

University of the West of Scotland

Module Descriptor

Session: 2020/21

Last modified: 12/03/2018 15:12:04

Status: Published

Title of Module: Critical Pedagogy One			
Code: EDUC07026	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	David Wallace		
Summary of Module			
<p>An engagement with personal histories will facilitate Freirian decoding in order to initiate critical exploration of the theories and processes that underpin differing conceptions of learning, curriculum and pedagogy. This module will feature an early engagement with critical theory as a mechanism for developing analysis of ideologies in education and in lifelong learning. The dominant discourse of education as schooling and the relationship between institutional approaches to education and neoliberal influences will be critiqued. A critical appraisal of contrasting social and economic imperatives in policy and in practice will be undertaken.</p> <p>Developing from a historical analysis of the relevance of Paulo Freire for community education practice, students will be engaged in fostering their own conscientisation. The relationships between principles for lifelong learning and the development of transformational praxis will be explored. An international perspective will be encouraged to inform and contextualize analysis of increasingly global phenomena.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p>		

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Identify the core constructs that underpin critical theory
- L2. Demonstrate an understanding of ideological positions in education and lifelong learning and relate this to dominant discourse of education as schooling
- L3. Evaluate conceptions of lifelong learning experience, practice and policy
- L4. Understand social purpose democratic education as a transformational praxis for community education
- L5. Reflect on individual value systems & practices

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 7.</p> <p>Broad knowledge and understanding of the nature of transformational and democratic education.</p> <p>Detailed knowledge and understanding of pedagogy as applied to a range of community learning contexts.</p>
Practice: Applied Knowledge and Understanding	SCQF Level 7.

	<p>Reflection on knowledge, understanding and skills in relation to being an effective community educator.</p> <p>Effectively implement appropriate communication and interpersonal skills relevant to community learning settings and contexts.</p>	
Generic Cognitive skills	<p>SCQF Level 7.</p> <p>Evaluate, giving reasoned opinions and arguments in relation to designing authentic curricula relevant to community learning settings.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p> <p>Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation)</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Demonstrate awareness of personal attitudes, values and beliefs and respect of others.</p> <p>Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes.</p> <p>Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources as appropriate.</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:

* Indicates that module descriptor is not published.

Learning and Teaching
<p>Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In</p>

tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills. Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.

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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	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:

Cranston, P. (2006) Understanding and promoting Transformative Learning (2nd Ed) San Francisco: Josey Bass

Darder A., Baltodano, M. and Torres, R (eds) (2009) The Critical Pedagogy Reader Routledge: Oxon

Freire, P. 1996. Pedagogy of the Oppressed (M.B. Ramos, Trans. 2nd ed.). London: Penguin Henderson & Thomas (2006) Skills in Neighbourhood Work (4th Ed) Oxford: Routledge

Ledwith, M. (2001) Community work as critical pedagogy: re-envisioning Freire and Gramsci, Community Development Journal, Vol.36, No 3. July 2001 pp. 171-182

Mezirow, J. (2000). Learning as Transformation: Critical Perspectives on a Theory in Progress. San Francisco: Jossey Bass.

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	Annette Coburn
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1 Change to moderator; External Examiner added

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.

100% Practical Presentation

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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	Timetable Contact Hours
Presentation	✓	✓	✓	✓	✓	100	4
Combined Total For All Components						100%	4 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)