1. **Title of the module**

UN829 (UELT8290) Reflection and Reflexivity in Higher Education

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

CSHE/UELT.

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

Level 7.

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

15 (7.5 ECTS).

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

Autumn or Spring.

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

UN819 and UN820 are pre-requisite compulsory modules for students registered on the PGCHE, PGDip/MA. Students should either have completed these modules successfully or be able to demonstrate an equivalent level of knowledge and understanding.

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

This is an optional module on the PGCHE/PGDip/MA in HE.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Evaluate critically the factors that have influenced use of reflective practice, reflexivity or practice as research within the HE sector (UKPSF A5, K2,V3, V4).
	2. Evaluate critically, and engage with current research and scholarship relating to models and theories of reflection, reflexivity or practice as research within HE teaching and research (UKPSF A4, A5, K5, V3).
	3. Critically reflect upon, analyse and describe their own reflective practice and/ or the practice of others e.g. teaching practice, practice as research, or reflectivity/reflexivity within research (UKPSF K2, K3, K5,A5).
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Synthesise information from a number of sources in order to gain a coherent understanding of educational theory and practice as it relates to reflective practice and reflexivity, and apply it within the academic environment (UKPSF V3, Programme level outcome 1).
	2. Evaluate current research and scholarship as it relates to teaching, learning and research (UKPSF V3, Programme level outcome 2).
	3. Identify and use appropriate sources of internal and external support for development as a researcher, as appropriate. (UKPSF A4, A5, Programme level outcome 3).
3. **A synopsis of the curriculum**

This module offers the chance to explore what is meant by the idea of reflection or effective reflective practice, how it is used within the academic practice, in teaching, in research, as part of practice as research, and the differences between reflective and reflexive practice. It will offer the opportunity to critically consider a variety of different theories and models of reflective and reflexive practice, including the supervisory model. The module will give the students the opportunity to consider the role of reflection/reflexivity in enhancing an individual’s teaching and/or research, how it can be approached for development. It will allow students to critically evaluate Practice as Research within different disciplines, including questions such as “What does this look like / feel like?” “How does it fit within an academic career?” “How is it different from an individual practice?”

Core indicative themes include different theoretical models of reflective practice, how they can be put into practice, how they might be assessed, reflexivity as a researcher, practice as research, embodied practice and the role of reflexivity and reflective practice within academic practice.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
2. Bleakley,A. (1999). From reflective practice to holisitic reflexivity. Studies in Higher Education, 24(3):315-330.
3. Cordingley,P. (1999). Constructing and Critiquing Reflective Practice. Educational Action Research, 7(2):183-191.
4. Clegg,S., Tan,J., & Saedidi,S. (2002). Reflecting or Acting? Reflective Practice and Continuing Professional Development in Higher Education. Reflective Practice, 3(1):131-146.
5. Dewey,J. (1933). How We Think:A Restatement of the Relation of Reflective Thinking to the Educative Process. (Pollard, Ed.) Boston:D.C.Heath.
6. Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in Higher Education. Reflective Practice: International and Multidisciplinary Perspectives, 17(1). doi:10.1080/14623943.2015.1123688
7. Ross,J. (2014). Performing the reflective self: audience awareness in high-stakes reflection. Studies in Higher Education, 39(2):219-232.
8. **Learning and teaching methods**

The module consists of five 2 1/2-hour workshops, combining tutor input, small group discussions, and opportunities for cross-disciplinary discussion of the issues explored in each session. The students will be encouraged to synthesise their own understandings following reading and discussion. One session will explicitly be experiential, allowing the students to explore embodied reflective practice, though other sessions may incorporate elements of this approach. There will be opportunity to explorepractical applications of reflection within HE including reflective writing, and how it is used in teaching and in research, including the challenges of assessing it.

There will be a requirement to keep a reflective journal throughout the module. A reflective journal is designed to allow the students to reflect on their experiences, their thoughts, their feelings, and how these relate to their teaching, practice, and research within the context of the material they are studying. This will not be assessed directly, as direct assessment of reflective journaling has been demonstrated to have a negative effect on students’ reflective practice, in that they keep the journal to pass the assignment rather than to develop their reflective practice. Instead, this journal will be used as a basis for work in seminars and may form part of the final assignment if they wish. It may be written, or in another appropriate format, e.g. video.

Students will be offered individual tutorial support to support completion of assessed work. There will be 135 hours of independent study in preparation for taught sessions, reading more widely about issues raised in taught sessions and in preparation for assessed work.

These combined will enable participants to meet the subject-specific and generic learning outcomes for this module.

1. **Assessment methods**

An assignment portfolio equivalent to 3,000 words. Students will have the option of a practical research submission e.g. a video submission plus critical commentary, or a more theoretical essay. Individual titles and formats of assessment will be negotiated with the module convenor, to allow participants to critically evaluate and illustrate the principles which underlie their practice. For example, an indicative title might be ‘Practice as Research in Drama’.

This assignment will address the SSLOs 8.1, 8.2 and 8.3, and the generic LOs 9.1, 9.2 and 9.3

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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |
| **Private Study** | 135 | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminars** | 12.5 | **X** | **X** | **X** | **X** | **X** |  |
| **Tutorials** | 2.5 |  |  | **X** |  | **X** | **X** |
|  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| **Portfolio equivalent to 3000 words** |  | **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. Where possible all books and resources will be available electronically, and the reading list will be prioritised.

b) Learning, teaching and assessment methods. The learning, teaching and assessment methods have been designed to be inclusive. Lecture capture may not be appropriate given the seminar format, but the possibility of recording sessions will be discussed with students at the start of the module.

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

Canterbury

1. **Internationalisation**

Module resources are drawn from international journals and authors.

1. **University School responsible for the programme**

UELT / CSHE

**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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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