Module Specification

Learning Journeys

Version: 2024-25, v2.0, 25 Apr 2024

Contents

Part 1: Information

Module title: Learning Journeys

Module code: UTTNAW-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

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: This module provides students with the opportunity to reflect on their learning journey and develop an understanding of how they learn. They will explore a range of psychological learning theories to support understanding of the learning process as well as reflecting on the impact of learning contexts on learner development. Using this developing knowledge the students will consider strategies for further development as lifelong learners.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: Students will reflect on how they and others learn and examine a range of psychological theories of learning to support their understanding of the learning process.

They will investigate how the context of learning impacts learner development.

Using knowledge of how they develop as learners, they will plan strategies for becoming successful lifelong learners.

Outline syllabus: The module will explore:

individual learning journeys,

psychological learning theories,

theories of learner development,

contexts for learning,

approaches to reflecting on learning,

approaches to creating action plans for future learning.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: This module views teaching and learning as an active and collaborative process and highly values the student voice as central to this. Therefore, the nature of learning and assessment on this module requires active participation of students. Face-to-face and online sessions will include a range of activities such as lectures, group discussions, small group and independent tasks. The module will be clearly structured to support students in building assessment literacy and an understanding of the requirements of UK HE. Academic writing support will be embedded throughout.

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

MO1 1.Define, describe, and evaluate key learning theories and reflect on how these illuminate their own experiences of learning.

MO2 2.Critically analyse the impact of specific and significant learning contexts on learner development.

MO3 3. Apply knowledge of personal learner development to plan strategies for continuing development as lifelong learners and emerging professionals.

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 via the following link https://uwe.rl.talis.com/modules/uttnaw-30-1.html

Part 4: Assessment

Assessment strategy: What is the assessment task?

100% Portfolio- An individual, summative portfolio of tasks which will provide a reflective account of their learning journey. (4000 words).

Why is this assessment being used?

This assessment incorporates the learning outcomes of this module as students will need to reflect on their own experiences and beliefs about learning and themselves as learners through engaging with theories of learning and learner development.

How will students be supported to meet the assessment requirements?

Students will engage in individual and group learning activities throughout the module which will support them in engaging with each element of the portfolio. Formative and summative feedback will support students' assessment literacy and academic skills. Workshop sessions, tutorials and online activities will provide students with further opportunities for assessment support.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio of reflective tasks.
Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio of reflective tasks

Weighting: 100 %

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:

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education [Frenchay] BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24