

## Module specification

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Module Code	ONLED10
Module Title	Critical Thinking, Reasoning and Argument Skills
Level	7
Credit value	15
Faculty	SALS
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

### 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
<b>Active learning and teaching hours total</b>	<b>15 hrs</b>
Placement hours	0 hrs
Guided independent study hours	135 hrs
<b>Module duration (Total hours)</b>	<b>150 hrs</b>

### Module aims

This module aims to critically evaluate the nature of critical thinking, reasoning and argument. There will be opportunities to apply these concepts in practice and to reflect critically on ideas of indoctrination, citizenship, spirituality, morality and ethical enquiry.

As a result of studying this module, you will be able to critique the value of reason and argument as part of your pedagogical approach and critically develop and evaluate 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 an educational setting.
2	Evaluate critically the theory and practice of: (i) education for citizenship; (ii) developing philosophical thinking in education; (iii) spiritual, moral, social and cultural education.
3	Develop and critically evaluate strategies aimed at fostering critical thinking, reasoning, and argument skills in an educational setting.

## 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: Students will critique the role of an educator with regards to the implementation of critical thinking, reasoning and argument skills in the learning environment and identify the arguments that support the use of these methods within an education setting.

Assessment 2: 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	1000 words	40	N/A
2	2&3	Written Assignment	2000 words	60	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

- 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

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

### Essential Reads:

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

### Other indicative reading:

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

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

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

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

## Administrative Information

For office use only	
Initial approval date	04/11/2019
With effect from date	02/03/2020



<b>For office use only</b>	
Date and details of revision	Apr 2024: updated assessment strategy, learning outcomes and reading list Mar 2025: revalidated in Education Subject Level Review
Version number	3