

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Early language and cognition			
Code: PGES11012	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	C Gollek		
Summary of Module			
<p>This module is designed to provide participants with the opportunity to develop deeper understanding of young children's language development and reflect on effective provision of language support within a learning context.</p> <p>Specifically, the module will focus on developing students' knowledge and understanding of the process of language development and the application of this knowledge in educational settings.</p> <p>The theoretical overview will specifically outline children's cognitive development, with a focus on metacognition (executive function and theory of mind) and the connection to the development of language. Students will critically engage with the application of these concepts in educational settings and investigate the application of theory-based approaches in their individual field.</p> <p>Socio-cultural differences in language and cognition will be investigated and strategies to support learners from diverse backgrounds will be analysed within the context of curriculum and policy frameworks and legislation.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	Hybrid C	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

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

Learning Outcomes: At the end of this module the student will be able to:	
L1	Demonstrate critical knowledge and understanding of theoretical approaches to young children's language development.
L2	Demonstrate a critical understanding of the relationship between children's cognitive development and language acquisition.
L3	Critically analyse the strategies used to support early language learners from diverse backgrounds and demonstrate the ability to develop new, evidence-based strategies.
L4	Critically evaluate current research, policy and practice using national and international perspectives
L5	n/a

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&U)	SCQF Level 11. Knowledge of features, terminology and conventions of the area of supporting language development. Critical understanding of principal and specialist theories, principles and concepts related to language development and the acquisition of an additional language.
Practice: Applied Knowledge and Understanding	SCQF Level 11.

	<p>Use research knowledge at the forefront of language development.</p> <p>Demonstrate creativity in the application of knowledge and understanding and practices which support the education of monolingual and bilingual learners.</p>	
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply critical analysis, evaluation and synthesis to support the development of effective talking and listening skills.</p> <p>Critically review, consolidate and extend knowledge, skills and practices in providing effective provision for all language learners.</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 with learners and fellow professionals on aspects of good practice in supporting language development.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Communicate with peers, senior colleagues and specialists</p> <p>Demonstrate leadership and initiative and contribute to change and development in relation to supporting monolingual and bilingual learners.</p>	
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code: n/a	Module Title: n/a
	Other:	n/a
Co-requisites	Module Code: n/a	Module Title: n/a

Learning and Teaching

This module has been designed to provide participants with the opportunity to demonstrate competence in providing effective provision for language learners within a teaching and learning context. The module has been designed to support those working in educational and other allied fields where management and implementation of learning programmes are required. The module may also form part of other validated online postgraduate programmes.

Participants will engage with relevant textual and audio-visual resources (through the University VLE) and have opportunities to reflect on their own practice and professional development. A range of tasks and activities will be undertaken to probe participants growing knowledge and understanding. National and international research will be considered within a learning and teaching context and implications for

practitioners and learners will be examined. The module assessment will relate to the participants own practice and specific work environment.	
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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	80 hours
Independent Study	120 hours
	200 hours total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:	
Harley, T.A. (2017). Talking the talk: Language, Psychology and Science. 2 nd ed. Hove: Psychology press	
Harley, T. A. (2014). The Psychology of Language: From data to theory (4th. ed.) Hove: Psychology Press.	
Baker, C. (2011). Foundations of bilingual education and bilingualism / Colin Baker (5th ed.). Bristol : Multilingual Matters, 2011.	
Larkin, S. (2009) Metacognition in young children. London: Routledge.	
Doherty, M.J. (2009) Theory of Mind: How children understand others' thoughts and feelings. Hove: Psychology Press.	
Marsh and Hallet (2008) Desirable literacies: approaches to language and literacy in the early years. London: Sage.	
(**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.	

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 .
(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	R McGill
External Examiner	E Black
Accreditation Details	
Changes/Version Number	3

Assessment: (also refer to Assessment Outcomes Grids below)
Formative assessment will consist of online discussion posts and 1-1 discussion of experiences and reflection
Summative
Part 1 – Critical evaluation of current provision and policy in relation to theoretical accounts of language development and research. (2000 words)
Part 2 - Learning and teaching plan related to the profile of a child - including a planned sequence of learning showing the development of language acquisition. (2000 words) or evidence about planning and implementation of such a plan in practice (for example through a floorbook).
(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
Assignment Part 1 & 2	X	X	X	X	n/a	100%	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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Component 3							
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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Combined Total for All Components						100%	0

Version Number: 3