MODULE SPECIFICATION

Part 1: Information			
Module Title	Thinking and Learning		
Module Code	UTTGPY-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC) FdA Inclusive Practice (Weston)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
- Reflection on learning strategies, Investigating concepts of pedagogy and andragogy   - Exploration of learning independently, collaboratively and social learning theory;   - Exploration of principal theories and models for understanding learning. These may include exploration of key theorists and contemporary understandings of their work (e.g. Vygotsky, Bruner, Skinner and Piaget)   - 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 and exploration of formal, informal and non-formal learning;   - Appreciation of moral perspectives, power and agency;   - Appreciation of cultural and societal aspects of thinking and learning.

Part 3: Assessment

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.

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 two 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.

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.

Identify final timetabled piece of assessment (component and element)	**Component B**	
% weighting between components A and B (Standard modules only)	**A:** **25%**	**B**: **75%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Presentation 8 minutes (1250 words equivalent) Assessment criteria: AL1, BL1, CL1	100%

Component B **Description of each element**	**Element weighting**
1. Essay (3750 words) Assessment criteria : AL1 BL1 GL1	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Presentation 8 minutes (1250 words equivalent) Assessment criteria: AL1, BL1, CL1	100%

Component B **Description of each element**	**Element weighting**
1. Essay (3750 words) Assessment criteria : AL1 BL1 GL1	100%

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: 1. Identify and develop an understanding of a range of theoretical models for conceptualising learning (Comp A,B) 2. Demonstrate an understanding of how theories relate to practice (Comp A,B) 3. Identify principles and concepts underlying these models, including reference to context and different value positions (Comp B) 4. Analyse different theoretical perspectives for the development of the learner and promotion or inhibition of effective learning (Comp B) 5. Reflect upon and analyse their own personal experience as learners and draw upon this to evidence their understanding of learning and development (Comp A) Transferable skills: In addition the educational experience may explore, develop, and practise but are not formally assessed. • 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.
Key Information Sets Information (KIS)	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. **Key Information Set - Module data** *Number of credits for this module* 30
Contact Hours	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228		300	✅

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			25%
Coursework assessment percentage			75%
Practical exam assessment percentage			
			100%

Reading List	Additional digital materials are made available through Blackboard. *Further information and guidance on reading lists and digitisation are available at* *https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists* Long, M. (2011) *The Psychology of Education.* 2nd ed*.* London: Routledge. (ebook and hard copies) Pritchard, A. and Woollard, J. (2010) *Psychology for the Classroom: Constructivism and Social Learning.* London and New York: Routledge. Sharp, J., Ward, S., and Hankin, L. (2006) *Education Studies: An Issues-based Approach.* Exeter: Learning Matters Ltd. Sheehy, N. (2004) *Fifty Key Thinkers in Psychology.* London: Routledge. Wood, D. (2004) *How Children Think and Learn.* 2nd ed. Oxford: Basil Blackwell Woollard, J. (2010) *Psychology for the Classroom: Behaviourism.* London and New York: Routledge. Available as E-book in library **Indicative Websites** www.learningandteaching.info/ website providing accessible information on a range of teaching and learning issues http://www.infed.org/index.htm website of informal education, social pedagogy and social action – accounts of key psychologists and thinkers http://www.howardgardner.com/ website of Howard Gardner, Professor of Cognition and Education at the Harvard Graduate School of Education

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