

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Critical Discourse in Pedagogies and Practice			
Code: EDLR11002	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Walden		
Summary of Module			
<p>The practice-based dissertation module represents the final stage of a number of master's programmes in the Division of Education in the School of Education and Social Sciences, for the MEd Educational Studies. Through planning and reflecting on a critically informed lesson plan based on a relevant and approved area of study within their chosen field, learners will be required to demonstrate the complete synthesis and integration of the range of knowledge, skills, and attributes outlined in the SCQF Level 11 descriptors. The module is designed for practising teachers in early years, primary, or secondary sectors who wish to explore a pedagogical area of particular interest within their classroom practice or at a whole school level such as a cross-curricular theme. The module is equivalent to three 20-credit modules (60 credit points in total) and is assessed through both a 5000- word reflective journal on how the program principles of social justice; inclusion and diversity; and innovation and technology have influenced the student's choice of pedagogy and practice, and a 5000-word unit teaching plan designed to apply a particular pedagogy to the learner's practice. Both assessments result in a total indicative word count between 10,000 and 11,000 words, which is equivalent to the dissertation (subject to discussion with the learner's designated supervisor). The module contributes to the development of the following graduate attributes:</p> <ul style="list-style-type: none"> • Critical and analytical thinking; • Resilience, autonomy and motivation; • Effective communication and collaboration 			

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

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<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	Critically understand and analyse relevant global pedagogies in early years, primary and secondary education – including features, boundaries, terminology and conventions.
L2	Demonstrate a critical understanding, analysis, and application of a specialised educational pedagogy of relevance to the learner’s practice.
L3	Demonstrate an extensive, detailed knowledge and critical understanding of the principles and features of effective teaching practice based on an identified relevant global pedagogy.
L4	Demonstrate appropriate subject knowledge and critical understanding to reflect on how to incorporate the three main principles of the programme: inclusion and diversity; innovation and technology; social justice into teaching practice
L5	Present a well-researched unit plan and reflection in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.

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)	SCQF Level 11 Develop a critical knowledge and understanding of the ability to analyse and evaluate pedagogies, ideas, and arguments in a critical and constructive manner.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Apply knowledge, skills, and understanding in developing a lesson plan through their specialised educational pedagogy and professional practice.</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Develop the ability to reflect critically on own thinking and practice, identify areas for further development, and integrate feedback from others to enhance one's critical discourse skills.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Develop effective communication skills for critical discourse in pedagogies and practice. These skills include the ability to express ideas clearly and concisely, engage in active learning, able to adapt the language and style according to the audience and use language that is appropriate for the context</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>The ability to work independently, take initiative, and manage time effectively for developing expertise in critical discourse in pedagogies and practice Developing expertise in critical discourse in pedagogies and practice requires the ability to work effectively with others, including colleagues, students, parents, and community members</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24

Tutorial/Synchronous Support Activity	8
Independent Study	540
Asynchronous Class Activity	28
	600 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Beauchamp, G., Adams, D., Smith, K. (2023) Pedagogies for the future [electronic book] : a critical reimagining of education. Abingdon, Oxon; New York, NY: Routledge.</p> <p>Boronski, T. (2022). Critical pedagogy : an exploration of contemporary themes and issues. Abingdon, Oxon ; New York, NY: Routledge.</p> <p>Cassidy, C. (2019). Power, pedagogy and practice in human rights education: questions of social justice. Human Rights Education Review, 2(1), 102–105</p> <p>Forlin, C., Deppeler, J. and Loreman, T. (2015). Inclusive pedagogy across the curriculum. United Kingdom: Emerald Publishing.</p> <p>Mays, T. J.(2022). Technology-Enabled Learning: Policy, Pedagogy and Practice Sanjaya Mishra and Santosh Panda (Eds.): TEL: Policy, Pedagogy, Practice. Teacher Education through Flexible Learning in Africa (TETFLE), 3(1).</p> <p>Okello, W.K. and Quaye, S.J.(2018) Advancing creativity for pedagogy and practice, Journal of Curriculum and Pedagogy, 15:1, 43-57.</p> <p>Paris, D. and Alim, S. (2017). Culturally sustaining pedagogies : teaching and learning for justice in a changing world. Editorial: New York Teacher’s College Press.</p> <p>Sclater, M. (2021), Hybrid Spaces: Re-imagining Pedagogy, Practice and Research for Creativity in Unforeseen Times. Int J Art Des Educ, 40: 672-675.</p> <p>Van Themaat, J.V.L. (2019). Thinking together changes the educational experiences, provision and outcomes for SEND pupils – professional learning communities enhancing practice, pedagogy and innovation. Support for Learning, 34(3), pp.290–311.</p>	
(**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)	
Attendance and Engagement Requirements	
In line with the Student Attendance and Engagement Procedure : 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.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	CPL
Moderator	X Qu
External Examiner	L Pereira
Accreditation Details	
Changes/Version Number	1 No changes for 2425

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – 5000-word reflective journal on how the program principles of social justice; inclusion and diversity; and innovation and technology have influenced the student's choice of pedagogy and practice.

Assessment 2 – 5000-6000 word unit plan based on an identified and focused pedagogy - 50%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Written Work	✓	✓			✓	50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/Project report/Thesis	✓	✓	✓	✓	✓	50	0

Combined Total for All Components						100%	XX hours
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Change Control:

What	When	Who
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)