

## **2019/0 - EDUB5004B ENVIRONMENTAL EDUCATION AND OUTDOOR LEARNING**

Spring Semester, Level 5 module  
(Maximum 50 Students)

UCU: 20

Organiser: Mrs Eleanor Milligan

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:D3,E2/-C3

This module is about gaining insights into the benefits of learning outside the classroom and developing an understanding about the possible activities which can be undertaken to enhance the learning and wellbeing of varying groups at various stages of development. You will undertake a range of fieldwork activities, led by those with experience in organising and leading educational visits and whilst doing this, develop skills which will enable you to make effective and informed decisions in organising your own educational visits. You will also organise and spend a day with a provider who runs educational visits to gain insights in to this industry. The learning objectives of this module are to:

- Understand the terminology associated with outdoor learning, environmental education, educational visits and fieldwork;
- Become familiar with aspects of the perceived curricular, social, affective and behavioural benefits of outdoor learning & educational visits;
- Reflect upon the significance of prior experiences as starting points for fieldwork participation and reflection;
- Understand how different fieldwork approaches can relate to learning outcomes;
- Gain insights into the logistical and organisational arrangements associated with arranging educational visits;
- Appreciate different methods of data collection associated with fieldwork tasks;
- Gain a knowledge of issues and places through first-hand participation in fieldwork. By the end of this module you will be able to:
- Identify and critically reflect upon evidence from informed, effective educational visits and fieldwork investigations;
- Engage with professional educational visit providers to arrange appropriate fieldwork for your target audience;
- Provide evidence-based rationale for educational visits;
- Identify and critique suitable locations based on a knowledge of risk assessment and logistics of fieldwork;
- Effectively evaluate fieldwork approaches to the learning outcomes you identify.

## **2019/0 - EDUB5015B CHILDREN AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Spring Semester, Level 5 module  
(Maximum 50 Students)

UCU: 20

Organiser: Dr Esther Priyadharshini

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:G2-B2

Exam Period:SPR-02

This module aims to provide you with an understanding to the background and legislation influencing special educational needs education. It will enable you to identify historical, social, cultural and political considerations and to understand key issues related to the

education of children with special educational needs. Drawing primarily on social, psychological and educational perspectives you will develop a critical approach to analysing special educational needs policy and reflect on how contemporary issues and the current Special Educational Needs Code of Practice is being put into practice in Early Years and Primary Settings. The module is underpinned by a reflection on our attitudes towards children and challenges of inclusion. It is expected that by completing this module, you will be able to: 1. Identify, outline and critically examine key legislation, regulations and codes of practice in relation to supporting children/young people with special needs and disabilities; 2. Demonstrate a critical understanding of the strategies for intervention and the impact of the assessment process on children, their parents and their settings; 3. Demonstrate a critical understanding of current inclusive educational policies and practices within settings; 4. Identify and develop strategies that overcome barriers to learning in a range of educational contexts; 5. Reflect on your own values in relation to children and special educational needs; 6. Demonstrate individually and/or cooperatively a range of problem-solving and reasoning skills, ethics, synthesis, communication and presentation of information. It is expected that by completing this module, you will be able to: • consider the historical and cultural background to current government policy regarding Special Educational Needs; • have an understanding of the SEN Code of Practice and assessment process; • have an understanding of the range of provision and professional support available; • consider the implications of the assessment process on children, their parents and their settings.

## **2019/0 - EDUB5017B THE STUDY OF LANGUAGE IN THE CONTEXT OF LEARNING, TEACHING AND EDUCATIONAL POLICY**

Spring Semester, Level 5 module  
(Maximum 20 Students)

UCU: 20

Organiser: Dr Rebecca Westrup

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2,G1

**Aim:** To help students consider the complex relationship between language and learning, the implications this relationship has for teaching, and how education-policy has addressed some issues to do with language and 'literacy'. **Learning Outcomes:** By the end of the course it is hoped students will better understand: a) key issues surrounding the learning and/or teaching of reading, writing, talking and listening in English; b) the importance for learning of different kinds of talk in classrooms; c) contrasting approaches to understanding and teaching 'literacy'; d) how the language of formal education can construct particular views of the child. **Content:** Through seminars, mini-lectures, student presentations and creative work students will meet and investigate some ideas and theories to do with language and learning in English, and some educational policy related to this. Why isn't teaching just a matter of telling, and learning just a matter of listening? How do children learn, or teach themselves, to read, write and talk? Whose English (spoken and written) counts in formal education, who says, and why? If new technologies are changing English, what are the implications for formal education? And how might your language create your identity as well as express it? **The aim of this module is:** To help students consider the complex relationship between language and learning, the implications this relationship has for teaching, and how education-policy has addressed some issues to do with language and 'literacy'. By the end of the course

it is hoped you will better understand: a) key issues surrounding the learning and/or teaching of reading, writing, talking and listening in English; b) the importance for learning of different kinds of talk in classrooms; c) contrasting approaches to understanding and teaching 'literacy'; d) how the language of formal education can construct particular views of the child. Content: Through seminars, mini-lectures, student presentations and creative work you will meet and investigate some ideas and theories to do with language and learning in English, and some educational policy related to this. Why isn't teaching just a matter of telling, and learning just a matter of listening? How do children learn, or teach themselves, to read, write and talk? Whose English (spoken and written) counts in formal education, who says, and why? If new technologies are changing English, what are the implications for formal education? And how might your language create your identity as well as express it? The aim of this module is: To help students consider the complex relationship between language and learning, the implications this relationship has for teaching, and how education-policy has addressed some issues to do with language and 'literacy'. By the end of the course it is hoped you will better understand: a) key issues surrounding the learning and/or teaching of reading, writing, talking and listening in English; b) the importance for learning of different kinds of talk in classrooms; c) contrasting approaches to understanding and teaching 'literacy'; d) how the language of formal education can construct particular views of the child. Content: Through seminars, mini-lectures, student presentations and creative work you will meet and investigate some ideas and theories to do with language and learning in English, and some educational policy related to this. Why isn't teaching just a matter of telling, and learning just a matter of listening? How do children learn, or teach themselves, to read, write and talk? Whose English (spoken and written) counts in formal education, who says, and why? If new technologies are changing English, what are the implications for formal education? And how might your language create your identity as well as express it?

## **2019/0 - EDUB5018B TEACHING OF ENGLISH AS A SECOND LANGUAGE: ISSUES AND CHALLENGES**

Spring Semester, Level 5 module  
(Maximum 30 Students)

UCU: 20

Organiser: Professor Nalini Boodhoo

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: E1/-H3\, C1

The spread in the teaching and learning of English as a Second Language is huge across the world and we refer to English as an 'international language'. What exactly does this mean and what are the implications for teaching and learning this language? In this module you'll focus on the complexity of approaches to teaching and learning English as a second language. You'll learn about Language Awareness skills (i.e. how language works), explore some second language learning and teaching theories, and identify and critically appraise trends and issues that have resulted in specific learning, teaching and assessment practices. During the module, you'll be encouraged to reflect and draw upon your own second language experiences and attitudes to second language learning and the challenges faced in becoming proficient. You'll also learn some teaching techniques so that if you wish to go on to be an English as a second language teacher, you will have gained some basic practical skills. Your knowledge and understanding will develop through a mixture of lecture input, seminars,







## **2019/0 - EDUP6018B PSYCHOLOGY OF PHYSICAL EDUCATION**

Spring Semester, Level 6 module  
(Maximum 20 Students)

UCU: 20

Organiser: Dr Victoria Warburton

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: B1-D1

Develop your understanding of the key psychological factors that influence pupils' participation and engagement in PE. Consider the role of the teacher and the learning environment from a psychological perspective. Explore the theoretical and practical issues underpinning this area of study.