

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Becoming Critical in Education</b>			
<b>Code: EDLR11001</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	N Aviles Nunez		
<b>Summary of Module</b>			
<p>What is Criticality in Education and what does it mean to become critical? How does our understanding of Criticality shift across different cultural perspectives? This module provides a grounding in Criticality and the skills of evaluation, synthesis and analysis that underpin academic and educational practice.</p> <ul style="list-style-type: none"> <li>• Dispositions and attributes for critical thinking</li> <li>• Perspectives on critical thinking from different disciplines</li> <li>• Critical explorations of local and Intercultural knowledge practices</li> <li>• Building skills in academic practice</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate the development of an understanding of theories and concepts of Critical Thinking and Criticality in relation to educational practice
L2	Demonstrate an understanding of the impact of Criticality and Critical Thinking across the field of Education and in relation to diverse international perspectives
L3	Demonstrate a critical understanding of the relevant professional and research literature relating to the development of students as critically aware professionals
L4	Undertake a systematic analysis of theories and concepts relating to Critical Thinking and Criticality across educational settings, and present the analysis in a clear and consistent format
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>Demonstrate the development of an understanding of theories and concepts of Critical Thinking and Criticality in relation to educational practice</p> <p>Demonstrate an understanding of the impact of Criticality and Critical Thinking across the field of Education and in relation to diverse international perspectives</p> <p>Demonstrate a critical understanding of the relevant professional and research literature relating to the development of students as critically aware professionals</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Apply an appropriate range of learning and teaching techniques and practices that demonstrate effective skills and knowledge in</p>

	<p>supporting a diverse range of learners across individual professional settings.</p> <p>Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective engagement with learning, teaching and assessment.</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Undertake a systematic analysis of theories and concepts relating to Critical Thinking and Criticality across educational settings, and present the analysis in a clear and consistent format</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline related to criticality and critical thinking</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</p> <p>Communicate and collaborate with a range of peer professionals to enhance teaching and learning within individual professional settings.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities.</p> <p>Take responsibility for own work and/or significant responsibility for the work of others.</p> <p>Practise ways that draw on critical reflection on own and others' roles and responsibilities within an educational setting.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>
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<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	8
Independent Study	168
Asynchronous Tutorial	0
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:	
Barnett, R. & Jackson, N. (2019). <i>Ecologies for Learning and Practice: Emerging Ideas, Sightings, and Possibilities</i> , 1st Edition.	
Davies, M. & Barnett, R. (2015) <i>The Palgrave Handbook of Critical Thinking in Higher Education</i> . New York, Palgrave Macmillan	
Day, S.P., & Grant-McMahon, L (2016). The classroom dynamics as a complex adaptive system. In C. Martin, M. Fleming and H. Smith (Eds). <i>Mental Health and Wellbeing in Learning and Teaching</i> . Cove, Argyll & Bute: Swan & Horn. Priestley, M.	
R., Biesta, G., & Robinson, S. (2015). <i>Teacher agency: An ecological approach</i> . Bloomsbury Publishing.	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	
<b>Attendance and Engagement Requirements</b>	
In line with the <a href="#">Student Attendance and Engagement Procedure</a> : Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a>	

<b>Equality and Diversity</b>
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010.</p> <p><a href="#">UWS Equality and Diversity Policy</a></p>
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	CPL
<b>Moderator</b>	C Manousou
<b>External Examiner</b>	S Daniels
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>Reflective Journal – 100% Independent</p> <p>Each student will create a reflective journal online using OneNote or a similar application. It will be composed of 5 journal entries and a collection of digital resources. Each of the 5 journal entries will focus on an aspect of criticality, responding to a range of stimulus including articles, reports, videos, presentations, exhibitions, etc. The final entry will be a reflection of the process of putting together the journal, bringing together key learning points and justifying their choices. The reflective journal will average around 3000 words and will include references; this might include annotated articles, videos they have commented on, reports, etc.</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	X	X	X	X	X	100%	5

<b>Combined Total for All Components</b>	<b>100%</b>	<b>XX hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**