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Module Code:	ONLED09
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Module Title:	Critical Pedagogy and Anti-Oppressive Practice
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X200 / 100459
		HECoS code:	

Faculty	Social and Life Sciences	Module Leader:	Jess Achilleos
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	15 hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education	✓	<input type="checkbox"/>
MA Education with Leadership	✓	<input type="checkbox"/>
MA Education with Early Childhood	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only		
Initial approval:	04/11/2019	Version no: 1
With effect from:	02/03/2020	
Date and details of revision:		Version no:

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 evaluate current research and scholarship in relation to critical pedagogy, relevant social policy and education practice.
4	Critically challenge practice to ensure that it is democratic and inclusive.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<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>	
CORE ATTRIBUTES	
Engaged	I, A
Creative	I
Enterprising	I
Ethical	I, A
KEY ATTITUDES	
Commitment	I, A
Curiosity	I, A
Resilient	I, A
Confidence	I, A
Adaptability	I
PRACTICAL SKILLSETS	
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:			
1. Moodle Journal Entry One 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. (750 words)			
2. Moodle Journal Entry Two will demonstrate a critical awareness of the role of formal, informal education and critical pedagogy in challenging oppression in the context of their own practice. (750 words)			
3. Moodle Journal Entry Three will critically challenge practice to ensure that it is democratic and inclusive. Critical reflection will be underpinned by current research and advanced scholarship in relation to critical pedagogy, relevant social policy and education practice.(1,500 words)			
Assessments will evidence appropriate analytical academic research and writing skills, including accurate use of citation and referencing.			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Learning logs/journals	25%
2	2	Learning logs/journals	25%
3	3, 4	Learning logs/journals	50%

Learning and Teaching Strategies:
<p>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.</p> <p>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.</p>

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-Oppressive 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-Oppressive 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

Beck, D. and 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.

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

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.

Illich, I. (1970), *De-schooling Society*. London: Marion Boyars.

Ledwith, M. (2015), *Community Development in Action: Putting Freire into Practice*. Bristol: Policy Press.

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

Nikolakaki, M. (2012), *Critical Pedagogy in the New Dark Ages: Challenges and Possibilities*. New York: Peter Lang.

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

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