

Module specification

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Module Code	ONLED09
Module Title	Critical Pedagogy and Anti-Oppressive Practice
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

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.

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: 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.

Assessment 2: 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	900 words	30	N/A
2	2&3	Written Assignment	2100 words	70	N/A

Derogations

None

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 of 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.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- 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

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

Essential Reads:

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

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.

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*. 6th edn. London: Palgrave

Administrative Information

For office use only	
Initial approval date	04/11/2019
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Date and details of revision	Apr 2024: updated assessment strategy, learning outcomes and reading list Mar 2025: revalidated in Education Subject Level Review
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