![University of the West of England, Bristol logo]

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Thinking and Learning				
Module Code	UTTGPY-30-1		Level	1	Version	1.1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies	
Contributes towards	B.A. (Hons.) Education, Learning & Development FdA Educational Support FdA Inclusive Practice (Weston)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30th May 2013

Part 2: Learning and Teaching	
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 reflection and analysis to evidence their understanding of learning and develop their own understanding of improved strategies for learning (Comp A) **Transferable skills** In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: • 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
Syllabus Outline	• 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.
Contact Hours/Scheduled Hours	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
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.
Reading Strategy*	*Essential reading: Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.* *Further reading: Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues. Many resources can be accessed online. A current list of texts is given in the module guide and revised annually.* *Access and skills: Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.* *Indicative reading list: The list included as part of the module specification provides an*

	indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.
Indicative Reading List	**Indicative Reading** *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

*Please note that this is currently under review and new guidance may be issued in 2012

Part 3: 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 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.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**

An individual presentation 8 minutes analysing a personal learning experience (1250 words equivalent) Assessment criteria: AL1 CL1 **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. **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.	100%
Component B **Description of each element**	**Element weighting**
A written essay discussing two theoretical approaches to learning encountered within the module (3000 words) with an annotated bibliography (750 words). Assessment criteria : AL1 BL1 GL1 **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. **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.	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual presentation 8 minutes analysing a personal learning experience (1250 words equivalent) Assessment criteria: AL1 CL1	100%
Component B **Description of each element**	**Element weighting**
A written essay discussing two theoretical approaches to learning encountered within the module (3000 words) with an annotated bibliography (750 words). Assessment criteria : AL1 BL1 GL1	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	