC] FdA 2022-23

Educational Support [Sep][FT][Frenchay][2yrs] FdA 2022-23

Educational Support [Frenchay] FdA 2022-23