UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	The Development of Reasoning		
Module Code	UTTGUJ-15-3	**Level**	3
For implementation from	September 2019		
UWE Credit Rating	15	**ECTS Credit Rating**	7.5
Faculty	Arts, Creative Industries and Education	**Field**	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
This module will lead on from previous learning to explore the theory behind issues such as sustained shared thinking and playful learning through the theory of narrative competence. Alternative theories such Theory of Mind will offer students opportunities to assert and defend their interpretation of childhood. This will also support their other work in Y3 and practice engagement through a reflection of ontological and epistemological positioning.

Part 3: Assessment
Assessment will take the form of a presentation where students will analyse an observed interaction using theoretical understanding, evidencing links they are able to make between theory and practice. Students can choose the areas on which they focus in their presentation to allow flexibility in content engagement, which will support students in developing their specialist knowledge.

Identify final timetabled piece of assessment (component and element)	A		
		A:	**B:**
% weighting between components A and B (Standard modules only)		**100**	

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Individual presentation	100%
Component B Description of each element	Element weighting (as % of component)
N/A	

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Individual presentation	100%
Component B Description of each element	Element weighting (as % of component)
N/A	

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a critical understanding of current accounts of the physical, emotional and cognitive development of the human brain. 2. Give 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. 3. Give critical account of children's reasoning and their developing capabilities for communicating their understanding and ideas. 4. 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 play-based opportunities and environments, and how adults can assist and facilitate these experiences.
Key Information Sets Information (KIS)	**Key Information Set - Module data** *Number of credits for this module* 15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✓

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; **Written Exam**: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total Assessment		Total assessment of the module:			
		Written exam assessment percentage		0%	
		Coursework assessment percentage		0%	
		Practical exam assessment percentage		100%	
				100%	

Reading List	• Barbarin, O. & Wasik, B. (Eds). (2009). *Handbook of child development and early education: research into practice*. New York: The Guilford Press. • Doherty, M.J. (2009) *Theory of mind: how children understand others' thoughts and feelings*. Hove: Psychology Press. • Donaldson, M., Greive, R. & Pratt, C. (Eds). (1983). *Early childhood development and education: readings in psychology.* Oxford: Basil Blackwell. • Dunlosky, J. & Metcalfe, J. (2009). *Metacognition*. London: Sage. • Gallagher, S. (2001) The Narrative Alternative to Theory of Mind in R. Menary (ed.), *Radical Enactivism: Intentionality, Phenomenology, and Narrative* (pp.223-229). Amsterdam: John Benjamins • Goswami, U. (2008). *Cognitive development: the learning brain*. Hove: Psychology Press.

FOR OFFICE USE ONLY

First Approval Date (PER Panel)	27th March 2019			
Revision ASQC Approval Date		Version	1	*Link to Workspace*