



**University of Strathclyde, Faculty of Humanities and Social Sciences**  
**Institute of Education**  
**Class Catalogue for International Students 2024- 25**

**SEMESTER 2 CLASSES**

**20 Strathclyde Credits = 10 ECTS**

- Students are likely able to take classes across 2 of our year groups (e.g. years 2/3 or years 3/4). Such requirements should be discussed with your home institution.
- If you are a full year teacher education student, you are strongly advised to take as much as possible from the standard Strathclyde curriculum for our year 3 programme set out below.
- Please remember that taking a ‘non-standard’ programme will likely result in potential timetabling issues that could take time to resolve.

* <b>Standard year 3 programme</b>	credits	semester
<a href="#">X7315</a> Pedagogy and Placement Learning: (ages 9- 12, including 6- week placement)	20	classes - 1 Placement - 2
<a href="#">X7316</a> Pedagogy and Placement Learning: (ages 0- 5, including 5-week placement)	20	2 only
<a href="#">X7330</a> Language Learning and Teaching in the Primary School	10	1 and 2
<a href="#">X7331</a> Teaching Social Studies Creatively	20	2 only
<a href="#">X7332</a> Science and Technology in the Primary School	20	1 only
<a href="#">X7333</a> Religious and Moral Education, Health and Wellbeing	20	1 only
<a href="#">X7334</a> Social Research Methods	10	1 and 2

\* Further information can be found by clicking on the codes for these classes.

Placement options/ requirements

- Students requiring experience in Scottish schools should initially consider module x7325. This will offer time in schools for a few days each week over a 4- 6 week period.
- X7315 includes a full-time placement experience suitable for **full-year visiting students only**.
- X7316 may be another option for semester 2 only students.
- Students looking to undertake any time in schools must complete a PVG check to ensure they are able to work with children and vulnerable groups. We can assist your application once in Scotland. This requires a payment (currently around £60) and also a ‘certificate of good conduct’ (or equivalent) from your home country. This is best organised in advance of your time at Strathclyde, once this class is confirmed suitable for you.
- Specific placement requirements should be discussed with the Institute’s Exchange co-ordinator at the application stage.

2 <sup>nd</sup> Year Undergraduate		
Module code	Module title	Learning Objectives
X7210  20 credits	<i>Culture Society Formation</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognise, describe and discuss a range of cultural and sociological writing.</li> <li>▪ Discuss the importance of cultural and sociological writing to education.</li> <li>▪ Discuss the ways that cultural, social, political, and economic change prompts revisions and new directions in and understandings of education.</li> <li>▪ Work cooperatively in a small group environment in developing communication, negotiation and interpersonal skills.</li> </ul> <p><b><u>Module assessment</u></b> 3,000 word critical anthology.</p>
X7207  20 Credits	<i>Digital Technologies in Language Education</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ This module explores the use of digital technologies for language teaching and learning.</li> <li>▪ Students will also develop the practical experience of using digital technology, learn to design and evaluate digital materials for the language classroom, and create the digital environment for language learning.</li> <li>▪ The module considers ways to develop students' 21st Century skills both as language user/learners and as language teachers</li> </ul> <p><b><u>Module assessment</u></b> For Part 1 of the assessment, students will work in groups and create a digital learning environment for learning English as a foreign language.  For Part 2, students will write a written essay in which they reflective on their experience of working on the collaborative task</p>
X7208  20 Credits	<i>Developing Language and Communication Skills</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ This module will equip students with the required knowledge of understanding the process of reading, writing, listening and speaking in a second/foreign language, especially in academic settings.</li> <li>▪ The aim is to give students increased confidence in communicating in English. Students will extend their vocabulary, improve their pronunciation and grammatical accuracy, and develop their communicative competence.</li> </ul> <p><b><u>Module assessment</u></b> Assessment will consist of two group presentations, a quiz, and an individual report of 1,500 words.</p>

<p>X9296</p> <p>20 Credits</p>	<p><i>Memory, Belief &amp; Misconception</i></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• This module will teach students to explain key aspects of how human memory connects to learning, using research-based concepts and terminology such as 'metacognition' and 'working memory'.</li> <li>• Students will learn to identify examples of beliefs about learning and memory, including misconceptions, and discuss the implications of these.</li> </ul> <p><b><u>Module assessment</u></b></p> <p>The module is assessed via a 2000-word written essay assignment in which students have to analyse two real examples of misconceptions.</p>
<p>X7213</p> <p>20 credits</p> <p><i>This will be offered predominantly as an online module in Semester 2</i></p>	<p><i>Mathematics through the ages: a historical and cultural overview</i></p>	<p>Presenting mathematics through a historical and cultural lens, this module aims to increase the appeal of mathematics as a creative and culturally relevant discipline. Through collaborative practical examinations of the local environment, students will be supported to develop a more positive and activist approach to learning in the STEM subjects. Students will be directed to identify how maths has shaped our society, to experience the artistic beauty in pattern and geometry, and to explore mathematical constructs in the natural and built environment through an examination of structures and images that demonstrate maths in action. Using the local area as an environmental laboratory will allow students to experience maths in context and to examine the implications of mathematical understanding for societal benefits.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Explain how mathematical concepts and mathematical language have originated and developed from ancient civilisations to the present day.</li> <li>▪ Consider how differences in the construction of number systems around the globe might contribute to misconceptions in learning.</li> <li>▪ Develop an appreciation of how mathematical concepts are fundamental to the natural and built environment.</li> <li>▪ Identify how mathematical concepts contribute to artistic creations or artworks.</li> </ul> <p><b><u>Module assessment</u></b></p> <p>Written assignment - students will create a portfolio of work, consisting of four main components (500 words each) each one relating to one of the four learning outcomes for this module.</p>

		Group presentation - students will work collaboratively in small groups to identify, examine and present how mathematical concepts underpin the construction of a known landmark in the local area, i.e., Glasgow City region
<b>3<sup>rd</sup> Year Undergraduate</b>		
X9119 20 credits	<i>Me as a learner</i>	<p>This module aims to help international students build a theoretical and philosophical framework for their own learning. Students are encouraged to develop key skills in order to help them become effective learners on the Bachelor of Arts degree programme.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why you have chosen a particular topic/issue.</li> <li>▪ Identify key words, issues and questions for your chosen topic/issue.</li> <li>▪ Use abstracting databases, full text services, SUPrimo, the library search service and an internet search engine to locate 6 relevant items to find out about your topic/issue.</li> <li>▪ Make a brief synopsis of each item including a full APA reference and a description of how you used a particular source to trace the item detailing your search strategy.</li> <li>▪ Choose two of your items to compare and contrast what the authors are arguing about your area of interest, including a concluding statement.</li> <li>▪ Reflect on what you have learned about the topic/issue, about the process of researching, and any unanswered questions or issues that have been raised.</li> </ul> <p><b><u>Module assessment</u></b> 2,000 annotated bibliography</p>
X7327 20 Credits	<i>An Introduction to Scottish Education</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Research current Scottish education policies, practices and pedagogies.</li> <li>▪ Compare and contrast Scottish perspectives on curriculum development, structure and content with those of their home country.</li> <li>▪ Develop cultural sensitivity and inter-cultural communication skills in presenting contrasting perspectives to other audiences e.g. students/ staff.</li> <li>▪ Reflect critically on the experience of undertaking the module in terms of students' own professional development.</li> </ul> <p><b><u>Module assessment</u></b> A series of presentations comparing and contrasting issues within Scottish education and the home system of</p>

		the visiting student.
X7347 20 Credits	<i>Language Awareness: Knowledge about Language</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ This module aims to provide students with an introduction to ways in which the English language can be described and analysed in order to help learners to develop their knowledge about language.</li> <li>▪ The module deepens students' understanding of core features of the English language and prepares them to apply their knowledge about language systems (pronunciation, vocabulary, grammar and discourse) in teaching practice.</li> </ul> <p><b><u>Module assessment</u></b> Assessment will consist of a two-part essay (2,500 words) in which you will analyse a teaching resource and design a series of activities.</p>
X7352 20 credits	<i>Designing Educational Research</i>	<p>The module develops students' practical experience and skills in educational research design. The emphasis is on learning through doing, and providing a structured environment for students to learn how to reflect upon research design principles and logics of inquiry while planning their own research proposals. The skills developed via the module will be directly relevant to fourth year dissertations, and to future study and careers.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Understand interdisciplinary educational studies research design principles and the logics of academic inquiry, including a range of research methods and research strategies, their strengths and limitations and associated ethical issues.</li> <li>▪ Design a clear, well-documented, feasible, justified, and methodologically sound research project.</li> <li>▪ Construct a field of inquiry and inform, justify, and defend research aims, objectives, and questions via academic literature searches and critical review.</li> <li>▪ Familiarity and critical engagement with a range of research design texts and/or methodological literatures, in order to justify and evaluate research design decisions.</li> <li>▪ Understand and critically reflect upon research contributions and outcomes in relation to e.g. knowledge, society, community, policy.</li> </ul> <p><b><u>Module assessment</u></b> This module includes three weighted assessments: (1) presenting qualitative research (25%); (2) presenting quantitative research (25%); and research proposal poster (50%). All parts to all assignments must be submitted in order to pass this course.</p>

### 4th Year Undergraduate

X7449  20 Credits	<i>Educational Representations in Film and Literature</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Develop a critical understanding of a selection of theories, principles, concepts and terminology relevant to representations of education in film and/or literature.</li> <li>▪ Demonstrate knowledge of a range of social, cultural, economic and political issues that affect educational experiences.</li> <li>▪ Provide knowledge, analysis and evaluation of educational issues illustrated within film and/or literature.</li> <li>▪ Demonstrate knowledge of educational theory and practice within and/or beyond classrooms contexts.</li> </ul> <p><b>Module assessment</b> A 2500 word essay or video essay analysing a piece of film or literature (selected by students) from an educational perspective.</p>
<p><b>Interdisciplinary Learning Modules</b> A wide range of faculty interdisciplinary modules can be selected, and these are worth 20 credits – individual classes can be organised from this catalogue. Classes can change but a sample of potential classes are given below.</p>		
QQ211  20 credits	<i>Making the Modern Human</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Develop an understanding of the historical construction of 'the human'.</li> </ul>
QQ266  20 Credits	<i>Enlightenment to Romanticism</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Develop an understanding of the significant of the period's writing to the subsequent development of English literature, including the importance of the introduction of the novel.</li> </ul>
V1236  20 Credits	<i>Glasgow: Health, Culture and Identity</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Gain an understanding of the history of Glasgow, including the major themes that have affected its development.</li> </ul>
L5218  20 Credits	<i>Key Concepts in Social Welfare</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Develop an understanding of different philosophical positions around social welfare.</li> <li>▪ Explore how philosophical positions.</li> </ul>
X2204  20 Credits	<i>Learning for Sustainability: Theory and Practice</i>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Expand knowledge of Scotland's landscape, management and use. The course will explore education beyond the school boundary.</li> <li>▪ The module will address core areas of professional standards in teaching such as sustainable development education, global citizenship and green</li> </ul>

		health – learning in the outdoors and developing a relationship with the natural environment.
<b>Students who require a placement experience</b> * This will require a PVG check and 'certificate of good conduct' from your home country. Please enquire about this with your home country authorities in advance of coming to Strathclyde.		
X7325 20 credits  This is the standard placement module for exchange/visiting students.	<i>Placement Learning: International Perspectives</i>	<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>▪ Review the Scottish education system.</li> <li>▪ Compare and contrast the education systems in both their home country and Scotland.</li> <li>▪ Plan, implement and evaluate learning experiences for children in the context of their home school culture and subject specialism.</li> <li>▪ Identify their strengths and development needs and be able to act on these.</li> <li>▪ Reflect upon their experience and the impact of this learning on their future career.</li> </ul> <b>Module assessment</b> <ul style="list-style-type: none"> <li>▪ Compare and Contrast the Scottish education system with the student's home context.</li> <li>▪ Write a reflective account of your learning whilst on placement.</li> <li>▪ Satisfactory progress report from hosting school.</li> </ul> <p>This module offers a limited experience in schools of perhaps 1-2 days per week over a short period of 4-5 weeks. Individual requirements should be discussed with the exchange co-ordinator.</p>
X7315 20 Credits  Available to full year students only	<i>Pedagogy and Placement Learning: (ages 9- 12, including 6- week placement)</i>	In semester one, classes will be on campus that consider the pedagogy of teaching and learning with this age group.  <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>▪ Communicate and present ideas to a range of audiences including peers, tutors, pupils and teachers.</li> <li>▪ Use information and communication technology in approaches to teaching and learning.</li> <li>▪ Plan, organise and implement appropriate differentiated learning activities.</li> <li>▪ Collaborate as part of a professional team in a work setting.</li> <li>▪ Reflect on own learning and set targets for personal and professional development.</li> <li>▪ Employ problem solving strategies in a creative manner.</li> </ul> <p>Semester 2 will apply these skills in a 6-week full-time placement in a Scottish primary school.</p>

		<p><b><u>Module assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Tutor visit(s) to student while on placement</li> <li>▪ School report from placement establishment</li> <li>▪ Content of School Placement File</li> </ul>
<p>X7316</p> <p>20 Credits</p> <p><i>Semester 2 placement only</i></p>	<p><i>Pedagogy and Placement Learning: (ages 0- 5, including 5-week placement)</i></p>	<p>All students will be introduced to the principles and practices of early years teaching during on-campus classes. This will include applying these in a 5- week full time placement (5 serial days and a 4-week placement block).</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the early level curriculum.</li> <li>▪ Observe, respond and plan with children as co-constructors of their learning.</li> <li>▪ Facilitate high quality experiences and sensitive interactions which develop children’s interests and support their thinking, learning and development.</li> <li>▪ Develop evidence informed approaches to practice underpinned by a theoretical knowledge and understanding of Early Years pedagogy.</li> <li>▪ Critically reflect on observations, interactions, experiences and spaces in order to improve practice.</li> </ul> <p><b><u>Module assessment</u></b></p> <p><i>Formative assessment</i></p> <ul style="list-style-type: none"> <li>▪ Weekly reflective pedagogical tasks, which you should record in your Professional Practice File</li> </ul> <p><i>Summative assessment</i></p> <ul style="list-style-type: none"> <li>▪ A portfolio of evidence which documents the co-construction of playful interactions, experiences and spaces and demonstrates a critical awareness of key theories, policy and practice. This will be gathered during the placement</li> </ul>

**Email contacts:** Exchange co-ordinator [david.roxburgh@strath.ac.uk/](mailto:david.roxburgh@strath.ac.uk)  
Admin/ class choices [candice.harvey@strath.ac.uk](mailto:candice.harvey@strath.ac.uk)

*Revised April 2024*