

# University of the West of Scotland

## Module Descriptor

Session: 2020/21

Status: Published

<b>Title of Module: Applied Critical Pedagogy</b>			
<b>Code: BACE09001</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	A Coburn		
<b>Summary of Module</b>			
<p>This module will draw on critical social and cultural theory and will help you to engage methods of observation, research and practice. Underpinning analysis will be an understanding that social justice (including but not restricted to racial, sexual diversity, gender, religious, geographic, economic equity) informs the application of critical pedagogical theories.</p> <p>This module builds on theory and practice from critical pedagogy one, to consider ideas on human rights, equality and social justice in order to critique their utility in community education contexts.</p> <p>Including a critical tentative lens, students will engage in post-formal cognition, moving from traditional positivist methodologies found in both formal and informal education. Moving from self-actualization and conscientisation discovered in Critical Pedagogy 1, students will apply social theory to an emancipatory vision of youth and community work for the present and the future.</p> <p>In this way, students will explore practices that sometimes sit uncomfortably with professional standards and/or legal requirements for equality. As such the module prompts critical questioning of how CLD standards are agreed, maintained and developed and what the benchmarks for emancipatory practice might be. Understanding how difference is constructed, will engage students in finding ways of critically decoding their own and others' practice, in order to challenge discrimination and facilitate professional emancipatory practice.</p>			

<b>Module Delivery Method</b>		
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>
	✓	

**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.

**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. Critique theoretical perspectives on Human Rights, Equality and Social Justice and their application in Community Education contexts

L2. Use social theories on critical pedagogy to analyse the construction of social difference and to reflect on their own discourses and prejudices

L3. Demonstrate a socially just pedagogy

L4. Evaluate how critical social theories can be used to rethink and redesign old paradigms

L5. Apply creative thinking to complex problems in articulating an emancipatory vision and practice of youth and community work

**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)	SCQF Level 9. Use knowledge and understanding of core ideas to critically question theory and practice in debating contemporary policies Consolidate knowledge and understanding of the nature and possibilities for transformational and democratic education.

	Show detailed knowledge and understanding of pedagogy as applied to a range of community learning contexts.	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Develop capability in creative thinking of how to challenge the status quo. Show critical 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 9.</p> <p>Critically evaluate, giving reasoned opinions and arguments in relation to designing authentic curricula relevant to issues of equality and social justice.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9.</p> <p>Communicate effectively and appropriately through a range of ICT applications Contribute to the literature on, and public discussion of, applied critical pedagogy for emancipatory practice.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9.</p> <p>Demonstrate awareness of personal attitudes, values and beliefs and respect of others. Exercise substantial autonomy and initiative in working collaboratively to initiate an educational seminar consistent with the values and principles of critical pedagogy. Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources 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>

\* Indicates that module descriptor is not published.

## Learning and Teaching

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 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):

(Note: Learning hours include both contact hours and hours spent on other learning activities)

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:

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

Jeffs, T and Smith, M.K. (2005) *Informal Education, Conversation, Democracy and Learning* (Third Edition) Derby: Education Now

Johnston, R. (2008) Making space for social purpose adult education within civil society. Paper presented at 38th SCUTREA Conference, 2-4 July, University of Edinburgh, Edinburgh

Ledwith, M. (2011) *Community Development a Critical Approach* (2nd Ed) Bristol: Policy Press

Shaw, M. (2011) *Stuck in the middle? Community development, community*

engagement and the dangerous business of learning for democracy Community Development Journal Vol 46 No 52 April 2011

(\*\*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

<b>Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Community Education
<b>Moderator</b>	E Beggan
<b>External Examiner</b>	S Moir
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	2 Added External Examiner

### 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.

60% Practical Presentation

40% Essay

(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.)

<b>Component 1</b>							
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
Presentation	✓		✓	✓		60	0

<b>Component 2</b>							
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
Essay		✓			✓	40	4
<b>Combined Total For All Components</b>						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.

**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)