1. **Title of the module**

SOCI3410 (SO341) Critical Thinking

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

School of Social Policy, Sociology, and Social Research

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

Level 4

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

15 credits (7.5 ECTS)

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

Spring term (term 2)

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

None

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

This is a compulsory module for students on BA Criminology, BA Sociology and BA Social Policy and joint honours Criminology, Sociology and Social Policy undergraduate programmes in SSPSSR, and is available as a wild module to other students.

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

8.1 Understand the basic principles underlying the validity of quantitative claims and thereby demonstrate an ability to critically evaluate these claims

8.2 Demonstrate an ability to find and retrieve relevant publicly-available quantitative data, and to do basic manipulation of this data to create tables and graphs in spreadsheet software (e.g. Excel)

8.3 Understand how to collect and conduct basic analysis of qualitative interview data

8.4 Persuasively present basic quantitative and qualitative data within a wider critical social explanation (or ‘story’)

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

9.1 Demonstrate key quantitative and qualitative research and critical thinking skills

9.2 Demonstrate team-working skills, including an understanding of the different roles of different individuals within a team, and the ability to negotiate conflicts within teams

9.3 Demonstrate independent study skills, including the ability to conduct independent research, including qualitative and quantitative data collection

1. **A synopsis of the curriculum**

This module is designed to help students understand and critique the numbers and research they encounter in their everyday lives. The first half of the course focuses on teaching the knowledge and skills need to critically evaluate factual quantitative claims. Each lecture uses example quantitative claims, largely drawn from the news media, to teach a particular quantitative skill. For example, highlighting a statistic based on a biased sample to teach students the principles of sampling. The seminars build on the content of the lectures and aim to teach students the practical, computer-based skills needed to evaluate quantitative claims.

The second half of the module is based around students conducting their own research, and also brings in qualitative skills element. Students apply the critical and quantitative skills they have learned to conducting their own mixed-methods project.

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

Blastland, M. & Dilnot, A. (2007) *The Tiger That Isn’t*. Profile

Douglas, H (2009), *Science, Policy and the Value-free Ideal*.

Kitchin, R (2000), 'The Researched Opinions on Research: disabled people and disability research'. *Disability & Society*, 15(1):25-47.

Ritchie, J and Lewis, J, (eds) (2003), *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. SAGE.

Robson, C (2011), *Real World Research* 3e. Wiley.

Wright Mills, C (1959), ‘Appendix: On Intellectual Craftsmanship’. *In The Sociological Imagination*. Oxford University Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework – critique report (1,000 words) - 35%

Coursework – research report (1,500 words) - 55%

Coursework – seminar participation - 10%

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X |  | X |
| Lectures | X | X | X | X | X |  |  |
| Seminars | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Critique Report  (1000 words) | X | X |  | X | X |  | X |
| Research Report  (1500 words) | X | X | X | X | X |  | X |
| Seminar participation & research study group multimedia presentation | 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**

The discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| 05/07/16 | Major | January 2017 | 7,8,9,10,12,13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018