Module Specification

Debates and Innovation in Education Leadership

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Contents

Part 1: Information

Module title: Debates and Innovation in Education Leadership

Module code: UTLH3V-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

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: This module provides the opportunity to examine contemporary debates and innovations within Education.

Features: Not applicable

Educational aims: The intention of the module is to broaden learners understanding of key contemporary debates and innovations within the Education sector, so that

they can apply this understanding when addressing the concepts in their professional practice in their own contexts.

Outline syllabus: Module sessions will focus on a variety of topics that will impact Education leaders and examine them from a variety of perspectives to obtain a critical understanding of the implications globally and within specific contexts.

Part 3: Teaching and learning methods

Teaching and learning methods: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

Content Formats:
- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

Facilitating Active Learning:
- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.
- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

Facilitating Peer Learning:
- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

Ensuring Inclusivity and Accessibility:

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

Key Learning Principles:

- Prioritizing Student Learning: The module design focuses on maximizing student engagement and achievement.
- Ensuring Coherent Design: Content is structured in a logical and organized manner to facilitate seamless learning progression.
- Offering Opportunities for Personalization: Students are encouraged to tailor their learning experience to their individual needs and interests.
- Harnessing Technology: Innovative use of technology enhances the learning experience and facilitates interaction.
- Building Communities: Collaborative learning environments foster a sense of community and support among students.

Integration of UWEs Enhancement Framework:

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.
- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

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

MO1 Critically evaluate a key debate or innovation in Education.

MO2 Analyse the impact of a key debate or innovation in relation to your professional context.

MO3 Formulate recommendations on how to address the debate or innovation in your professional context.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 132 hours

E-learning/online learning = 18 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

https://rl.talis.com/3/uwe/lists/D82DEE6B-6689-4CB6-A0D2-64A409D77906.html

Part 4: Assessment

Assessment strategy: The assessment focuses on demonstrating the learning outcomes through developing a collection of blog posts (or equivalent, such as vlogs, podcasts, etc) including an outline of the context of the topic of debate, and including an evaluation of the evidence / assumptions / perspectives. The portfolio also includes a reflection and comments on other blogs.

Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Assessment tasks:

Portfolio (First Sit)

Description: Collection of blog posts and responses (2700-3300 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Collection of blog posts and responses (2700-3300 words).

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 Leadership [UWE Online] MA 2023-24