






### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Children's Meaning Making		
<b>Module Code</b>	UTTGU9-30-2	<b>Level</b>	2
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Arts Creative Industries and Education	<b>Field</b>	Primary Early Childhood and Education Studies
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	BA(Hons) Early Childhood		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description			
<p>By the end of this module students will have analysed psychological, philosophical and theoretical approaches to children's creative and critical thinking. This will include evaluation of the significance of children's language, communication and talk with reference to symbolic literacies. The role of both the adult and the environment in facilitating children's emotional and cognitive development will be explored with explicit reference to the implications for professional practice. Links will be made to previous modules and experiences.</p>			
Part 3: Assessment			
<p>The individual presentation will enable students to draw on their individual experiences of practice to explore the theoretical content of the module. This will begin to develop the skills of synthesis towards within a pedagogy of enquiry-based learning.</p> <p>The negotiated title of the essay will encourage students to explore their own interests within the module context and develop their assessment literacy. This written component will also support students to further develop their academic writing skills.</p>			
Identify final timetabled piece of assessment (component and element)		Component B1	
% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
		<b>50%</b>	<b>50%</b>
<b>First Sit</b>			

<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																																				
1. Presentation		100																																				
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)																																				
1. Essay		100																																				
<b>Resit (further attendance at taught classes is not required)</b>																																						
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1. Presentation		100																																				
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1. Essay		100																																				
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																																						
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically discuss a range of key theoretical perspectives exploring the development of children's creative and critical thinking. A&amp;B</li> <li>2. Analyse the importance of children's behaviour, language and play and its role in children's meaning making. A</li> <li>3. Discuss the role of the environment and adult/s, in supporting children's representational activities. B</li> <li>4. Explore children's emotional and cognitive engagement with symbolic literacies. A&amp;B</li> <li>5. Critically discuss how children's representations are significant to their agency in the social context and key to their emotional and cognitive development. B</li> </ol>																																					
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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<b>Contact Hours</b>	<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>																																					

<b>Total Assessment</b>	Total assessment of the module:			
	Written exam assessment percentage	0%		
	Coursework assessment percentage	50%		
	Practical exam assessment percentage	50%		
				100%
<b>Reading List</b>	<p>Nutbrown, C. (2005) <i>Threads of thinking</i> (2<sup>nd</sup> Edition) PCP</p> <p>Siraj-Blatchford, I. (2009) 'Conceptualising progression in the pedagogy of play and sustained shared thinking in early childhood education: a Vygotskian perspective', <i>Educational and Child Psychology</i> 26 (2)</p> <p>Robson, S. (2006) <i>Developing thinking and understanding in young children</i>, Routledge</p>			

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<b>First Approval Date (and panel type)</b>	27 <sup>th</sup> March 2019			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1	<a href="#">Link to Workspace</a>