



## **Module Specification**

### **Children's Meaning Making**

Version: 2025-26, v2.0, Approved

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## Part 1: Information

**Module title:** Children's Meaning Making

**Module code:** UTTGU9-30-2

**Level:** Level 5

**For implementation from:** 2025-26

**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:** In this module, students will explore how children make meaning out of their experiences. The module explores theory through a range of activities children use to make sense of their world.

**Features:** Not applicable

**Educational aims:** By the end of this module students will have encountered psychological, philosophical and theoretical approaches to children's creative and

critical thinking. This will include recognising the significance of children's language, communication and talk with reference to symbolic literacies. The role of both the adult and the environment in facilitating children's emotional and cognitive development will be explored with explicit reference to the implications for professional practice. Links will be made to previous modules and experiences.

**Outline syllabus:** In this module, students will explore themes and questions related to children's developing understanding of the world, including:

How do young children make meaning?

What are the many 'languages' children use to communicate meaning?

Why are language and talk so important?

What do our observations of children tell us about children's meaning making in the early years?

What do children's many modes of representation tell us about their thinking, learning and understanding of the world?

How can adults/early years settings/wider educational environments support and scaffold children's meaning making?

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Delivery will take the form of lectures, seminars and tutorials.

Lectures and readings will introduce module themes and seminars will include associated practical activities. Seminars and readings will additionally support students in making links between theories and practice. Tasks and activities throughout the module will support students' developing academic literacy.

Use of regular in-class formative assessment and feedback will build student confidence, assessment literacy and academic integrity.

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

**MO1** Critically discuss a range of key theoretical perspectives exploring the development of children's creative and critical thinking.

**MO2** Analyse the importance of children's behaviour, language and play and its role in children's meaning making.

**MO3** Discuss the role of the environment and adults in supporting children's meaning making and their development of symbolic literacy.

**MO4** Critically discuss how children's representations are significant to their agency in the social context and key to their emotional and cognitive development.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgu9-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttgu9-30-2.html>

## **Part 4: Assessment**

**Assessment strategy:** What is/are the assessment task(s)?

50% Presentation - Individual presentation of 10 minutes plus additional question time of 1 minute

50% Written assignment – two written pieces of 1250 words plus academic references, related to module themes

Why is this assessment being used?

The assessments draw on module themes to support students' understanding and application of links between theory and practice. This is intended to develop students' ability and confidence to apply their knowledge academically as well as in practice.

The individual presentation will enable students to draw on their own experiences of practice to explore the theoretical content of the module. This will begin to develop the skills of synthesis towards a pedagogy of enquiry-based learning.

The written assignment builds on this and deepens engagement with theory and current literature to analyse and discuss theory in the context of educational environments, practices and related resources. The negotiated focus of each piece of writing will encourage students to explore their own interests within the module context and to develop their assessment literacy. This written task will also support students to further develop their academic and professional writing skills.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include shared reading, practical and academic group work, and informal presentation tasks. The application of theory to practice across module themes will prepare students for both assignment tasks. Formative and early summative assessment feedback will support students' assessment literacy and academic skills development.

Lectures, seminars and tutorials are designed to provide students with assessment support. We also encourage students to proactively engage with the full range of module and university-wide assessment guidance and resources provided within module handbooks and on the VLE assessment guidance pages.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Individual presentation 10 minutes plus 1 minute additional time for questioning

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

#### **Written Assignment (First Sit)**

Description: Two written pieces of 1250 words plus academic references, related to module themes (2500 words total)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

### **Presentation (Resit)**

Description: Individual presentation 10 minutes plus 1 minute additional time for questioning

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

### **Written Assignment (Resit)**

Description: Two written pieces of 1250 words plus academic references, related to module themes (2500 words total)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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

Early Childhood [Frenchay] BA (Hons) 2024-25