University of Strathclyde, Faculty of Humanities and Social Sciences

School of Education

Class catalogue for Erasmus and international students 2022/23

SEMESTER 1 CLASSES   **20 Strathclyde Credits = 10 ECTS**

1. Classes that run over both semesters are available to full year students only.
2. Students are likely able to take classes across 2 subsequent year groups (e.g. years 2/3 or years 3/4). The requirements here should be discussed with the home institution.
3. Students requiring experience in Scottish schools should initially consider module x7325 (see below). **Extended placements will run in semester 2 for full year teacher education students only.**
4. Placement requirements must be discussed with the School's International Coordinator at the application stage.
5. Full year teacher education students are strongly advised to take as much as possible from the standard Strathclyde curriculum for our year 3 programme (see table below).
6. You should be aware that the assessments for some semester 1 classes take place in semester 2.

	Standard year 3 programme	
X7315	Pedagogy and Placement Learning: (ages 9- 12, including 6- week placement)	20 credits
X7316	Pedagogy and Placement Learning: (ages 0- 5, including 3- week placement)	20 credits
X7330	Language Learning and Teaching in the Primary School	10 credits
X7331	Teaching Social Studies Creatively	20 credits
X7332	Science and Technology in the Primary School	20 credits
X7333	Religious and Moral Education, Health and Wellbeing	20 credits
X7334	Social Research Methods	10 credits

2nd year undergraduate		
Module code	Module title	Learning Objectives
X9297 20 Credits	*Numeracy and Mathematics in the Primary*	*** This module has teaching and learning in both Semester 1 and 2 and is suitable only for full year students.** **Learning Objectives**: ▪ Demonstrate knowledge of developmental progression in learning Mathematics as exemplified by the Numeracy and Mathematics outcomes of the Scottish 'Curriculum for Excellence' including progression and continuity from Early Level to Second Level. ▪ Justify a range of teaching strategies and resources to meet the differing needs of children with a range of levels

		and abilities, incorporating some of these into placement experience.
		▪ Give examples of an interactive and participative approach, incorporating mental and written strategies, in the teaching of mathematics in a range of contexts.
		▪ Explain the importance of and suggest ways of developing thinking, reasoning and problem-solving skills to enable children to apply their mathematical knowledge to meaningful contexts.
		▪ Specify clear focus for Maths lessons and formulate learning outcomes, main ideas and justify approaches to teaching and learning within the placement context.
		▪ Develop numeracy and mathematics skills to an acceptable level of competence that enables them to deliver the Mathematics curriculum to Primary School pupils.
		Module assessment
		1. Maths Learning Log (assessed to progress learning in an ongoing manner).
		2. An examination lasting 2 hours exploring the student's understanding of topics covered in this module.
X9278 20 Credits	*Children's Language, Literature and Literacy*	*** This module has teaching and learning in both Semester 1 and 2 and is suitable <u>only for full year</u> students.**
		Learning Objectives:
		▪ Describe the key knowledge, concepts and skills in the development of language and literacy.
		▪ Take, analyse and use running records effectively
		▪ Describe how cultural and social identity can impact on children's language and on children's literacy attainment and use.
		▪ Explain the research on how context and engagement impact on children's learning and how these inform the implementation of a Curriculum for Excellence
		▪ Select and use systematic observation of language and literacy behaviours and diagnose and prioritise next steps in teaching.
		▪ Devise, plan and carry out appropriate language lessons in school, which take account of *both* relevant research insights and match the specific needs of the class or individuals in the class.
		▪ Identify good examples of children's literature and use it to motivate and enrich children's learning.
		Module assessment
		Essay reflecting on the complexity of the reading process and the challenges of teaching children to read.

X7201 20 Credits	*Exploring Moral and Ethical Issues in Contemporary Society*	**Summary:** The module explores a number of moral and ethical issues from the historical perspective up to the present day. Students will examine issues such as Immigration, Freedom of Speech, Capital Punishment, War, Sanctity of Life, Sectarianism, among other issues from a 'local' and international perspective. **Learning Objectives**: ▪ Be introduced to and explore a number of ethical theories such as utilitarian, deontological, consequentialist, etc. ▪ Explore ethical theories in a situational context which will assist in developing a deeper understanding of moral complexity. ▪ After discussion with the tutor, choose a moral issue and explore it in the context of the ethical theories studied, through research and the presentation medium. ▪ Analyse problems in a reflective, philosophical and discursive manner and be able to apply such approaches to other aspects of their own learning for life. **Module assessment** Each student will undertake a group presentation exploring ethical theory in context, in addition to a 2000 word written assignment.
X9280 20 Credits	*Learners and Learning*	**Summary**: Learning involves fundamental psychological processes, such as cognitive, emotional, interpersonal and linguistic processes. Learning starts before birth and is continuous as learners develop and experience the world. In this module, students will examine the processes involved in human learning, individual learners' needs, and contextual influences upon learners and learning. **Learning Objectives**: ▪ Develop a critical understanding of the psychological processes involved in learning and be able to discuss these. ▪ Develop critical understanding of individual learner needs and be able to describe these. ▪ Have a critical understanding of interpersonal co-construction of meaning and learning and will be able to provide examples related to this. ▪ Be able to provide examples of contextual influences upon learners and learning processes and be able to discuss this critically. ▪ Develop a critical understanding of supporting and facilitating learning and be able to highlight links with professional practices in relation to this. ▪ Have a critical understanding of learning across the lifespan and be able to discuss this in relation to different contexts.

		Module assessment There are three assessment components: (a) five Learning Processes Portfolios completed throughout the semester, (b) five Multiple Choice Quizzes completed throughout the semester, and (c) the Final Written Assignment (2000 words).
X7209 20 Credits	*Teaching English to Speakers of Other Languages: An Introduction*	**Learning Objectives**: - This module introduces students to the fundamentals of language learning. - Students will develop a basic understanding of current views on how languages are learned. - Drawing on their own experience as language learner/users, this module will examine key theories and concepts in second language acquisition. **Module assessment** A European Language Portfolio, using classwork, experiments, reflections and discussion to inform your decisions about your progress and next steps.
X9268 20 Credits	*Exploring Creativities in Practice*	*** This module has teaching and learning in both Semester 1 and 2 and is suitable <u>only for full year</u> students.** **Summary**: The class is unique in bringing together these 'The Arts' disciplines together with strategies for developing creative approaches and dispositions. **Learning Objectives**: - Develop understanding and awareness of the role of creativity in practice and the impact this can have on learners.' - Through discreet workshops and integrated collaborative work, gain insights into the ways in which the arts combine to produce powerful and meaningful experiences for themselves and others. - Demonstrate the development of new skills in the disciplines of linked to the expressive arts through the creation of a presentation. - Develop empathy with others and creative dispositions in developing new presentations. **Module assessment** **If face-to-face:** Live Performance/ Presentation 50% and 2,000 word written assignment with reflective log 50%. **If delivered online:** Written assessment and reflective log of 2,000 words (100%).
X7210 20 credits	*Culture Society Formation*	**Learning Objectives**: Recognise, describe and discuss a range of cultural and sociological writing.

		▪ Discuss the importance of cultural and sociological writing to education. ▪ Discuss the ways that cultural, social, political, and economic change prompts revisions and new directions in and understandings of education. ▪ Work cooperatively in a small group environment in developing communication, negotiation and interpersonal skills. **Module assessment** 3,000 word critical anthology.
X7213 20 credits	*Mathematics through the ages: a historical and cultural overview*	**Summary:** 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. **Learning Objectives**: ▪ Explain how mathematical concepts and mathematical language have originated and developed from ancient civilisations to the present day. ▪ Consider how differences in the construction of number systems around the globe might contribute to misconceptions in learning. ▪ Develop an appreciation of how mathematical concepts are fundamental to the natural and built environment. ▪ Identify how mathematical concepts contribute to artistic creations or artworks. **Module assessment** 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. 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, ie. Glasgow City region

3rd year undergraduate classes		
X7435

10 Credits | *Social Research Methods* | **Summary:** The module will provide support in the application of knowledge and understanding of research methods, to provide a structured argument in defence of a proposed topic for study.

Learning Objectives:
▪ Demonstrate an understanding of key research methods, alternative research strategies, principles of research design and project planning.
▪ Evaluate and defend the key enquiry methods proposed and justify choices made with relevant reading on research approaches and methods and reference to research ethics.
▪ Defend hypotheses and/or questions in terms of professional and academic need.
▪ Discuss the anticipated impact and contribution of their research to knowledge, policy and practice.
▪ Write a clear, well-documented and well justified research proposal.

Module assessment
An academic poster summarising the potential research project |
| X7331

20 Credits | *Teaching Social Studies Creatively* | **Learning Objectives**:
▪ Extend their understanding of the main knowledge, skills and concepts central to the teaching of Social Studies - Geography, History and People In Society.
▪ Explore the potential for delivering an interdisciplinary approach through Social Studies.
▪ Consider opportunities for exploring a range of global citizenship themes within Social Studies, Geography and People in Society.
▪ Develop approaches to teaching and learning that promote the knowledge, skills and develop creative pedagogies that exemplify current thinking related to Geography, History and People In Society.
▪ Explore the use of formative and summative assessment strategies, in each of the curricular areas, as a means of promoting learning in a primary classroom.

Module assessment
A 1,500 word reflective log on observations of teaching in the area of Social Studies.
A collaborative group presentation. |

X7332 20 credits	*Science and Technology in the Primary School*	**Learning Objectives**: • Demonstrate sound knowledge of how key concepts in sciences and technologies can be developed across the primary school. • Develop a toolkit of practical approaches to teaching and learning that exemplify current thinking within sciences and technologies. • Acquire a range of formative and summative assessment strategies to help determine, and further develop, pupils' understanding of key concepts in primary sciences and technologies. • Justify approaches to teaching and learning in light of current research into primary sciences and technologies. • Demonstrate how key principles, content and methodology might be combined into coherent sciences and technologies lessons for primary school aged children. • Demonstrate a commitment to professional development in primary sciences and technologies through demonstrating collaborative practice and effective resources development in practical lab situations. **Module assessment** A 2,000 word reflective essay.
X7300 10 Credits	*Language learning and teaching in the Primary school*	**Summary**: This class will prepare teachers in the early stages of their career for the demands of delivering the 1 + 2 curriculum learning model effectively in the classroom. A wide range of language learning contexts and approaches will be explored to develop teacher awareness of cultural diversity and how these can support inclusion and attainment, and equip teachers with the core skills in teaching a language in the primary school setting. **Learning Objectives**: • Develop a knowledge and understanding of policies relating to language learning in the primary school in Scotland. • Develop a knowledge and understanding of key theories of language learning and teaching in the primary school. • Develop an understanding and awareness of the key pedagogies of teaching an additional language and how these can be applied to the primary school context. • Reflect on language learning experiences using other languages with reference to learner motivation, identity and culture. **Module assessment** The module is assessed through a reflective log (1500 words) which links international and national policy and literature contexts on approaches to plurilingualism and pluriliterates to practitioner enquiry.

X7310 20 credits	*Children and Childhood* *Currently an option module for JH Education students. Progressing into next session, it is hoped that this will be an IDL module for year two students also.*	**Summary**: This class will explore how children and childhood have been imagined and constructed in a range of historical and contemporary contexts. Drawing on representations of children, we aim to support you in developing an understanding of children and childhood as part of a set of social and cultural relations. With a focus on environments other than formal education, the module will seek to open for discussion the nature of childhood according to themes such as politics, history, play, work, the global and queerness. **Learning Objectives**: ▪ Investigate the changing role and place of children and childhood in society by considering the concepts across time and place. ▪ Be a critical reader of representations of children and childhood in art, film, literature and theory. ▪ Explain how notions of children and childhood have a bearing on features within society, for example, in contexts such as the world of work, law, family, play, etc. ▪ Give an oral presentation on one aspect of children/childhood in relation to film and/or literature; and ▪ Create a portfolio, with commentary, that critically analyses an aspect of children and/or childhood that has been covered in the class. **Module assessment** The assessment for this module is an essay with an accompanying portfolio to complement the work presented in the essay.
X7333	*Religious and Moral Education, Health and Wellbeing*	**Summary:** Health and Wellbeing permeates the whole of the Scottish Curriculum and a makes a necessary contribution to a rich RME programme. Therefore, this module is positioned not only to build on key concepts and issues that underpin and develop thinking in relation to both curricular areas but, in response to the policy framework and recommendations outlined in the Donaldson Report and McCormac Review ▪ Students will reflect on their knowledge and understanding of the core principles underlying health and wellbeing, critically reflecting on their own practice in relation to developing, reinforcing and extending learning in health and wellbeing for children. ▪ Students will reflect on their knowledge and understanding of the core principles underlying RME, critically reflecting on their own practice in relation to developing, reinforcing and extending learning in RME for children. ▪ Students will extend their knowledge, skills, approaches and practices in embedding health and wellbeing across the curriculum.

		▪ Students will extend their knowledge, skills, approaches and practices in devising interdisciplinary programmes of RME and health and wellbeing. ▪ Students will demonstrate a critical understanding of health concepts, health promotion theory, principles and current issues, considering them in relation to, and applying them to teaching and learning in RME. **Module assessment** A group presentation exploring an interdisciplinary/holistic approach to a primary school topic.
X7348 20 Credits	*TESOL 2: Methods, Approaches and Techniques in Language Teaching*	**Learning Objectives**: ▪ This module introduces students to the pedagogical processes in language teaching. ▪ The topics include traditional and contemporary language teaching methods (audiolingual, communicative language teaching, task-based language learning, etc.). ▪ We will also discuss practical issues such as lesson planning, material evaluation and design, needs analysis and profiling, and classroom management. ▪ In this module, students will gain some first-hand experience of English language teaching in practice through micro teaching. **Module assessment** Working in groups to create a class 'wiki'. (30%) 2,500 word essay on the literature of language learning (70%)
X7353 20 Credits	*Adult Education with Placement*	**Learning Objectives**: ▪ Critically appraise key theories, concepts and terminology relating to adult education. ▪ Demonstrate understanding of the application of theories, concepts and examples to the practice of facilitating adult education. ▪ Observe and practise teaching methods and techniques appropriate to adult education. ▪ Critically analyse dispositions required to work in a range of settings and contexts. **Module assessment** Essay (2000-2500 words)

4th year undergraduate		
X7339 20 credits	*Academic Literacy and Communication 1*	**Learning Objectives**: ▪ Select professionally relevant academic texts and journal articles about a self-selected topic using University Library systems and efficient search strategies. ▪ Undertake critical analysis and the evaluation and synthesis of ideas, concepts and information taken from this reading for the purposes of their own research objectives. ▪ Identify key words, define search strategies, and compare and contrast the ideas of different authors within their selected literature. ▪ Create an annotated bibliography about a self-selected topic that shows a critical understanding of key themes within the literature and is accurately referenced to the original source. **Module assessment** 3,000 word annotated bibliography
Students who require a placement experience		
X7325 20 credits	*Placement Learning: International Perspectives*	**Learning Objectives**: ▪ Review the Scottish education system. ▪ Compare and contrast the education systems in both their home country and Scotland. ▪ Plan, implement and evaluate learning experiences for children in the context of their home school culture and subject specialism. ▪ Identify their strengths and development needs and be able to act on these. ▪ Reflect upon their experience and the impact of this learning on their future career. **Module assessment** Maintain a reflective log of observations within the school in which the student is placed. 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.

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