

Module Code:	YCW709
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Module Title:	Critical Pedagogy and Anti Oppressive Practice
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAYC	<u>JACS3</u> code:	L530
		<u>HECoS</u> code:	100466

Faculty	Social and Life Sciences	Module Leader:	Hayley Douglas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Youth and Community Work (JNC)	✓	<input type="checkbox"/>
MA Youth and Community Studies	✓	<input type="checkbox"/>
MA Education	<input type="checkbox"/>	✓

Pre-requisites
None

Office use only

Initial approval: 10/12/2018
 With effect from: 23/09/2019
 Date and details of revision:

Version no: 1

Version no:

Module Aims

This module explores the relationship between youth work, informal education and critical pedagogy. It critically examines how education and youth and community work practice can be used to constructively challenge inequalities and imbalances of power in society. It will assist students to reflect on their own practice to ensure that they are working in an inclusive, democratic and anti-oppressive way.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critique the nature of power and inequality in society	KS1	KS4
		KS7	
2	Critically analyse the role of informal education and critical pedagogy in challenging oppression	KS1	KS4
		KS7	
3	Provide a critical evaluation of current research and scholarship in relation to critical pedagogy, relevant social policy and social education practice	KS1	KS4
		KS6	
4	Critically challenge practice to ensure that it is democratic and inclusive	KS1	KS4
		KS9	KS8
		KS3	

Transferable skills and other attributes

Recognise and utilise appropriate communication and presentation skills
Analytic and expressive skills;
Development of IT skills;
Developing cognitive abilities and skills.
Independent learning

Derogations

All elements of all assessments must be passed with a grade of at least 40%. There is no compensation.

Assessment:

Indicative Assessment Tasks:

1. An essay requiring students to critically analyse an issue of social inequality or oppression such as class, race, gender, disability, sexuality or other and consider:
 - current research and scholarship in relation to critical pedagogy, relevant social policy and social education practice
 - the role of informal education and critical pedagogy in challenging oppression
 - and how their own practice could be challenged to ensure that it is democratic and inclusive

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100	5000

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; case studies and problem based learning activities; role play; class and small group discussion; simulation and group work. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

Syllabus outline:

Indicative content:

- What is oppression?
- Understanding inequality in society
- Social Justice
- Education for liberation
- Critical pedagogy and informal education
- Social policy friend or foe?
- Anti-Opressive practice and the reflective practitioner

Indicative Bibliography:

Essential reading

Darder, A., Baltodano, M.P., & Torres, R.D. (2017) *The Critical Pedagogy Reader*. London: Routledge.

Mullaly, B. & West, J. (2017) *Challenging Oppression and Confronting Privilege: A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice*. Canada: OUP.

Soni, S (2011) *Working with Diversity in Youth and Community Work*. Exeter: Learning Matters.

Thompson, N. (2017) *Anti Discriminatory Practice: Equality, diversity and social justice*. (6th Ed) London: Palgrave.

Other indicative reading

Beck, D. & Purcell, R. (2013) *Popular Education Practice for Youth and Community Development Work*. Exeter: Learning Matters.

Belton, B. (2010) *Radical Youth Work; Developing Critical Perspectives and Professional Judgment*. Dorset: Russell House Publishing.

Bradford, S. (2012) *Sociology, Youth and Youth Work Practice*. New York: Palgrave MacMillan.

Dewey, J. (1997) *Experience and Education*. New York: Touchstone.

Freire, P. (1972) *Pedagogy of the Oppressed*. London: Penguin.

Giroux, H. (2011) *On Critical Pedagogy*. Continuum Publishing Corporation.

Gottesman, I. (2016) *The Critical Turn in Education; from Marxist Critique to Poststructuralist Feminism to Critical Theories of Race*. London: Routledge.

Illich, I. (1970) *Deschooling Society*. London: Marion Boyars.

Ledwith, M. (2015) *Community Development in Action; putting Freire into practice*. Bristol: Policy Press.

Malpas, S. & Wake, P. (Eds.) (2013) *Critical and Cultural Theory*. Oxon: Routledge.

Nikolakaki, M. (Ed)(2012) *Critical Pedagogy in the new Dark Ages; challenges and possibilities*. New York: Peter Lang.

Thompson, N. (2017) *Theorising practice: A guide for the people professions*. London: Palgrave.