

SloE Syllabi 2024/25

Semesters 2a and 2b (Jan – June 2025)

Code	Module name	Module leader 2024/25	Syllabi
X7210	Culture Society Formation		<p>Foundational Texts in Culture and Society</p> <ul style="list-style-type: none">• Exploring key cultural and sociological writings that have shaped our understanding of society. <p>Culture and Society's Influence on Education</p> <ul style="list-style-type: none">• Understanding how cultural and sociological theories impact educational practices and policies. <p>Cultural, Social, Political, and Economic Change</p> <ul style="list-style-type: none">• Examining how changes in society prompt shifts in educational theory and practice. <p>Critical Discussion of Cultural and Sociological Writings</p> <ul style="list-style-type: none">• Analyzing and debating the significance of cultural and sociological literature in the context of education. <p>Cooperative Learning and Group Work</p>

			<ul style="list-style-type: none"> Developing communication, negotiation, and interpersonal skills through small group collaboration. <p>Contemporary Revisions in Education</p> <ul style="list-style-type: none"> Investigating how current cultural and social changes influence new directions in educational thought.
X7449	Educational Representations in Film and Literature	Dr David Lewin	<p>Introduction to Educational Representations</p> <p>Overview of key concepts and terminology related to education in film and literature.</p> <p>Representing the Educator</p> <p>Exploring how educators are portrayed in various media forms.</p> <p>Representing the Student</p> <p>Examining different representations of students in film and literature.</p> <p>The Struggle for Selfhood</p> <ul style="list-style-type: none"> Analyzing themes of identity and self-discovery through David Fincher's "Fight Club."

			<ul style="list-style-type: none"> • Discussion of the impact of social, cultural, economic, and political factors on educational experiences. <p>Representing Content and Process</p> <ul style="list-style-type: none"> • Investigating how educational content and learning processes are depicted in films and literature. <p>Education in Contemporary Cinema</p> <ul style="list-style-type: none"> • Studying educational themes in Maren Ade's "Toni Erdmann" and their implications for real-world education. <p>Education and Its Shadow</p> <ul style="list-style-type: none"> • Exploring the darker, less visible aspects of education. <p>The Heroine's Journey and Beyond</p> <ul style="list-style-type: none"> • Discussing the portrayal of female educational journeys and their broader implications. <p>Critical Analysis of Educational Issues</p> <p>Developing analytical skills to evaluate educational issues illustrated within film and literature.</p>
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			Reading and Interpretation <ul style="list-style-type: none"> • Identifying key themes from close readings of films and literary texts. • Presenting interpretations in written form while observing academic conventions.
X7208	Developing Language and Communication Skills	Dr Celia Antoniou	<ul style="list-style-type: none"> •Language skills: receptive skills •Language skills: productive skills •Interaction & mediation •Communicative approaches: sociocultural perspectives •Intercultural Competence •Willingness to communicate (WTC) Communicative and affective strategies
X7347	Language Awareness: Knowledge about Language	Dr Tomasz John	<ul style="list-style-type: none"> •Describing language and understanding language awareness •Linguistics •Phonetics •Phonology •Grammar: syntax and morphology •Semantics •Pragmatics and discourse analysis •Sociolinguistics •Language awareness and knowledge about language in English language teaching

<p>X7325 (two codes, Sem 1 – X7308, Sem 2a – X7309)</p>	<p>Placement Learning: International Perspectives</p>	<p>Dr Tomasz John</p>	<p>Overview of the Scottish Education System</p> <ul style="list-style-type: none"> • Structure, curriculum, and key policies in Scottish schools. <p>Comparative Education Systems</p> <ul style="list-style-type: none"> • Comparing education systems between students' home countries and Scotland. • Analysis of similarities and differences in educational practices. <p>Reflective Practice in Education</p> <ul style="list-style-type: none"> • Techniques for maintaining a reflective log. • Reflecting on classroom observations and student-teacher interactions. <p>Observational Skills in the Classroom</p> <ul style="list-style-type: none"> • Effective observation techniques for educational settings. • Understanding classroom dynamics in various subject areas. <p>Classroom Assistance and Group Facilitation</p> <ul style="list-style-type: none"> • Strategies for assisting in classroom activities. • Working with diverse student groups. <p>Curriculum Exploration</p>
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			<ul style="list-style-type: none"> • Understanding the Scottish curriculum across various stages and subjects. • Observing curriculum delivery and student engagement. <p>Communication with School Staff</p> <ul style="list-style-type: none"> • Techniques for engaging in professional dialogue with teachers and school staff. • Asking questions and providing feedback on classroom practices. <p>Professional Collaboration</p> <ul style="list-style-type: none"> • Building collaborative relationships with other educational professionals. • Strategies for effective teamwork in an educational setting. <p>Strengths and Development Needs Assessment</p> <ul style="list-style-type: none"> • Self-assessment techniques for identifying strengths and areas for growth. • Planning for personal and professional development in an educational context. <p>Adaptability in New Educational Contexts</p> <ul style="list-style-type: none"> • Adapting to different educational environments and practices. • Strategies for problem-solving and overcoming challenges during placement.
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			<p>Career Development and Future Impact</p> <ul style="list-style-type: none"> • Reflecting on the impact of the placement on future career aspirations. • Planning next steps for career progression in education. <p>Feedback and Self-Evaluation</p> <ul style="list-style-type: none"> • Techniques for providing and receiving feedback in an educational setting. • Using feedback to inform professional practice and development.
X7316	Pedagogy and Placement Learning	Dr Kirsty Aitchison	<p>The Personal in the Professional</p> <ul style="list-style-type: none"> • Exploring the teacher's self and identity within the professional role. <p>Playful Learning Environments</p> <ul style="list-style-type: none"> • Understanding and developing playful pedagogies and their role in early childhood learning. <p>Being an Early Stages Teacher</p> <ul style="list-style-type: none"> • Roles and responsibilities of educators in early years settings, including communication and facilitation.

			<p>Observation and Interaction in Early Years</p> <ul style="list-style-type: none"> • The importance of child observation and balancing engagement with stepping back to support learning. <p>High-Quality Practice in Early Years Education</p> <ul style="list-style-type: none"> • Ensuring quality through critically reflective practice and fostering child-centered curricula. <p>Becoming a Reflective Teacher</p> <ul style="list-style-type: none"> • Developing reflective practices to look inwards, outwards, and forwards as part of professional growth.
X7352	Designing Educational Research	Dr Farid Bardid	<p>Introduction to Research in Education</p> <ul style="list-style-type: none"> ▪ Understanding the purpose of research and the reasons behind conducting it. ▪ Exploring the structure of research reports. ▪ Developing skills for critical reading of research. <p>Finding and Reviewing Literature</p> <ul style="list-style-type: none"> ▪ The purpose and importance of a literature review. ▪ Utilizing library resources efficiently.

		<ul style="list-style-type: none"> ▪ Managing and organizing literature. <p>Qualitative Research Designs</p> <ul style="list-style-type: none"> ▪ Understanding different research paradigms. ▪ Exploring various qualitative research designs. <p>Qualitative Research Methods</p> <ul style="list-style-type: none"> ▪ Techniques for qualitative data collection. ▪ Methods for analyzing qualitative data. <p>Presenting Qualitative Research</p> <ul style="list-style-type: none"> ▪ Best practices for presenting findings from qualitative research. <p>Quantitative Research Designs</p> <ul style="list-style-type: none"> ▪ Overview of quantitative research designs. ▪ Understanding the limitations and benefits of different designs. <p>Quantitative Research Methods</p> <ul style="list-style-type: none"> ▪ Methods for collecting and analyzing quantitative data. <p>Planning a Research Proposal</p> <ul style="list-style-type: none"> ▪ Structure and elements of a research proposal. ▪ Guidance on writing a research proposal.
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			<p>Ethical Considerations in Research</p> <ul style="list-style-type: none"> ▪ Introduction to ethical principles and guidelines in research. ▪ Reflecting on ethical issues in research practices. <p>Drafting a Research Proposal</p> <ul style="list-style-type: none"> ▪ Discussing potential research topics. ▪ Creating and preparing a research proposal poster.
X9296	Memory, Belief & Misconception	Jonathan Firth	<p>Introduction to Human Memory Functions</p> <p>Overview of key memory processes, including long-term memory and working memory.</p> <p>Metacognition in Educational Contexts</p> <ul style="list-style-type: none"> • Understanding the role of metacognition in learning and teaching. • Exploring how beliefs about learning influence educational practices. <p>Common Misconceptions About Memory</p> <ul style="list-style-type: none"> • Identifying and analyzing widespread misconceptions about memory, such as the 'memory as a video camera' belief.

			<ul style="list-style-type: none"> • Exploring how these misconceptions impact learning behaviors and strategies. <p>Beliefs and Biases in Learning</p> <ul style="list-style-type: none"> • Examining biases in learners' beliefs about their own memory and study habits. • The implications of false beliefs for educational and training environments. <p>The Impact of Misconceptions on Education</p> <p>Discussing how misconceptions about memory and learning affect educational outcomes and workplace training.</p> <p>Research-Based Concepts and Terminology</p> <ul style="list-style-type: none"> • Introduction to key terms like 'metacognition,' 'long-term memory,' and 'working memory.' • Applying these concepts accurately in discussions and analyses. <p>Reflective Learning and Experience Sharing</p> <ul style="list-style-type: none"> • Reflecting on personal learning experiences to identify biases and misconceptions. • Sharing insights with classmates during seminars. <p>Applying Memory Research to Practice</p>
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			<p>Finding and analyzing real-world examples of statements about learning and memory relevant to education or professional contexts.</p> <p>Scientific Understanding of Memory</p> <ul style="list-style-type: none"> • Developing a research-based perspective on how memory and learning work. • Utilizing this understanding to inform study skills and teaching methods.
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