

MODULE SPECIFICATION

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Module Code:	ONLED10
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Module Title:	Critical Thinking, Reasoning and Argument Skills
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X200 / 100459
		HECoS code:	

Faculty	FSLs	Module Leader:	Julian Ayres
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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
Total contact hours	15 hrs
Placement / work based learning	0 hrs
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"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<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:	29/04/2024 – updated assessment strategy, Learning Outcomes and Reading List.	Version no: 2

Module Aims

This module aims to evaluate critically the nature of critical thinking, reasoning and argument skills. To evaluate critically arguments for teaching such skills in educational settings. To develop and evaluate critically strategies for teaching such skills in educational settings.

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

1	Critically evaluate the nature and implementation of critical thinking, reasoning, and argument skills in educational settings.
2	Critically examine the concept and nature of 'indoctrination' in educational settings.
3	Develop and critically evaluate strategies aimed at fostering critical thinking, reasoning, and argument skills in educational settings.

Employability Skills The Wrexham 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	
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	I
Leadership and team working	
Critical thinking	I
Emotional intelligence	
Communication	I
Derogations	
None	

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 Logs/Journals):

Students will use a blog/journal to evaluate the concept of 'indoctrination' and provide a critical argument for the implementation of critical thinking, reasoning, and argument skills in educational settings (1000 words).

Assessment 2 (Reflective Practice):

Students will develop and provide a critical reflection of an activity, or activities aimed at fostering critical thinking, reasoning, and argument skills in educational settings. Considering the theory and practice of (i) education for citizenship; (ii) developing philosophical thinking in education; (iii) spiritual, moral, social, and cultural education (2,000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Written Assignment	40%
2	3	Written Assignment	60%

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.

- The nature of critical thinking, reasoning and argument skills.
- Arguments for teaching such skills in educational settings.

- The concept of 'indoctrination'.
- The nature of indoctrination in educational settings.
- Education for citizenship.
- Developing philosophical thinking in education.
- The teaching and learning of argument.
- Spiritual, moral, social and cultural education.
- Developing and evaluating strategies for teaching critical thinking, reasoning and argument skills in educational settings.

Indicative Bibliography:

Essential reading

Cottrell, S. (2023), *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. London: Bloomsbury Academic.

Fasko, D. and Fair, F. (2020), *Critical Thinking and Reasoning: Theory, Development, Instruction and Assessment*. Leiden, NV: Koninklijke Brill.

Eales-Reynolds, L.J., Judge, B., McCreery, E. and Jones, P. (2013), *Critical Thinking Skills for Education Students*. 2nd edn. London: Sage.

Other indicative reading

Judge, B., McCreery, E. and Jones, P. (2009), *Critical Thinking Skills for Education Students*. London: Learning Matters.

Moore, N.M. and Parker, R. (2011), *Critical Thinking*. Maidenhead: Open University Press.

Tittle, P. (2011), *Critical Thinking: An Appeal to Reason*. Abingdon: Routledge.