University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Information			
Module Title	Critical Thinking (Psychology)		
Module Code	USPKJW -15-1	Level	1
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health & Social Sciences		
Contributes towards	BSc (Hons) Psychology, BSc (Hons) Psychology (with Foundation Year) BSc (Hons) Psychology with Sociology, BSc (Hons) Psychology with Sociology (with Foundation Year) BSc (Hons) Psychology with Criminology, BSc (Hons) Psychology with Criminology (with Foundation Year)		
Module type:	Project		

Pre-requisites	None
Excluded Combinations	None
Co- requisites	None
Module Entry requirements	None

Part 2: Description

Students will have the opportunity to engage with critical thinking at a number of levels (see below) – each of which might receive different emphasis from different disciplines. For example, they may have the opportunity to learn about:

1. Key skills – necessary both for academic and broader achievement. The capacity for ethical reflection; conceptual analysis; logical argument; using and exposing abuse of statistics; critique; normative reasoning; self-reflection etc.

2. Critical engagement with the world outside academia as a source of information and as a realm of problematic issues to be engaged with.

3. Becoming aware of the potential role of academia and knowledge creation in creating and perpetuating irrationality and injustice and of the role of academia as an agent of positive change through reflection on its relations to wider institutions and social and natural systems.

These areas of critical thinking will arise in the context of exploring substantive topics that may include:

- What is University for?; What is critical thinking and why is it important?
- Fallibility in Human Cognition and Reasoning

- Epistemology & the Scientific Method: The Fallibility of 'Knowledge'
- The Fallibility of Psychology as a discipline
- The Fallibility of Communication
- The Role and Ethical Responsibility of the Discipline

For one-third of the total contact time, students will engage with a menu of inter/multi-disciplinary learning opportunities. Inter and multi-disciplinary events will make a range of traditions in critical thinking available for students to engage with.

Part 3: Assessment

The assessment is in the form of a portfolio.

Students must provide evidence of knowledge and capacity to apply critical thinking skills appropriate to their own discipline.

They must also provide evidence that their thinking has developed in relation to a specified topic, or some aspect of their own beliefs or assumptions – as a consequence of the application of critical thinking.

Such evidence may be made up of a range and number of components. This might include conventional essay writing – and/or online activities such as blogging for example.

The portfolio provides flexibility and scope for such a range of evidence of learning.

Identify final timetabled piece of assessment (component and element)	

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
n/a	

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to demonstrate: • an understanding of key aspects of their discipline, including acquisition of coherent and detailed knowledge as it relates to critical thinking (Component A) • an ability to deploy accurately established techniques of critical analysis, argument,

and enquiry (Component A)

- an appreciation of the uncertainty, ambiguity and limits of knowledge (Component A)
- an ability to deploy critical thinking to reflect on and assess aspects of their own beliefs and assumptions (Component A)
- an ability to communicate using structured and coherent arguments (Component A)

Key Information Sets Information (KIS)

Key Information Set - Module data

Number of credits for this module 15

Contact Hours

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

Total Assessment

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

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading List

https://uwe.rl.talis.com/lists/32901307-7870-C291-2283-355F6A3CDC23.html?edit

Bowell, T. and Kemp, G. (2010) Critical Thinking: a Concise Guide. London: Routledge.

Bensley, D. A., & Lilienfeld, S. (2017). Psychological misconceptions: Recent scientific advances and unresolved issues. Current Directions in Psychological Science, 26, 377–382.

Bushman, B. J., & Huesmann, L. R. (2014). Twenty-five years of research on violence in digital games and aggression revisited: A reply to Elson and Ferguson (2013). European Psychologist, 19(1), 47-55.

Cooper, R. E., Tye, C., Kuntsi, J., Vassos, E., & Asherson, P. (2015). Omega-3 polyunsaturated fatty acid supplementation and cognition: A systematic review and meta-analysis. Journal of Psychopharmacology, 29(7), 753-763.

Cottrell, S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument.

Basingstoke: Palgrave Macmillan.

Elson, M., Ferguson, C. J. (2013). Twenty-five years of research on violence in digital games and aggression: Empirical evidence, perspectives and a debate gone astray. European Psychologist. Advance online publication. doi: 10.1027/1016–9040/a000147.

Lafrance, M.N., and S. McKenzie-Mohr. 2013. The DSM and its lure of legitimacy. Feminism & Psychology 23(1): 119–140.

Levine, D.W. (2005). Do dogs resemble their owners? A reanalysis of Roy and Christenfeld (2004). Psychological Science, 16, 83–84.

McMillan, K. and J. Weyers (2013)How to Improve your Critical Thinking & Reflective Skills. Prentice Hall.

Nosek & Bar-Anan, Y. (2012) Scientific Utopia: I. Opening Scientific Communication, Psychological Inquiry, 23:3, 217-243

Roy, M.M., & Christenfeld, N.J.S. (2004). Do dogs resemble their owners? Psychological Science, 15, 361–363

Steinkopf, L. (2015). The signaling theory of symptoms: an evolutionary explanation of the placebo effect. Evolutionary Psychology, 13(3),

Winkielman, P., & Schwarz, N. (2001). How pleasant was your childhood? Beliefs about memory shape inferences from experienced difficulty of recall. Psychological Science, 12(2), 176-179

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