University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Children Making Meaning					
Module Code	UTTGQF-30-2		Level	2	Version	1.3
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Education and Early Childhood					
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	January 2014		Valid to	September 2018		

CAP Approval Date	2nd May 2012

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 <u>but not formally discretely assess</u> 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 including reference to the work of Piaget, Vygotsky and Bruner • Philosophical approaches to creative and critical thinking in the early years with reference to the work of Lipman, Fisher and Costello • 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
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.
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 the GDP 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 Reading List	Athey, C. (2007) *Extending Thought in Young Children*, 2nd Edition, London, Paul 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 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**	
% weighting between components A and B (Standard modules only)	**A:** **25%**	**B**: **75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual (non screen based) presentation under controlled conditions on the importance of talk in developing thinking in the early years. Up to 6 minutes per presentation with an additional 2 minutes for questions. Students can refer to notes but should not read from a prewritten script Assessment Criteria: AL2, BL2 and GL2	100%
Component B1 **Description of each element**	**Element weighting**
Task 1. A reflective enquiry into a child's schematic interests with reference to relevant learning theories. (1750 words) Assessment Criteria: AL2, BL2 and GL2	45%
Task 2. Written assignment An essay on a relevant theme explored in the module. (2000 words) Assessment Criteria: AL2, BL2 and CL2	55%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual (non screen based) presentation under controlled conditions on the importance of talk in developing thinking in the early years. Up to 6 minutes per presentation with an additional 2 minutes for questions. Students can refer to notes but should not read from a prewritten script Assessment Criteria: AL2, BL2 and GL2	100%
Component B1 **Description of each element**	**Element weighting**
Task 1. A reflective enquiry into a child's schematic interests with reference to relevant learning theories. (1750 words) Assessment Criteria: AL2, BL2 and GL2	45%
Task 2. Written assignment An essay on a relevant theme explored in the module. (2000 words) <u>Assessment Criteria</u>: AL2, BL2 and CL2	55%
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.	