



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Debates in Education		
Module Code	UTTP6N-30-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Digital Learning) BA (Hons) Education (Special Needs)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

### Part 2: Description

This module will challenge and enable students to synthesise and evaluate their learning across the programme through an agenda of questions and dilemmas centring on social justice, transformative education, inclusive practice in contemporary and future contexts and which extends ideas relating to theories, policies and practices.

Teaching and learning will be stimulated by a series of provocations provided by experts from diverse educational contexts to which students will be invited to respond through guided face-to-face and online debate. The topics listed are indicative and also will have been encountered previously on the degree but they are identified as areas which will continue to develop and shape education and be significant to students' future career pathways.

- The purpose of education
- Decolonising education
- Reconceptualising learning
- Education and social justice
- Educating the postmodern child
- Diversity and inclusion
- Learning and technology

<b>Part 3: Assessment: Strategy and Details</b>		
<p>The assessment of this module takes a similar form to the teaching approach. In the latter stage of the module students will take on the role of expert and 'teach' their peers, tutors and contributing experts. Through the course of this module students will be required to select one or more questions or dilemmas to explore in further depth and to conduct independent enquiry leading to a presentation of their findings in the form of a videoed talk. The talk will be shared with peers, tutors, contributing experts and students will chair a face-to-face or online debate on the subject and content of their talk. The debate will provide students with feedback and insight into the quality and impact of their talk and will inform their writing of the second element of summative assessment: A critical reflection on the process, product, impact and learning gained from their learning and assessment.</p>		
Identify final timetabled piece of assessment (component and element)	<b>B</b>	
<b>% weighting between components A and B (Standard modules only)</b>	<b>A: 50%</b>	<b>B: 50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Recorded talk	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Written reflective account	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Recorded talk	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Written reflective account	100%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically engage with, investigate and articulate current education debates (A,B)</li> <li>2. Contextualise changes in education in relation to policy and practice locally and globally (A,B)</li> <li>3. Identify and locate innovations and interdisciplinary connections impacting on education. (A,B)</li> <li>4. Demonstrate a critical understanding of contemporary education debates in a changing world. (A,B)</li> </ol>	
Key Information Sets Information (KIS)		

Contact Hours	<b>Key Information Set - Module data</b>																								
	Number of credits for this module				30																				
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																				
	300	72	228	0	300																				
<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																									
<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> <td></td> </tr> </table>						Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Reading List	<ul style="list-style-type: none"> <li>• Long, F. (2014) <i>Educating the Postmodern Child The Struggle for Learning in a World of Virtual Realities</i> Bloomsbury</li> <li>• Pearson, S. (2016) <i>Rethinking Children and Inclusive Education Opportunities and Complexities</i> Bloomsbury</li> <li>• Selwyn, N. (2016) <i>Education and Technology</i> (second edition) Bloomsbury</li> <li>• Singh, M. Madhu <i>Global Perspectives on Recognising Non-formal and Informal Learning, Why Recognition Matters Open Access</i> (2016) Available from <a href="https://www.springer.com/gb/book/9783319152776">https://www.springer.com/gb/book/9783319152776</a></li> <li>• Smith, J.T. (2016) <i>Key Questions in Education Historical and Contemporary Perspectives</i> Bloomsbury</li> </ul>																								

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UVP Approval Date	27 March 2019			
Revision ASQC Approval Date		Version	1	<a href="#">Link to workspace</a>