MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Children Making Meaning					
Module Code	UTTGQF-30-2		Level	2	Version	2.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Department	Education		Module Type	Standard		
Contributes towards	BA Hons Early Childhood (UK and Villa College route)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	V1. 2nd May 2012 V2. March 2016		Valid from	V1 - January 2014 V2 - September 2016		
Revision CAP Approval Date	July 2016		Revised with effect from	September 2016		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Discuss the role of sustained shared thinking in early childhood education (Component A); 2. Explore strategies for facilitating the development of meaning making in early years settings (Component A/B); 3. Discuss the importance of young children's symbolic play (Component B); 4. Critically discuss some key psychological and philosophical approaches to understanding children's meaning making in the early years (Component A/B); 5. Explore children's emotional and cognitive engagement with learning activities related to schematic representation (Component B); 6. Discuss the role of the environment both physical and social in supporting children's representational activities (Component B). 7. Begin to understand current accounts of the physical, emotional and cognitive development of the human brain (Component B) In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: 8. Further demonstrate the ability to present information to others in appropriate

	and creative forms;
	9. Use a range of relevant sources of information including journals articles.
Syllabus Outline	- Psychological approaches to children's thinking. - Philosophical approaches to creative and critical thinking in the early years. - The role of sustained shared thinking and the importance of talk (Socratic dialogue) in early years education - The importance of symbolic play and imagination in developing abstract thought - The use of schematic theory as a tool to observe children in order to understand learning and development - The role of the environment both physical and social in supporting children's emotional and cognitive development - The role of the adult in facilitating and supporting learning and development - Developing understanding of physical, emotional and cognitive development of the human brain.
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. **Whole cohort events**: 22 hours **Smaller group events** (seminars, tutorials, workshops, presentations):39 hours **Guided study** (group and individual tasks, including online engagement): 11 hours Contact hours and patterns of delivery for Villa route may vary.
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. **Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

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	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		70%
Coursework assessment percentage		15%
Practical exam assessment percentage		15%
		100%

Reading Strategy	**Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website. **Further reading:** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. **Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.
Indicative	Athey, C. (2007) *Extending Thought in Young Children*, 2nd Edition, London, Paul

Reading List	Chapman
	Alexander, R. J. (2008) *Towards dialogic teaching : rethinking classroom talk,* Dialogos
	Arnold, C. (2010) *Understanding schema and emotion in early childhood*, SAGE
	Carruthers, E., Worthington, M. (2006) *Children's Mathematics: making marks, making meaning (*2nd Edition), SAGE
	Costello, P. (2000) *Thinking Skills and Early Childhood Education*, London: David Fulton
	De Bono, E. (2000) *Six thinking hats,* Penguin
	Duffy, B. (2006) *Supporting creativity and imagination in the early years*, Open University Press
	Eke, R., Butcher, H., Lee, M. (eds) (2009) *Whose Childhood is it?* Continuum
	Fisher, R. (2005) *Teaching Children to Think*, 2nd Edition. Nelson Thornes
	Goswami, U.C. (2008) *Cognitive development : the learning brain,* Psychology Press
	Lipman, M. (2003) *Thinking in Education,* 2nd Edition, Cambridge: Cambridge University Press
	Robson, S. (2006) *Developing thinking and understanding in young children*, Routledge
	Nutbrown, C. (2005) *Threads of thinking* (2nd Edition) PCP
	Siraj-Blatchford, I. (2009) 'Conceptualising progression in the pedagogy of play and sustained shared thinking in early childhood education: a Vygotskian perspective', *Educational and Child Psychology* 26 (2)
	Vecchi, V. (2010) *Art and creativity in Reggio Emilia : exploring the role and potential of ateliers in early childhood education,* Routledge
	Wood, M. (2005) *How children think and learn* (2nd ed) Blackwell

Part 3: Assessment

Assessment Strategy	The module learning outcomes will be assessed through an individual presentation and a written assignment.
	The assessment tasks will be assessed against the following Department of Education and Childhood assessment criteria:
	A: Conceptual Domain (Core) – L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.
	B: Literature Domain – L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.
	C: Contextual Domain – L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.
	G: Action Domain - L2 The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

Identify final assessment component and element	**COMPONENT B 1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**

Component A	100%
An individual 12 minute presentation under controlled conditions with an additional 4 minutes for questions. Students can refer to notes but should not read from a prewritten script. The presentation is split into three parts: 1) Critically discuss some key approaches to understanding children's meaning making in the early years. 2) Utilise some of these key approaches to analyse observations of a child/children engaged in different modes of representation. 3) Consider how the practitioner might extend, consolidate or challenge the current thinking of the child/ren. Assessment Criteria: AL2, BL2 and GL2	

Component B1 **Description of each element**	**Element weighting**
A 2500 word written assignment around the module themes. Students can choose from a range of titles offered by the module team or negotiate their own title with the module leader: An exploration of strategies for facilitating the development of meaning making in early years settings. OR A critical exploration of children's schematic representation in relation to emotional and cognitive development. OR An exploration of the role of the physical and social environment in supporting children's representational activities. OR Why is the study of young children's symbolic play important to our understanding of cognitive, social, and emotional development? Assessment Criteria: AL2, BL2 and CL2	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Component A An individual 12 minute presentation under controlled conditions with an additional 4 minutes for questions. Students can refer to notes but should not read from a prewritten script. The presentation is split into three parts: 1) Critically discuss some key approaches to understanding children's meaning	100%

making in the early years.

2) Utilise some of these key approaches to analyse observations of a child/ children engaged in different modes of representation.

3) Consider how the practitioner might extend, consolidate or challenge the current thinking of the child/ren.

Assessment Criteria: AL2, BL2 and GL2

Component B1 **Description of each element**	**Element weighting**
A 2500 word written assignment around the module themes. Students can choose from a range of titles offered by the module team or negotiate their own title with the mod leader. Assessment Criteria: AL2, BL2 and CL2	100%

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.