

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Creative Pedagogies</b>			
<b>Code:</b> PGES11006	<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 & Social Sciences		
<b>Module Co-ordinator:</b>	D McAuliffe		
<b>Summary of Module</b>			
<p>This arts-based module will enable you to become a dynamic curriculum maker by developing an approach to pedagogy and curriculum design that is both original and informed.</p> <p>The module will draw on critical historical and contemporary readings in pedagogy that will help develop practices that are both innovative and sustainable to the participants' own development.</p> <p>Participants will be encouraged to question and challenge domination and the beliefs that dominate our schools today in a robust way. The module will advance participants thinking on learning how to learn and enhance further their critical consciousness as a teacher, curriculum maker and creative pedagogue.</p>			

<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 checked="" type="checkbox"/>	<input 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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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	Develop a deep understanding of the complex area of creative pedagogies vis-à-vis critical theory to enable participants to learn how to learn.
L2	Relate creativity to the wider research fields of pedagogy, learning, assessment, and curriculum.
L3	Analyse the current issues in education in relation to creativity pedagogies, particularly the requirement to relate the procedural knowledge to declarative knowledge.
L4	Evaluate and reflect on participants own creative practice and how it impacts on teaching and learning and curriculum making.
L5	Confidently use a range of arts-based approaches to meaning making.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b>            Deep understanding of key theories, concepts, principles in relation to creative pedagogies in education.            Critical understanding of how it has evolved over the years, how it operates within the current national context and how it may impact upon ones present and future professional practice.            Critical awareness of current creative pedagogies</p> <p>in relation to their defined purposes, theoretical underpinnings and recent/current research findings.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b>            Apply deep knowledge, skills and understanding of creative pedagogies in a variety of educational contexts.            Critical reflection on professional practice and contemporary issues that impact on it. Synthesise information and gain a coherent understanding of theories and practices in change management.</p>

	Retrieve, interpret and use primary and secondary information relevant to this module from a variety of sources including electronic databases.	
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>Apply critical analysis, evaluation and synthesis to issues of the creative pedagogies in education. Give reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what is not, especially within the context of creative pedagogies in education. Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Effectively and appropriately communicate knowledge and understanding of creative pedagogical practices to a range of audiences. Make effective use of information retrieval systems and information technology applications to present documents in an appropriate form. Use a range of (relevant) IT applications to support and enhance work on the module.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Exercise autonomy and initiative and taking responsibility for own work. Work as part of a professional team to analyse information, formulate relevant responses and present these back to the group.</p> <p>Work effectively in collaboration with others in groups or teams, taking a leadership role where appropriate. Systematically identify and address own learning needs within the context of creative pedagogies in education, making use of academic research materials as appropriate.</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>

### 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.**

#### Learning Activities

The module handbook, and other detailed material made available to participants, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This will clarify expectations for module content and for the overall balance

**Student Learning Hours**  
(Normally totalling 200 hours):  
(Note: Learning hours include both contact hours

of learning and teaching methodologies to be used during the module. This module is structured through individual and group tasks delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE).	and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	20
Independent Study	155
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Herbert, A (2010) <u>The Pedagogy of Creativity</u>, Routledge</p> <p>hooks, b. (1994) <u>Teaching to Transgress: Education as a Practice of Freedom</u>, Routledge</p> <p>Naughton, C.; Biesta, G. &amp; Cole, D (2018) <u>Art, Artists and Pedagogy: Philosophy and the Arts in Education</u>, Routledge</p> <p>Leavy, P (Ed.) (2019) <u>Handbook of Arts-Based Research</u>, Guilford Pub. New York.</p> <p>Steinberg, S. &amp; Down, B (Ed.) (2020) <u>The SAGE Handbook of Critical Pedagogies</u>, Sage, London.</p> <p>Websites Visual methodologies <a href="https://study.sagepub.com/rose4e">https://study.sagepub.com/rose4e</a></p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</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)	
<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.

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

Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### 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

<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>	Career-Long Professional Learning
<b>Moderator</b>	A Pirrie
<b>External Examiner</b>	D Paterson
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

**Assessment will be based on the submission of a multi-modal essay.** This web-based essay will be the equivalent to a 4,000 word assignment.

Module handbooks, and other detailed material made available to participants, will clarify the relationship between formative and summative assessment tasks and the specific learning outcomes for the module. This will enable participants to relate feedback from formative assessment to their individual progress on the learning outcomes for the module and further prepare for summative submission. Detailed guidance as to how participants should prepare for formative and summative submissions will be provide via the Moodle.

(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)**

<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>Timetable Contact Hours</b>
Essay	X	X	X	X	X	100	

<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)**