

# Prifysgol Wreccsam Wrexham University

## MODULE SPECIFICATION

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<b>Module Code:</b>	ONLED09
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<b>Module Title:</b>	Critical Pedagogy and Anti-Opressive Practice
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<b>Level:</b>	7	<b>Credit Value:</b>	15
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b> <b>HECoS code:</b>	X200 / 100459
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<b>Faculty</b>	FSLS	<b>Module Leader:</b>	Kelly Smith
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact 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>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MA Education	✓	<input type="checkbox"/>
MA Education with Leadership	✓	<input type="checkbox"/>
MA Education with Early Childhood	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

### Office use only

Initial approval: 04/11/2019

Version no: 1

With effect from: 02/03/2020

Date and details of revision: 29/04/2024 – updated assessment strategy,  
Learning Outcomes and Reading List.

Version no: 2

### Module Aims

This module explores the relationship between formal education, informal education and critical pedagogy. It critically examines how education 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.

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

1	Critically examine the nature of power and inequality in education and society.
2	Critically analyse the role of formal, informal education and critical pedagogy in challenging oppression.
3	Critically reflect on practice to ensure that it is democratic and inclusive, examining its relation to current research surrounding critical pedagogy, relevant social policy, and education practice.

<b>Employability Skills The Wrexham Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I, A
Creative	I
Enterprising	I
Ethical	I, A
<b>KEY ATTITUDES</b>	
Commitment	I, A
Curiosity	I, A
Resilient	I, A
Confidence	I, A
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I, A
Organisation	I, A
Leadership and team working	I
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A

## Derogations

N/A

## Assessment:

Indicative Assessment Tasks:

There are three journal entry assessments points for this module that will consist of:

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 (Essay):

Through a written assignment students will explore and reflect on the nature of power and inequality in education and society, drawing on appropriate sources of reference to demonstrate a systematic understanding of the inequalities in education and society (900 words).

### Assessment 2 (Reflective Practice):

Students will first demonstrate a critical analysis of the role of formal, and informal education and critical pedagogy in challenging oppression. They will then provide a critical reflection on practice to ensure that they are working in an inclusive, democratic, and anti-oppressive way. The critical reflection should be underpinned by current research surrounding critical pedagogy, relevant social policy, and educational practice (2,100 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	30%
2	2 and 3	Written Assignment	70%

## Learning and Teaching Strategies:

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.

### **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.

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

### **Indicative Bibliography:**

#### **Essential reading**

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

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

Thompson, N. (2017), *Anti Discriminatory Practice: Equality, Diversity and Social Justice*. Sixth Edition. London: Palgrave.

#### **Other indicative reading**

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

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

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

Thompson, N. (2017), *Theorising Practice: A guide for the People Professions*. London: Palgrave.