



Module Specification

Researching Educational Contributions to Just and Sustainable Societies

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Part 1: Information

Module title: Researching Educational Contributions to Just and Sustainable Societies

Module code: UTLGTM-30-M

Level: Level 7

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: Secondary Education and Lifelong Learning

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

following:

Effectively communicate the processes and outcomes of their learning through a journal

Take responsibility for their own learning, adopting strategies to manage their personal, academic and professional development

Outline syllabus: The module will be delivered through a variety of methods, including short lectures, seminars, workshops, short films and tutorials. Active participation by the student group will be encouraged throughout and guest speakers will enhance specific aspects of the module content as appropriate.

Key theories and concepts in the field of education for just and sustainable societies will include:

environmental education;

futures thinking;

systems thinking;

transformation and wellbeing;

approaches to education for sustainable development;

controversial issues in education for sustainable development;

ethics, values and issues human rights and social justice.

Exploration of relevant, contextual and historical policies and practices will include the following perspectives:

economic;

ecological;

technological;

cultural;

educational;

rights.

Identification and engagement with local, national and /or global organisation addressing issues of justice and sustainable development will be encouraged. The student's own work-based learning will be the focus for a small-scale research enquiry. This enquiry based learning aims to foster the development of independent critical thinking which is vital to the learning ethos of the module.

Part 3: Teaching and learning methods

Teaching and learning methods: Contact time for this module will take the form of lectures, seminars, group and individual tutorials, presentations, directed study and online engagement.

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

Whole cohort events

Guided study (including tutorials and online engagement)

Work related activities

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical sessions and workshops; work-based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly from year to year.

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

MO1 Critically evaluate key theories and concepts in the field of education for sustainable development

MO2 Develop an analytical appreciation of the competing perspectives, values and practices in the field

MO3 Recognise controversies that emerge in promoting values and practices through education for just and sustainable societies

MO4 Demonstrate capacity to engage with relevant ethical issues and discuss these in relation to personal beliefs and values, and with respect for the diversity of the belief and values of others

MO5 Investigate and evaluate diverse and complex approaches involved in addressing issues of social and ecological justice at local, national and /or global levels within educational settings – drawing on work-related learning experiences and/or relevant case study material

MO6 Conduct a small scale research study relating to educational contributions to just and sustainable societies, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes

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/utlgtm-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgtm-30-m.html>

Part 4: Assessment

Assessment strategy: The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of education for just and sustainable societies. Formative feedback on students' progress in their studies on this module will be provided during face to face meetings, through on-line correspondence and during seminars.

The assessment criteria are as follows:

ALM: 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 showing the ability to synthesise and/or transform ideas in the process of developing an argument.

BLM: Literature Domain:

The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

CLM: Contextual Domain:

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

DLM: Research Domain:

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

FLM: Values Domain:

The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

Summative Assessment

Through assessment task 1 students are required to produce an individual, 8 minute, presentation to a small group of peers identified from the module learning outcomes and in negotiation with the tutor.

Assessment task 2 involves the students in designing and executing a small scale research project. The enquiry should pursue a theme of specific relevance to the student's interest in relation to the learning outcomes of the module and in negotiation with the module tutor.

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

Description: An individual presentation to a small group of peers contextualising their proposal for a small scale enquiry related to the module learning outcomes and in negotiation with the tutor.

The student will have 8 minutes to present with a brief opportunity at the end to respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script.

Criteria ALM, CLM.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Report (First Sit)

Description: A report (3750 words) on a small scale enquiry into a theme related to education for just and sustainable societies, in relation to the learning outcomes and negotiated with the tutor.

Criteria ALM, BLM, DLM, FLM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (Resit)

Description: An individual presentation to a small group of peers contextualising their proposal for a small scale enquiry related to the module learning outcomes and in negotiation with the tutor.

The student will have 8 minutes to present with a brief opportunity at the end to respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script.

Criteria ALM, CLM.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Report (Resit)

Description: A report (3750 words) on a small scale enquiry into a theme related to education for just and sustainable societies, in relation to the learning outcomes and negotiated with the tutor.

Criteria ALM, BLM, DLM, FLM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: