

| Module Outline | | Part 1- as validated |
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| 1. | Title | Critical review of teaching, learning and assessing |
| 2. | Level * | 7 |
| 3. | Credits | 30 |
| 4. | Indicative Student Study Hours | Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total Study hours: 300 hours |
| 5. | Core (must take and pass), Compulsory (must take) or Optional | Optional |

5. Brief Description of Module (purpose, principal aims and objectives)

The module content enables students to explore formal and informal educational contexts, including their own and other educational structures, by examining the values and practices underpinning a range of organisations. The module is designed to introduce students to key aspects and perspectives about social justice and education, and how these may impact on teaching, learning and assessing.

The module explores general philosophical perspectives about the nature of education and social justice (exploring the purposes of education in relation to such theoretical perspectives as human capital theory, liberation theory etc.); overarching conceptual considerations to do with social justice in educational contexts (e.g. achieved by exploring educational issues through the lens of inclusion, equality, diversity); the contributions made to debates about social justice in education by empirical researchers; achievement and attainment in a variety of contexts (reflections of who gets what from education in teaching, learning and assessment); the issues associated with the pedagogical approaches proposed by advocates of social justice in education.

The feminist scholar bell hooks (1994) once declared that teaching is a liberatory endeavour; it enhances our practice to be free. For hooks, the pleasure of teaching comes from it being an act of resistance to the broader political forces and ideologies that impact on the educational sector and its learners.

6. Learning Outcomes - On successful completion of this module a student will be able to:
(Add more lines if required)

| | |
|---------------------------|--|
| 1. | Critically analyse theories and principles of inclusive learning and their application to the promotion of inclusive practice. |
| 2. | Critically evaluate the impact of current teaching, learning and assessment strategies on widening participation, inclusion and social justice. |
| 3. | Critically assess how the current socio-political values, attitudes and beliefs inform perceptions of race, gender and social class in the English education system. |
| 4. | Review the debate of the impact of intersectionality in Education settings and suggest strategies to address this issue. |
| Generic learning outcomes | |
| 5. | Demonstrate the ability to construct evidence-based arguments. |
| 6. | Manage a diverse range of scholarly activities effectively and independently. |

7. Assessment

Pass on aggregate or Pass all components
(modules can only be pass all components if this is a PSRB requirement)

Pass on aggregate

Summary of Assessment Plan

| | Type | % Weighting | Anonymous Yes / No | Word Count/ Exam Length | Learning Outcomes Coverage | Comments |
|----|-----------|-------------|-----------------------|----------------------------|----------------------------------|----------|
| 1. | Manifesto | 20% | YES | 1000 or equivalent | LOs 1-5 | |
| 2. | Essay | 80% | YES | 3000 | LOs 1-6 | |

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The manifesto should concern itself with a single current issue in education that you feel strongly about. It should articulate what you would like to say, do or change about a particular situation in the contemporary education sector.

The structure: Often a manifesto draws from a broad range of experiences and knowledge that has been acquired through life experiences. References can include: 1) life experiences 2) social and political events, 3) cultural expressions displayed in art, photography, performance, music, theatre and films, 4) ideas discovered in essays, novels, poetry and manifestos including those covered in this module may be useful in illustrating what your manifesto stands for and against.

The writing: Writing or presenting concepts in a new genre is invariably a challenge and can be very rewarding. It usually takes longer than writing or presenting concepts in a familiar genre where you are used to employing a set academic format and conventions. The manifesto can be composed of different parts rather than one continuous piece of text. A manifesto, for example, may have an enumerated series of propositions or arguments, and also text justifying it or indicating why it is

necessary. Most importantly, a manifesto needs to be a piece of writing that attempts to convince, persuade, cajole or move readers in one or many directions. Its success stands or falls on its ability to make an impact on readers. The power of a manifesto often lies in the strength of the convictions it contains and communicates to a specific intended audience.

The essay will be informed by critical literature review:

Consider how has the author or have the authors:

- selected a project topic or research question
- identified key questions or issues to investigate
- located ideas and theories, theoretical and cognitive framework for the project
- decided which method or methods will best enable them to collect and analyse appropriate evidence
- evidenced what was the outcome, suggestions and contribution of the research?

All assessment tasks should:

- Meet all module learning outcomes;
- Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area;
- Synthesise a depth and breadth relevant reading;
- Demonstrate a critical and systematic understanding of key issues;
- Critically analyse the application of theory to practice where appropriate;
- Be written and presented in a clear academic style.

8. Summary of Pre and / or Co Requisite Requirements

N/A

9. For use on following programmes

MA in Education studies

Module Specification

Part 2- to be reviewed annually

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| 1. | Module Leader | TBD |
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2. Indicative Content

Lectures in this module explore the following topics/subject areas:

1. Meaning of social justice
2. Theories of social justice
3. Key debates in social justice
4. Economic and human capital
5. Education as a vehicle to challenge and change inequality (or maintain it?)
6. Lifelong learning and widening participation
7. Voice of the learner
8. Education policy and legislation

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| <p>9. Inclusion, diversity and equality of individuals and groups 10. Social justice and patterns of educational achievement 11. Teaching, learning, assessing and activism 12. Early interventions and new approaches to teaching and learning.</p> |
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3. Delivery Method (please tick appropriate box)

| Classroom Based | Supported Open Learning | Distance Learning | E-Learning | Work Based Learning | Other (specify) |
|-----------------|-------------------------|-------------------|------------|---------------------|-----------------|
| X | | | | | |

If the Delivery Method is **Classroom Based** please complete the following table:

| | Activity (lecture, seminar, tutorial, workshop) | Activity Duration - Hrs | Comments | Learning Outcomes |
|---|---|-------------------------|----------|-------------------|
| 1 | Lectures | 35 | | LOs 1-6 |
| 2 | Individual academic tutorials | 2 x 30 minutes | | LOs 2, 5 |
| 3 | Guided and self-directed research and study | 264 | | |
| | Total Hours | 300 | | |

| | |
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| If delivery method is <i>not</i> classroom based state lecturer hours to support delivery | Each student receives two 30 minutes academic tutorials. |
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4. Learning Resources

To include contextualised Reading List.

Highly Recommended:

Braidotti, R., Bozalek, V., Shefer, T. and Zembylas, M. (2018) *Socially Just Pedagogies: Posthumanist, Feminist and Materialist Perspectives in Higher Education*. London: Bloomsbury Publishing Plc

Collini, S. (2012) *What are Universities For?* London: Penguin

Duggan, S., Gray, E., Kelly, P., Finn, K., and Gagnon, J. (Eds) (2019) *Social justice in times of crisis and hope: Young people, wellbeing and the politics of education: young people, well-being and the politics of education*. New York: Peter Lang

Freire, P. (1996) *Pedagogy of the Oppressed*. London: Penguin

hooks, bell (1994) *Teaching to Transgress: Education as the Practice of Freedom*. New

York: Routledge

Kyriacou, C. (2018). *Essential Teaching Skills* (5th edn). Oxford: Oxford University Press.

Parker, L., Deyhle, D., and Villenas, S. (2018) *Race is... race isn't: Critical race theory and qualitative studies in education*. London: New York, New York: Routledge.

Palgrave Macmillan (2018) *Palgrave Critical University Studies* [online]:
<https://www.palgrave.com/cn/series/14707> [accessed on 21/11/18].

Watters, Shane (2016) *Old Boy Networks: The Relationship between Elite Schooling, Social Capital, and Positions of Power in British Society*. In: Koh, Aaron and Kenway, Jane, eds. *Elite Schools: Multiple Geographies of Privilege*. Education in Global Context. London: Routledge.

Willetts, D. (2017) *A University Education*. Oxford: Oxford University Press.

Journals:

Education, Citizenship and Social Justice

Journal of Education Policy