Module Specification

Theoretical Perspectives on Learning and Teaching

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Part 1: Information

Module title: Theoretical Perspectives on Learning and Teaching

Module code: UTLG7U-30-M

Level: Level 7

For implementation from: 2027-28

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: 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: In this module a range of theories which have been used in research studies exploring learning, teaching and educational processes are introduced and critiqued. Students will be guided to deepen their knowledge and understanding of theories which have been used in their areas of research interest. Interdisciplinary perspectives on theorising learning and teaching will be encouraged.

Features: Not applicable

Educational aims: The module guides students to develop their skills and understanding relating to theoretical perspectives on learning and teaching in the following specific areas:
a) learning about the range of different theories used to conceptualise a specified learning and teaching issue;
b) developing our own personal theories of learning as informed by published studies in relevant disciplines;
c) understanding the theoretical underpinnings of learning and teaching approaches promoted in specific contexts;
d) becoming aware of how particular methodologies and methods can be used to support research studies informed by a specified theorisation.

Outline syllabus: The list below provides an indicative syllabus for the module. The taught sessions are led by research-active staff in education and childhood and as such the syllabus is adapted to incorporate their areas of expertise which allows for upcoming ideas to be introduced.
i) an introduction to ways of theorising learning and teaching practices and research;
ii) ways of identifying trends in, and innovative approaches to, theorising learning and teaching;
iii) exploring context- and sector-specific ways of theorising learning and teaching;
iv) considering suitable methods and methodologies to use when taking specific theoretical approaches to learning and teaching research.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning: The study blocks will consist of a range of modes of teaching and learning – lectures, seminar activities and discussion, workshops e.g. developing search skills for online sources, webinars and tutorials.

Independent learning includes hours engaged with essential reading, identifying published work to enrich context-specific thinking, assignment preparation and completion. .

The module is organised around two intensive study blocks taught over three days. (typically Thursday evening to Saturday morning) with a gap in between. In addition students are invited to attend the UWE research seminars and reading groups and to engage in academic discussion and debate at these events. Students are allocated an academic mentor to support them throughout Part 1 of their EdD studies. The module tutor and the academic mentor can provide individual support for the learning on this module. The taught sessions will make up approximately 30 hours in this module.

It is suggested that students engage in approximately 270 hours of independent study in association with this module.

The module will use blackboard ultra as a means of sharing resources and engaging students in learning. An electronic reading list is offered as a starting point for reading on the module.

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

MO1 Demonstrate a critical understanding of a range of theoretical perspectives on learning and teaching in a specified education context in spoken and written formats.

MO2 Articulate a personal theory of learning informed by a critical awareness of relevant published works from a range of relevant disciplines.

MO3 Provide a rationale for theorising a learning and teaching issue in a particular way and justify an appropriate choice of methodology and methods in spoken and written formats.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Staff-guided learning = 30 hours

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/index.html

Part 4: Assessment

Assessment strategy: For this module, the assessment formats are an individual presentation to peers and tutors on two contrasting theoretical perspectives on a specified aspect of learning and teaching relating to the presenter's professional context and an individual piece of coursework reviewing a range of theoretical understandings of a specified issue or issues in a learning and teaching context analysed by the writer. The essay should conclude with personal reflections on the outcomes of the review and recommendations for possible approaches to researching this issue further. The essay should cover the following areas:

An outline of a learning and teaching issue (or some connected issues) in a specified context

A critical review based on published literature of ways of understanding this issue from diverse theoretical perspectives

A discussion of personal reflections evaluating the outcomes of the research reviewed

Recommendations for the design of appropriate research studies in this area which reflect a particular theoretical perspective.

Students will be provided with feedback of a summative and formative nature on the work produced for assessments 1 and 2. Formative feedback will be provided during the teaching of each module during seminar and tutorial sessions. Module tutors and EdD mentors will be involved in providing formative feedback.

A selection from the School of Education and Childhood assessment criteria will be used in this module (as in all modules in the programme) and they are as follows:

A: Conceptual Domain (Core)

B: Literature Domain

C: Contextual Domain

Assessment tasks:

Presentation (First Sit)

Description: A 10 minute presentation plus five minutes for questions and answers.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Written Assignment (First Sit)

Description: An essay of 3,750 words

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: A 10 minute presentation plus five minutes for questions and answers.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Written Assignment (Resit)

Description: An essay of 3,750 words

Weighting: 75 %

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:

Doctor of Education [Frenchay] EdD 2026-27