

# CE283-30 Teaching, Learning and Assessment in Early Childhood

**22/23**

**Department**

Centre for Lifelong Learning

**Level**

Undergraduate Level 2

**Module leader**

Rachel Strisino

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study locations**

University of Warwick main campus, Coventry Primary  
North Warwickshire and Hinckley College, Nuneaton campus

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## Description

### Introductory description

This module explores how young children learn, the role of practitioners in facilitating learning and the use of assessment to inform and guide all those involved. You will be encouraged to become a reflexive practitioner through observation of and reflection on your experience and evaluation of your own progress. Together we will consider a range of psychological, sociological, educational, health, historical and philosophical perspectives to assess their impact on approaches to working with babies and children. Alongside this we will be sharing our own practical experiences in order to improve and maintain the quality of your practice.

### Module aims

Explore how to use human and material (including technological) learning resources, and how to engage others in reciprocal learning relationships.  
Enable the student to assume increasing responsibility for defining their own learning programme and evaluating their progress.  
Encourage the student to be self-aware and to organise new learning and problem solving in a way that connects with present knowledge.

Encourage the student to self-assess their own learning progress, development and achievement. Encourage the student to define learning in terms of questions to be answered and problems to be solved.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Different theoretical approaches to assessment, teaching and learning in early childhood contexts. Adopting a principled approach while adhering to curriculum frameworks.

Managing the learning environment.

The politics and ethics of assessment in early childhood.

Practitioners' pedagogic knowledge.

Preparing and presenting small-scale research project on aspect of assessment, teaching and learning.

## **Learning outcomes**

By the end of the module, students should be able to:

- Identify an area of practice and select an appropriate approach to study within an early childhood context and justify choices made
- Critically evaluate research and undertake primary research on an important aspect of assessment or teaching practice in an early childhood context.
- Use digital technologies to enhance the teaching, learning and assessment, as appropriate
- Communicate your findings to different audiences.
- Locate, assess, select and review relevant literature
- Reflect upon your findings and identify ways forward in an early childhood context
- Adopt an inclusive approach with details of how your approach will be adopted to meet the needs of every child.

## **Indicative reading list**

[Reading lists can be found in Talis](#)

## **Subject specific skills**

Demonstrate knowledge and critical appreciation of the role of research methods/ethics and pedagogical frameworks appropriate in early childhood contexts.

Critically evaluate research and undertake primary research on an important aspect of assessment or teaching practice in an early childhood context.

Have a well developed ability to plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies and young children's health and emotional well-being.

Use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children.

Be able to take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Locate, assess, select and review literature in the field of Early Childhood.

Present and develop an argument, drawing upon appropriate evidence, literature and theory.

Analyse and synthesize research, theories and ideas from multiple sources.

Plan and conduct a research project on a chosen aspect of Early Childhood.

Reflect upon a range of psychological, sociological, educational, health, historical and philosophical perspectives and consider how these underpin different approaches to working with babies and young children.

Apply multiple perspectives to early childhood issues, recognising that early childhood involves a range of research methods, theories, evidence and applications.

Evaluate and critique different historical and cultural constructions of babies and young children and argue why particular approaches are appropriate in specific contexts.

Demonstrate an understanding of how to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety and the conditions that enable them to flourish.

Produce critical arguments for engaging in inter-professional practices for babies and young children.

## Transferable skills

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy

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## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (3%)
Seminars	10 sessions of 1 hour (3%)
Tutorials	10 sessions of 1 hour (3%)
Private study	270 hours (90%)
Total	300 hours

### Private study description

No private study requirements defined for this module.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A2

	Weighting	Study time	Eligible for self-certification
<b>Assessment component</b>			
Report with Recommendations	60%		Yes (extension)
Small-scale research project on aspect of assessment, teaching and learning in early childhood context.			

Reassessment component is the same

**Assessment component**

Reflective account	40%		Yes (extension)
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Reassessment component is the same

## Feedback on assessment

Summative written feedback with opportunities for face to face tutorial feedback on request.

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## Availability

## Courses

This module is Core optional for:

- UCEA-X329 Foundation Degree in Early Childhood
  - Year 3 of X329 Early Childhood

- Year 3 of X40G Early Childhood (North Warwickshire & Hinckley College)
- UCEA-X3B9 Undergraduate Early Childhood (BA)
  - Year 3 of X329 Early Childhood
  - Year 3 of X3B9 Early Childhood (BA)
  - Year 3 of X3BG Early Childhood (Foundation Degree + BA) (North Warwickshire and South Leicestershire College)