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<b>Module Code:</b>	ONLED10
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<b>Module Title:</b>	Critical Thinking, Reasoning and Argument Skills
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<b>Level:</b>	7	<b>Credit Value:</b>	15
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X200 / 100459
		<b>HECoS code:</b>	

<b>Faculty</b>	SALS	<b>Module Leader:</b>	Julian Ayres
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>15 hrs</b>
Placement / work based learning	
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MA Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

<b>Office use only</b>		
Initial approval:	04/11/2019	Version no: 1
With effect from:	02/03/2020	
Date and details of revision:		Version no:

**Module Aims**

This module aims to evaluate critically the nature of critical thinking, reasoning and argument skills. To evaluate critically arguments for teaching such skills in educational settings. To develop and evaluate critically strategies for teaching such skills in educational settings.

**Module Learning Outcomes - at the end of this module, students will be able to**

1	Evaluate critically: (i) the nature of critical thinking, reasoning and argument skills; (ii) arguments for implementing these skills in educational settings.
2	Evaluate critically the concept of 'indoctrination' and the nature of indoctrination in educational settings.
3	Evaluate critically the theory and practice of: (i) education for citizenship; (ii) developing philosophical thinking in education; (iii) spiritual, moral, social and cultural education.
4	Develop and evaluate critically strategies for critical thinking, reasoning and argument skills in educational settings.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I, A
Creative	I
Enterprising	
Ethical	I
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	
Organisation	I
Leadership and team working	
Critical thinking	I
Emotional intelligence	

Communication	I
<b>Derogations</b>	
None	

<b>Assessment:</b>			
Indicative Assessment Tasks:			
1. Evaluate critically the role of the educator in the teaching of thinking, reasoning and argument skills (600 words)			
2. Create, deliver and provide a critical reflection of an activity in your learning environment in relation to indoctrinatory practices (900 words)			
3. Critically evaluate theoretical concepts and policy, in relation to strategies and education practice in your setting (1,500 words)			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Essay	20%
2	2	Case Study	30%
3	3, 4	Report	50%

<b>Learning and Teaching Strategies:</b>
<p>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 digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.</p> <p>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.</p>

<b>Syllabus outline:</b>
<p>The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course</p>

and the content used to answer the questions below should be revised each year as appropriate.

- 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:**

##### **Essential reading**

Judge, B., McCreery, E. and Jones, P. (2009), *Critical Thinking Skills for Education Students*. London: Learning Matters.

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

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

##### **Other indicative reading**

Eaude, T. (2010), *Children's Spiritual, Moral, Social and Cultural Development*. Second Edition. London: Learning Matters.

Fisher, R. (2008), *Teaching Thinking: Philosophical Enquiry in the Classroom*. Third Edition. London: Continuum.

Fisher, R. (2005), *Teaching Children to Think*. Second Edition. Cheltenham: Stanley Thornes.

Hammond, A. (2005), *Tolerance and Empathy in Today's Classroom: Building Positive Relationships Within the Citizenship Curriculum for Nine to Fourteen Year Olds*. Bristol: Lucky Duck Publishers.

Hand, M. and Winstanley, C. (eds) (2009), *Philosophy in Schools*. London: Continuum.

Hannam, P. and Echeverria, E. (2009), *Philosophy with Teenagers: Nurturing a Moral Imagination for the 21st Century*. London: Continuum.

Haynes, J. (2008), *Children as Philosophers: Learning Through Enquiry and Dialogue in the Primary Classroom*. Second Edition. Abingdon: RoutledgeFalmer.

Hicks, D. and Holden, C. (eds) (2007), *Teaching the Global Dimension: Key Principles and Effective Practice*. Abingdon: Routledge.

Invernizzi, A. and Williams, J. (2007), *Children and Citizenship*. London: Sage.

Leighton, R. (2011), *Teaching Citizenship Education: A Radical Approach*. London: Continuum.

McGregor, D. (2007), *Developing Thinking: Developing Learning: A Guide to Thinking Skills in Education*. Maidenhead: Open University Press.

Robson, S. (2006), *Developing Thinking and Understanding in Young Children: An Introduction for Students*. Oxford: Routledge