



Module Specification

Children’s Meaning Making

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Part 1: Information

Module title: Children's Meaning Making

Module code: UTTGU9-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: By the end of this module students will have analysed psychological, philosophical and theoretical approaches to children's creative and critical thinking.

Outline syllabus: This module 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.

Part 3: Teaching and learning methods

Teaching and learning methods: See Assessment Strategy.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically discuss a range of key theoretical perspectives exploring the development of children's creative and critical thinking.

MO2 Analyse the importance of children's behaviour, language and play and its role in children's meaning making.

MO3 Discuss the role of the environment and adult/s, in supporting children's representational activities.

MO4 Explore children's emotional and cognitive engagement with symbolic literacies.

MO5 Critically discuss how children's representations are significant to their agency in the social context and key to their emotional and cognitive development.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: 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.

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 task will also support students to further develop their academic writing skills.

Assessment components:

Presentation (First Sit)

Description: Presentation

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (First Sit)

Description: Essay

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5

Presentation (Resit)

Description: Presentation

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (Resit)

Description: Essay

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood {EYTS} [Frenchay] BA (Hons) 2022-23

Early Childhood [Frenchay] BA (Hons) 2022-23

Early Childhood [Villa] BA (Hons) 2022-23

Early Childhood {Foundation}[Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22