

**Module Outline****Part 1- as validated**

1.	<b>Title</b>	<b>Critical review of teaching, learning and assessing</b>
2.	<b>Level *</b>	<b>7</b>
3.	<b>Credits</b>	<b>30</b>
4.	<b>Indicative Student Study Hours</b>	<b>Class online hours: 36 hours Directed or self-directed study hours: 264</b>
5.	<b>Compulsory (must be taken) OR Optional</b>	Compulsory
6.	<b>Core (must be passed and cannot be compensated) or Non-core</b>	Core

**\* Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6**

**PG (Masters) = 7**

**7. Brief Description of Module (purpose, principal aims and objectives)**

This module aims for students to explore formal and informal educational contexts, including some understanding of their own and other educational systems, and the values underpinning their organisations culture and curriculum. This module is designed to introduce students to key aspects and perspectives about social justice and education and how this impacts on teaching, learning and assessing.

This module explores general philosophical perspectives about the nature of education and social justice (exploring the purposes of education in relation to such theoretical perspectives as human capital theory, liberation theory etc.); overarching conceptual considerations to do with social justice in educational contexts (e.g. achieved by exploring educational issues through the lens of inclusion, equality, diversity); the contributions made to debates about social justice in education by empirical researchers; achievement and attainment in a variety of contexts (reflections of who gets what from education in teaching, learning and assessment); the issues associated with the pedagogical approaches proposed by advocates of social justice in education. The feminist scholar bell hooks (1994) once declared that teaching is a liberatory endeavour; it enhances our practice to be free. For hooks, the pleasure of teaching comes from it being an act of resistance to the broader political forces and ideologies that impact on the educational sector and its learners.

**8. Learning Outcomes - On successful completion of this module a student will be able to:  
(Add more lines if required)**

1.	Critically analyse theories and principles of inclusive learning and their application to the promotion of inclusive practice.
2.	Critically evaluate the impact of current teaching, learning and assessment strategies on widening participation, inclusion and social justice.
3.	Critically assess how the current socio-political values, attitudes and beliefs inform perceptions of race, gender and social class in the English education system.
4.	Review the debate of the impact of intersectionality in Education settings and suggest strategies to address this issue.
5.	Critically review contemporary research on critical issues in education considering the ethical implications and influence of personal bias on the validity and generalisability of the findings.
6.	Critically evaluate the outcome of your research, acknowledge limitations and make recommendations related to the presented findings and analysis critically reflecting on the process of the research

**9. Assessment**

Pass on aggregate or Pass all components				Pass all components		
<b>Summary of Summative Assessment Plan</b>						
If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Manifesto	100%	No	4000	1,2,3,4,5,6	
<b>Further Details of Assessment Proposals</b>						
Give brief explanation of each assessment activity listed						
<p>For this MA in Education module, you are required to develop and present an educational manifesto that demonstrates serious academic rigor, critical engagement with theoretical texts on intersectionality and discrimination, and presents a novel understanding of alternative academic paradigms and educational theories.</p> <p><b>Focus:</b> Your manifesto should address a single, current issue in education that you are passionate about. It should articulate your vision for change, critiquing the status quo and proposing transformative solutions within the contemporary education sector.</p> <p><b>Structure and Content:</b></p> <ol style="list-style-type: none"> <li><b>Theoretical Framework:</b> Ground your manifesto in a robust theoretical framework, drawing from critical theories of education, intersectionality, and social justice. Engage deeply with academic literature, demonstrating a nuanced understanding of complex theoretical concepts.</li> <li><b>Intersectional Analysis:</b> Incorporate an intersectional lens to examine how various forms of discrimination interact within educational contexts. Critically analyse how race, gender, class, disability, and other factors intersect to create unique challenges and opportunities in education.</li> <li><b>Alternative Paradigms:</b> Explore and propose alternative academic paradigms that challenge dominant educational narratives. This may include indigenous knowledge systems, decolonial approaches to education, or other non-Western educational philosophies.</li> <li><b>Critical Literature Review:</b> Conduct a thorough review of relevant academic literature, critically evaluating how other scholars have: <ul style="list-style-type: none"> <li>Formulated research questions and project topics</li> <li>Identified key issues for investigation</li> <li>Developed theoretical and cognitive frameworks</li> <li>Selected appropriate research methodologies</li> <li>Contributed to the field through their findings and suggestions</li> </ul> </li> <li><b>Methodology:</b> Propose innovative methodological approaches that align with your alternative paradigms and intersectional framework.</li> </ol>						

6. **Vision for Change:** Articulate a clear, compelling vision for educational transformation, supported by your theoretical framework and critical analysis.

**Presentation Format:** Your manifesto can be composed of different elements, potentially including:

- An enumerated series of propositions or arguments
- A justifying text explaining the necessity and urgency of your proposals
- Integration of diverse sources, including academic texts, lived experiences, social and political events, and cultural expressions (art, literature, film, etc.)
- Visual elements that enhance your argument (ensuring accessibility for all audience members)

**Academic Rigor:** While the manifesto format allows for creative expression, your presentation must demonstrate:

- A comprehensive synthesis of relevant academic literature
- Critical and systematic understanding of key issues in educational theory and practice
- Rigorous application of theory to practical educational contexts
- Clear articulation of complex ideas in an academic style
- Innovative thinking that pushes the boundaries of current educational discourse

**Evaluation Criteria:** Your manifesto will be assessed on its ability to:

- Meet all module learning outcomes
- Demonstrate deep engagement with theoretical texts and concepts
- Present a coherent and compelling argument for educational change
- Offer novel insights into educational theory and practice
- Critically analyse intersectional issues in education
- Propose innovative solutions grounded in academic research
- Effectively communicate complex ideas to an academic audience

Remember, the power of your manifesto lies in its ability to challenge existing paradigms, offer fresh perspectives, and inspire transformative action in education. Your presentation should reflect both the passion you feel for your chosen issue and the rigorous academic thinking that underpins your proposals.

### Summary of Formative Assessment Plan

The formative assessment plan is shaped by Evans (2021) EAT framework: Underpinning Principles of the EAT Framework Equity – Agency - Transparency<sup>1</sup>

#### Week 1: Understanding Key Theories in Education

**Activity:** Introduce the module and discuss the manifesto assessment task. Students will be asked to draft and share initial reflections on their understanding of key alternative educational theories (200-300 words).

**Formative Task:** Discussion Forum Post – What are the key theories or approaches to teaching and learning that resonate with your experience?

**Feedback:** Peer and tutor feedback on the relevance of the theories identified, focusing on clarity and understanding.

<sup>1</sup> [https://inclusivehe.org/wp-content/uploads/2022/12/using\\_eat\\_guide-2022\\_12\\_2022.pdf](https://inclusivehe.org/wp-content/uploads/2022/12/using_eat_guide-2022_12_2022.pdf)

**EAT Dimension:** Assessment Literacy (AL1) – Clarifying what constitutes “good” understanding of theories within education and linking it to the summative task. This activity builds familiarity with the criteria for high-quality work.

### **Week 2: Identifying Effective Teaching and Assessment Practices**

**Activity:** Students explore different approaches to assessment and teaching, leading to small group discussions.

**Formative Task:** Group Presentation – Each group presents one assessment method and its effectiveness in fostering learning. This task encourages collaborative learning.

**Feedback:** Immediate tutor and peer feedback on presentation skills and the depth of understanding of assessment methods.

**EAT Dimension:** Assessment Design (AD2) – Promoting meaningful, authentic learning through real-world problem-based tasks that help students connect theory to practice.

### **Week 3: Exploring Research Methods in Education**

**Activity:** Discuss research methods relevant to the critique of teaching and learning practices.

**Formative Task:** Methodological Review – A short written piece (500 words) summarising and critiquing one research method.

**Feedback:** Tutor feedback on the selection and critique of methods, offering guidance on integrating this into the final summative task.

**EAT Dimension:** Assessment Feedback (AF2) – Providing early opportunities for students to act on feedback, directly linking formative feedback to their final manifesto assessment.

### **Week 4: Critical Reflection on Teaching Practice**

**Activity:** Students select a teaching practice from their experience and reflect critically on its impact.

**Formative Task:** Reflection Journal – Write a critical reflection (300 words) on how a specific teaching approach influences student learning outcomes.

**Feedback:** Peer feedback in pairs, focusing on how well students connect theory with practice and identify areas for improvement.

**EAT Dimension:** Assessment Literacy (AL4) – Clarifying the requirements of the discipline by encouraging reflection on how key concepts apply in practice.

### **Week 5: Peer Review of Draft Work**

**Activity:** Students submit a draft section of their manifesto.

**Formative Task:** Peer Review of Drafts – Students swap drafts (500 words) and provide constructive feedback using assessment criteria.

**Feedback:** Peer and tutor feedback on content, structure, and argumentation in the manifesto.

**EAT Dimension:** Assessment Feedback (AF3) – Preparing students for meaningful dialogue and peer engagement through structured peer review, enhancing collaboration and critical feedback skills.

### **Week 6: Ethical Considerations in Teaching and Research**

**Activity:** Discuss ethics in teaching and research within education.

**Formative Task:** Ethical Case Study Review – Students write a 300-word ethical analysis of a case study from educational practice.

**Feedback:** Tutor feedback on students' ability to recognise and address ethical issues relevant to their work.

**EAT Dimension:** Assessment Design (AD3) – Ensuring students engage with ethical issues and consider the implications of their assessment design.

**Week 7: Mid-point Check-in and Self-assessment**

**Activity:** One-on-one tutorials for personalised feedback on progress.

**Formative Task:** Self-assessment – Students complete a self-assessment form evaluating their progress toward the final manifesto assessment.

**Feedback:** Tutor feedback on self-assessment accuracy and further steps for improvement.

**EAT Dimension:** Assessment Feedback (AF4) – Promoting development of students' self-evaluation skills, supporting reflective practice.

**Week 8: Presentation Skills for Academic Audiences**

**Activity:** Focus on developing academic presentation skills in preparation for the final manifesto.

**Formative Task:** Presentation Skills Workshop – A 5-minute practice presentation on a key argument from their manifesto.

**Feedback:** Peer and tutor feedback, focusing on clarity, engagement, and alignment with academic standards.

**EAT Dimension:** Assessment Literacy (AL3) – Clarifying student entitlement to support and feedback during presentations.

**Week 9: Final Draft Submission for Feedback**

**Activity:** Submit a complete draft of the manifesto for final formative feedback.

**Formative Task:** Full Draft Submission – Submit a full draft of the manifesto for tutor feedback.

**Feedback:** Detailed tutor feedback on content, structure, and argument, with specific guidance on areas for improvement before final submission.

**EAT Dimension:** Assessment Feedback (AF1) – Providing accessible feedback with a focus on “what was good, what needs improvement, and how to improve.”

**Week 10: Reflection and Revision**

**Activity:** Focus on refining and finalising the manifesto based on feedback.

**Formative Task:** Revision Workshop – Students work in small groups to discuss feedback received and how they plan to revise their manifestos.

**Feedback:** Peer and tutor support in final revision stages, ensuring students are confident in their final submissions.

**EAT Dimension:** Assessment Design (AD4) – Supporting ongoing evaluation of student progress and encouraging reflection on learning outcomes.

**10. Summary of Pre and / or Co Requisite Requirements**

There are no pre and/or co requisite requirements. What will form part of formative assessment is identifying familiarity of students foundational research knowledge or skills needed to succeed in this module.

**11. For use on following programmes**

N/A