MODULE SPECIFICATION FORM

Module Title: Dispositions for Learning	Level: 5	Credit Value: 20

Module code: ECS510	Cost Centre: GAEC	JACS2 code: X310

Semester(s) in which to be offered: 2	With effect from: September 2013

Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1

Existing/New: New	Title of module being replaced (if any):

Originating Academic area:	Childhood and Family Studies	Module Leader:	Liz Sheen

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours	30	
Work-based Learning	30	
Independent study	140	

Percentage taught by Subjects other than originating Subject (please name other Subjects):

Programme(s) in which to be offered: FdA Childhood Studies: Early Years Education	Pre-requisites per programme (between levels):None

Module Aims:

This module aims to explore children's dispositions for learning. It will examine how learning dispositions can be supported through the curriculum, relationships and the environment.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1) Explore the concept of learning dispositions in relation to early childhood practice.

2) Evaluate the role of the curriculum and in supporting and developing dispositions for learning.

3) Analyse the role of the environment in supporting and developing dispositions for learning.

4) Examine the role of relationships in supporting and developing dispositions for learning.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Evaluation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

1) Critical analysis and reflection – Critically analyse and reflect on the significance of dispositions for learning in early childhood practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Essay	100%		4,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) What are learning dispositions?
2) How do practitioners support learning dispositions through the learning curriculum?
3) How can practitioners develop learning dispositions through the environment?
4) How can practitioners support learning dispositions through effective relationships?

In exploring these questions this module will consider:

- The nature and purpose of learning dispositions.
- How learning dispositions relate to the learning curriculum and how this can be supported by the practitioner.
- How the environment can be used by the practitioner to support the development of learning dispositions in children.
- The role of relationships in building and supporting learning dispositions.

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

Hyson, M. (2004), *Emotional Development of Young Children: building an emotion-centred curriculum.* New York, NY: Teacher College Press*

Manning-Morton, J. (2013), Exploring Well-being in the Early Years. Maidenhead: Open

University Press

Roberts, R. (2006), *Self-esteem and Early Learning*. London: Sage

Other indicative reading:

Athey, C. (2007), *Extending Thought in Young Children*. Second Edition. London:Sage*

Broadhead, P., Howard, J. and Wood, E. (2010), *Play and Learning in the Early Years: from research to practice*. London:Sage*

Carr, M. and Lee, W. (2012), *Learning Stories. Constructing Learner Identities in Early Education.* London: Sage

Else, P. (2009), *The Value of Play*. London: Continuum*

File, N., Mueller, J.J. and Basler Wisneski, D. (2011), *Curriculum in Early Childhood Education. Re-examined, Rediscovered, Renewed.* London:Routledge

Underdown, A. (2006), *Young Children's Health and Well-being*. Maidenhead: Open University Press*

Yelland, N., Lee, L., O'Rourke, M. And Harrison, C. (2008), *Rethinking Learning in early Childhood Education.* Maidenhead: Open University Press

Websites

Children:Learning Dispositions and Social-emotional Outcomes
http://www.educationcounts.govt.nz/publications/ECE/25158/5

http://www.thinkingchild.org.uk

Journals

Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
International Journal of the Sociology of the Family
Journal of Early Childhood Research
Journal of Social Policy