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Module Code:	ONLED08
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Module Title:	Critical and Reflective Practice in Education
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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:	Kelly Smith
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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 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 an online reflective journal/blog.
2	Critically evaluate their own professional identity in their education practice.
3	Critically analyse their own continual professional development.
4	Critically and systematically reflect on and evaluate an area of practice underpinned by appropriate reading and research.

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
Creative	I
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I, A
Curiosity	I
Resilient	I
Confidence	I
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:			
<ol style="list-style-type: none"> 1. Students will use an online blog/journal to critically reflect on aspects of their teaching practice. (600 words) 2. Students are required to reflect on and critically review their professional identity and continued professional development to date. (900 words) 3. Students will critically reflect on and evaluate an area of practice underpinned by appropriate reading and research. (1,500 words) 			
All 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	20%
2	2, 3	Portfolio	30%
3	4	Reflective Practice	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.

- 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 identity and professional development;
- How a critique of professional and personal values can be applied within professional practice.

Indicative Bibliography:

Essential reading

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

Ghaye, T. (2010), *Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action*. Second Edition. Abingdon: Routledge.

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

Other indicative reading

Bradbury, A. (2014), 'Learning, assessment and equality in Early Childhood Education (ECE) settings in England', *European Early Childhood Education Research Journal*, Vol. 22, No. 3, pp. 347 - 354.

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

Moon, J.A. (1999), *Reflection in Learning and Professional Development: Theory and Practice*. Abingdon: RoutledgeFalmer.

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

Schon, D.A. (1987), *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

Journals

British Journal of Educational Psychology

British Educational Research Journal

Creative Teaching and Learning

Professional Journal in Education