

## Module specification

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Module Code	ONLED08
Module Title	Critical and Reflective Practice in Education
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Education Online	Core
MA Education with Leadership Online	Core
MA Education with Early Childhood Online	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>15 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>For office use only</b>	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	31/10/2023 – Updated assessment strategy and learning outcomes with implementation from Jan 2024
Version number	2

## Module aims

This module aims to encourage critical reflection and evaluation through an evidence-based approach to practice and continuous professional development. It will enable the students to develop their knowledge and skills, to utilise appropriate writing, research and study skills, following academic conventions. The module will provide students with the opportunity to analyse and evaluate relevant literature, research, policies and/or developments in their own professional context.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically reflect on educational practice through a reflective journal/blog.
2	Critically analyse your own continual professional development and professional learning.
3	Critically and systematically reflect on and evaluate an area of practice underpinned by appropriate reading and research.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Assessment 1: Learning Log/Journal

Students will use a blog/journal to critically reflect on aspects of their teaching practice. (900 words) [LO1] [30%]

### Assessment 2: Reflective Practice

Students will critically reflect on and analyse their professional learning and evaluate an area of practice underpinned by appropriate reading and research. Recognising the influence of their continuous professional development and professional learning. (2100 words) [LO2, LO3] [70%]

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	30



2	2 and 3	Written Assignment	70
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## Derogations

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None

## Learning and Teaching Strategies

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The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

## Indicative Syllabus Outline

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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.

- Evaluate tools for reflective practice;
- Critiquing a range of models of reflective practice;
- Applying reflective models in a range of practice-based roles and settings;
- The impact of own values and beliefs with a professional context;
- Analysing and critiquing own professional learning and professional development;
- How a critique of professional and personal values can be applied within professional practice

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Bassot, B. (2015), *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.

Tarrant, P. (2013), *Reflective Practice and Professional Development*. London: SAGE Publications Limited.

### Other indicative reading



Brookfield, S. (2017), *Becoming a Critical Reflective Teacher*. San Francisco, CA: JosseyBass.

Moon, J.A. (2006), *Learning Journals: A Handbook for Reflective Practice and Professional Development*. Second Edition. London: Routledge.

### **Journals**

British Journal of Educational Psychology  
British Educational Research Journal  
Creative Teaching and Learning  
Professional Journal in Education

## **Employability – the University Skills Framework**

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication