

## **2020/1 - EDUB5004B ENVIRONMENTAL EDUCATION AND OUTDOOR LEARNING**

Spring Semester, Level 5 module  
(Maximum 35 Students)

UCU: 20

Organiser: Mrs Eleanor Milligan

(UG) 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.

Assessment:  
Coursework 100%

## **2020/1 - EDUB5015B CHILDREN AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Spring Semester, Level 5 module  
(Maximum 50 Students)

UCU: 20

Organiser: Dr Esther Priyadharshini

(UG) 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.

### **2020/1 - 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 Janice Watson

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2,G1

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. 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?

### **2020/1 - EDUB5018B TEACHING OF ENGLISH AS A SECOND LANGUAGE:**

## **ISSUES AND CHALLENGES**

Spring Semester, Level 5 module  
(Maximum 25 Students)

UCU: 20

Organiser: Professor Nalini Boodhoo

(UG) 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, group work, pair work, microteaching and self-directed study. Through following and studying this module you’ll develop understanding about the principles and practice of teaching and learning English as a second language, and be able to communicate your ideas about the place of English as an ‘international language’.

## **2020/1 - EDUB6002B MEDIA, CULTURE AND LEARNING**

Spring Semester, Level 6 module  
(Maximum 20 Students)

UCU: 20

Organiser: Dr Harry Dyer

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C2,E2\+

You will critically consider the relationship between media and education, considering what effect the media has in shaping knowledge, what role education plays in supporting media narratives, and how media and education influence cultural and social issues. You will draw upon current social and cultural issues and explore how these issues are shaped and discussed through the intersecting narratives of media and education. You will consider and reflect on current topics that may include issues around gender, sexuality, religion, youth, class, and sport.

## **2020/1 - EDUB6004B CREATIVITY AND LEARNING**

Spring Semester, Level 6 module  
(Maximum 18 Students)

UCU: 20 Organiser: Dr Janice Watson  
(UG) MODULE - 40% PASS ON AGGREGATE  
Module Type: Coursework and Project  
Timetable Slot:H3,B3

You'll examine the theory and practice, philosophy and policy of creativity in relation to education. Ideas and issues explored in the lectures and seminar discussions underpin the practical, reflective, art-based learning activities carried out in the Sainsbury Centre for Visual Arts (SCVA). The module aims to help you: • Understand some of the different perspectives on creativity in education • Consider creative teaching strategies and practices used to support effective learning in educational environments • Develop an awareness of creative initiatives introduced at national and local levels • Explore your own creative processes through the planning, creation and presentation of an art piece • Further your knowledge of creative approaches to pedagogy and practice.

## **2020/1 - EDUB6012B DEBATES, CONTROVERSIES AND POLITICS IN MODERN EDUCATION**

Spring Semester, Level 6 module  
(Maximum 20 Students)

UCU: 20 Organiser: Dr Geoffrey Hinchliffe  
(UG) MODULE - 40% PASS ON AGGREGATE  
Module Type: Coursework  
Timetable Slot:F2/-A2\, C1

The potential of education to transform the individual and society is beyond debate. How modern education can deliver this transformation is, however, controversial and fraught with difficulty. This module will give you a detailed grounding in key issues in contemporary educational debates. To this end, you will focus on asking questions, challenging taken-for-granted assumptions and engaging critically with claims to knowledge made by politicians, educational researchers, policy-makers, practitioners and other people involved in education. The module examines five major themes in relation to the development of education policy in the period 1988 to date: knowledge; power; language (games); ethics and 'learners'/learning'. We will locate these themes within the broader context of 'supranational' education policy space and the emergence of 'GERM', or the Global Educational Reform Movement (Sahlberg 2011). The key characteristics of GERM include: centrally prescribed curricula and attainment standards; high-stakes tests in literacy and numeracy; international comparisons; competition and consumer choice. In evaluating the impact of GERM on school curriculum and pedagogy, you will draw on insights from contemporary thinkers who offer us new ways of understanding ourselves and others. In the process of considering how global political actors and organisations seek to construct and enact a particular version of 'modern' education, you will also explore (and imagine) alternative understandings of '21st century education', including critical pedagogy and capability theory. The study of this module will enable you to hone your presentation skills. It will also enhance your critical thinking, as well as the ability to develop a compelling argument and defend your own position on a current debate in education.

## **2020/1 - EDUP4005B SPORT AND EXERCISE PSYCHOLOGY**

Spring Semester, Level 4 module  
(Maximum 80 Students)

UCU: 20

Organiser: Dr Kimberley Bartholomew

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination

Timetable Slot:F2, A2/-G1\|G1/-H2\

Exam Period:SPR-02

This module will introduce you to the fundamental principles underpinning the psychology of sport and exercise and will allow you to understand their role and importance in influencing participation and performance in sport and exercise settings. You will develop an understanding of a range of interpersonal, intrapersonal, and situational factors that underpin and influence participation, performance, and behaviour in sport and exercise settings; understand why and how psychology may be used to improve sport and exercise participation and performance; and be able to apply knowledge of psychological processes to influence and understand participation and performance. You will gain an introduction to the study of individual, group, and situational factors that influence participation and performance. These include: arousal, stress and anxiety; attributions; motivation; morality; the coach-athlete relationship; peer relationships; leadership; and group dynamics.

## **2020/1 - EDUP5006B ATHLETIC AND AQUATIC ACTIVITIES**

Spring Semester, Level 5 module  
(Maximum 80 Students)

UCU: 20

Organiser: Dr Elizabeth Scholefield

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:F2\

In this module you'll develop knowledge, skill and understanding of the fundamental principles of Athletics and Aquatics from both a conceptual and contextual perspective. You'll focus on the importance of body preparation, skill learning and progression.

## **2020/1 - EDUP5007B PSYCHOLOGY OF PHYSICAL ACTIVITY AND HEALTH**

Spring Semester, Level 5 module  
(Maximum 20 Students)

UCU: 20

Organiser: Dr Victoria Warburton

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C2-D3



(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: B1-D1

In this module you will 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.