



## **Module Specification**

### The Development of Reasoning

Version: 2023-24, v2.0, 21 Dec 2022

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## Part 1: Information

**Module title:** The Development of Reasoning

**Module code:** UTTGQK-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**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:** Not in use for Modules

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

**Module type:** Module

**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 Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Be able to organise and present ideas and information coherently

Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning

Be able to work effectively as an independent and self-motivated learner

**Outline syllabus:** Understanding children's conceptual development

Distinguishing kinds of reasoning

An exploration of different theories of children's developing understanding about the world

Recognition of significance of social reasoning

Reasoning in relation to the disciplines of mathematics and science in early years /KS1 settings

The role of shared attention, gaze and pointing

Knowledge of other minds

Children's developing use of language to communicate their ideas

Reflections on experiences of working with young children

Understanding of the relevance of current research and developments in national initiatives with particular reference to policy and curriculum arrangements for children 0-8

Examining ways that adults can create environments to encourage children's conceptual and creative thinking and how they can facilitate or assist these performances

### Part 3: Teaching and learning methods

**Teaching and learning methods:** Contact time for this module will take the form of lectures, seminars, tutorials, directed study, online engagement and e-mail contact.

The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 22 hours

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

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

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.

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

**MO1** Demonstrate a critical understanding of current accounts of the physical, emotional and cognitive development of the human brain

**MO2** Be able to give a critical account of how babies and young children acquire conceptual understanding through investigation and hypothesising about the world around them and how this influences future learning

**MO3** Be able to give a critical account of children's reasoning and their developing capabilities for communicating their understanding and ideas

**MO4** Be able to critically discuss ways in which children's conceptual and creative thinking and reasoning can be supported and promoted by the provision of a range of playbased opportunities and environments, and how adults can assist and facilitate these experiences

**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/modules/uttgqk-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgqk-30-3.html>

## Part 4: Assessment

**Assessment strategy:** The module learning outcomes will be assessed through an individual presentation and a written assignment

The assessment tasks will be assessed against the following Department of Education assessment criteria:

### A L3: Conceptual Domain (Core)

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

### B L3: Literature Domain

The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

**C L3: Contextual Domain**

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

**G L3: Action Domain**

The assignment demonstrates that the student can explore the relationship between theory and practice, and use reflection to develop personal theory and/or consider its implications for practice, with due regard to issues of equity and social justice, appraising future development needs and/or outcomes.

**Assessment components:****Presentation (First Sit)**

Description: Individual presentation on the importance of social reasoning in the development of children's thought with illustrations from the field of practice. The way that adults could support children in this environment should also be briefly discussed and informative sources identified.

12 minutes with an additional 2 minutes to respond to tutor questions.

Students can refer to notes but should not read from a prewritten script.

Assessment criteria: AL3, BL3 and GL3

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Written Assignment (First Sit)**

Description: A 2500 word essay on a theme relating to the module learning objectives. The essay will make reference to work in a specified area of learning for young children (eg EYFS). Title to be negotiated with the tutor.

Assessment criteria: AL3, BL3, GL3

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Presentation (Resit)**

Description: Individual presentation on the importance of social reasoning in the development of children's thought with illustrations from the field of practice. The way that adults could support children in this environment should also be briefly discussed and informative sources identified.

12 minutes with an additional 2 minutes to respond to tutor questions.

Students can refer to notes but should not read from a prewritten script.

Assessment criteria: AL3, BL3 and GL3

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Written Assignment (Resit)**

Description: A 2500 word essay on a theme relating to the module learning objectives. The essay will make reference to work in a specified area of learning for young children (eg EYFS). Title to be negotiated with the tutor.

Assessment criteria: AL3, BL3, GL3

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: