1. **Title of the module**

RSST6430 (TH643) – Religious Studies and Philosophy in the Classroom

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn.

Interviews will take place during the spring term of Stage 2, at the time students are making option choices.

1. **Prerequisite and co-requisite modules**

This module requires a selection process and the maximum number of students to take the module is 8.

In order for the students to be shortlisted for an interview, students’ data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) classification or higher.

The Partnership Development Office together with the course convenor will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half-days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary. Students can also find their own placements, however these have to be approved by the Course Convenor who will formalise the placements with the schools.

1. **The programmes of study to which the module contributes**

Optional for BA Religious Studies (Single or Joint Honours); BA Philosophy (Single or Joint Honours). There is no open registration as this module requires a selection process.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Present subject related ideas and concepts concisely and coherently within a classroom setting;

8.2 Devise, develop and evaluate a specific idea or project;

8.3 Understand the importance of professional responsibility and of following professional guidelines;

8.4 Understand the National Curriculum and the role of Religion Education and Philosophy within the Curriculum;

8.5 Display knowledge of the organisation within schools and the management of people within them.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate effective communication skills, written and oral, both one to one and with an audience;

9.2 Demonstrate self-analysis, problem-solving and critical evaluation;

9.3 Make effective use of IT skills to support and enhance their work;

9.4 Demonstrate the ability to manage their own learning by working through set material in a systematic manner and adhering to deadlines;

9.5 Work as part of a team, and at the same time maintain effective working relationships with other members of staff.

1. **A synopsis of the curriculum**

This module is aimed at those students who would like to follow a career as Primary or Secondary School teachers, but is also suitable to those who would like to combine an academic course with work experience. Placements in a school environment will enhance the students’ employment opportunities as they will acquire a range of skills. It will also provide students with the opportunity to develop their knowledge and understanding of Religious Education and Philosophy in the primary or secondary school context. The university sessions and weekly school work will complement each other. At the university sessions student will benefit from the opportunity to discuss aspects related to their weekly placement and receive guidance.

Students will spend one half-day per week for ten weeks in a school where each student will have a designated teacher-mentor who will guide their work in school. They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions students will concentrate on specific aspects of the teachers’ tasks, and their approach to teaching a whole class. As they progress, it is expected that their role will be to some extent as teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

**General**

Capel, Susan Anne, Leask Marilyn, Turner Tony, *Learning to Teach in the Secondary School: A Companion to School Experience*, (London: Routledge, 2012)

Leibling, Mike, *The A-Z of Learning: Tips and Techniques for Teachers* (New York: Routledge, 2005)

**Religious Education**

**Reference:**

Catto, Rebecca (eds) *Religion and Change in Modern Britain*, (London: Routledge, 2012)

Hinnells, John, *Routledge Companion to the Study of Religion*, 2nd ed. (London: Routledge, 2010)

Smart, Ninian, *The World’s Religions*, and (Cambridge: Cambridge University Press, 1998). Woodhead, Linda, Partridge Christopher, Kawanami, Hiroko (ed.) Religions in the Modern World: Traditions and Transformations, (London: Routledge, 2009)

**Specific**

Brandon Anne-Marie and Andrew Wright (Eds.). *Learning to Teach Religious Education in the Secondary School: A Companion to School Experience*. (London: Routledge, 20005).

Cavan, Wood. *100 Ideas for Teaching Religious Education*. (London: Continuum International, 2008)

Erricker, Clive. *A Conceptual and Interdisciplinary Approach for Secondary Level*. (New York: Routledge, 2010).

Watson, Brenda, and Thompson Penny. *The Effective Teaching of Religion Education*. (Edinburgh: Pearson Education Ltd, 2007).

**Philosophy**

Bowkett, Steve, *100 Ideas for Teaching Thinking Skills*. (London: Continuum, 2007)

De A’Echevarria, Ann, Patience Ian. *Teaching Thinking*, (Alresford: Teachers Pocketbooks, 2008)

Fisher, Robert. *Values for Thinking*, (Oxford: Nash Pollock, 2001)

Hannam Patricia, Echeverria Eugenio. *Philosophy with Teenagers: Nurturing a Moral Imagination for the 21st Century.* (London: Continuum International, 2009)

**Websites**

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

1. **Learning and teaching methods**

Total Contact Hours: 28

Total Placement Hours: 40

Private Study Hours: 232

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods

This module will be assessed by 100% coursework:

* Online journal (3,000 words) – 15%
* Report (1,500 words) and Portfolio – 85%

The online journal will require students to write one short entry for each school visit. Each entry should be 300 words.

The report and portfolio will be submitted at the end of the term once all of the school visits have been completed. Students will be required to submit a report reflecting on the school and university sessions. The portfolio will be made up of a selection of class assignments and teaching materials they have completed.

* 1. Reassessment methods

This module will be reassessed by 100% coursework.

* Report (1,500 words) and Portfolio – 100%

Students will have to resubmit their portfolios reworking on the areas they have failed to succeed. Consequently, students will need to contact their course convenor who will advise them on the material they have to work on in order to fulfil the relevant specific and generic outcomes relevant to this component.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | 232 |  | **x** | **x** |  |  |  | **x** |  | **x** |  |
| *Teaching* | 28 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Placement* | 40 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Online journal* |  | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  |
| *Report and Portfolio* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

All the learning outcomes are relatable to internationalisation as they can provide students with an array of relevant skills that are transferable to any area of work anywhere in the world. In addition, this module provides students with basic theoretical and practical experience in the field of teaching (primary or secondary) which will be useful should they desire to pursue a teaching career abroad.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 07/01/16 | Minor |  |  |  |
| November 2017 | Minor | September 2018 | 6, 10, 12-14 | No |