

# IE9E7-30 Critical Study; Education

**22/23**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Sarah Dahl

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study locations**

Distance or Online Delivery Primary  
University of Warwick main campus, Coventry

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## Description

### Introductory description

N/A.

### Module aims

This module is about meeting the needs of education practitioners, whether established, new or intending. Many education practitioners have practical experience of issues, themes and critical incidents. The module will enable these practitioners to use their experience as a basis for a piece of academic work at M-level. This module will enable the practitioner to demonstrate M-Level attainment within an existing Masters programme, reflecting upon their professional experience/experiential learning in the light of related readings. Those who take this module will benefit from a greater depth of knowledge and understanding of the chosen education-related topic and issue as well as enhanced skills to help them deal with other areas in their practice going forward.

### 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.

With guidance, students will identify a focus for their critical study, based upon prior experience. Taught sessions will introduce students to the concepts of critical reflection, autoethnographic writing, library searching skills, how to identify suitable literature to interrogate the chosen topic and how to produce a suitable output for the module. Online activities will enable student to practice the skills and techniques necessary for conducting a critical study, as well as demonstrate a growing knowledge and understanding of their chosen topic.

## **Learning outcomes**

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

- Read, understand and critique main conceptual ideas, theories and/or research methodologies relevant to an educational project and/or practical experience.
- Evaluate the experience in the context of current literature.
- Analyse, synthesis and apply knowledge and concepts.
- Work both collaboratively and autonomously, as an independent, self-directed learner with access to a learning group online.
- Write in a clear, well-structured style.
- Use the recommended referencing system.

## **Indicative reading list**

Generic

Boylorn, R. M. and Orbe M. P. (2014) *Critical autoethnography: intersecting cultural identities in everyday life*. Walnut Creek : Left Coast Press.

Butler, J. (2005) *Giving an account of oneself*. New York: Fordham University Press. Chang, H. (2009) *Autoethnography as Method*. Walnut Creek: Left Coast Press.

Hayler, M. (2011) *Autoethnography, self-narrative and teacher education*. Rotterdam: Sense Publishers.

Mason, J. (2002) *Researching Your Own Practice: The Discipline of Noticing*. London: Routledge  
Prince-Embury, S. and Saklofske, D. H. (Eds.) (2013) *Resilience in children, adolescents, and adults: translating research into practice*. New York: Springer.

Topic specific

Students will have access to topic specific readings recommended by a tutor or from a related module reading list.

[View reading list on Talis Aspire](#)

## **Subject specific skills**

Subject-specific/Professional Skills

Evaluate the experience in the context of current literature.

Cognitive Skills

Analyse, synthesis and apply knowledge and concepts

## Transferable skills

### Key Skills

Work autonomously, as an independent, self-directed learner

Write in a clear, well-structured style

use the recommended referencing system

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## Study

### Study time

Type	Required
Seminars	4 sessions of 1 hour (1%)
Online learning (independent)	10 sessions of 1 hour (3%)
Private study	286 hours (95%)
Total	300 hours

### Private study description

- 10 hours of weekly contributions to online Moodle activities which will be moderated by a tutor (the number of hours of tutor input will be dependent on cohort size and will be agreed with module tutor ahead of the module commencing).
- Recent participant experience with an issue, theme or critical incident
- Plus independent study of a chosen topic.

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A2

	<b>Weighting</b>	<b>Study time</b>
Assessed Essay A 5,000-word essay.	100%	200 hours

## Feedback on assessment

Formative tutor and peer feedback as part of online activities.  
Formative feedback on 2 page/10% sample of work.  
Written feedback on summative piece.  
Further feedback by tutorial upon request.

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## Availability

### Courses

This module is Optional for:

- Year 1 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 1 of XL02 Educational Innovation with Specialism in Assessment
  - Year 1 of XL03 Educational Innovation with Specialism in Business
  - Year 1 of XL04 Educational Innovation with Specialism in Childhood
  - Year 1 of XL05 Educational Innovation with Specialism in Drama
  - Year 1 of XL06 Educational Innovation with Specialism in English
  - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 1 of XL07 Educational Innovation with Specialism in Further Education
  - Year 1 of XL08 Educational Innovation with Specialism in History
  - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
  - Year 1 of XL09 Educational Innovation with Specialism in Leadership
  - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
  - Year 1 of XL13 Educational Innovation with Specialism in New Technology
  - Year 1 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 1 of XL17 Educational Innovation with Specialism in Science
  - Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 2 of XL20 Educational Innovation (Early Years)
  - Year 2 of XL02 Educational Innovation with Specialism in Assessment
  - Year 2 of XL03 Educational Innovation with Specialism in Business
  - Year 2 of XL04 Educational Innovation with Specialism in Childhood
  - Year 2 of XL05 Educational Innovation with Specialism in Drama
  - Year 2 of XL06 Educational Innovation with Specialism in English
  - Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching

- Year 2 of XL08 Educational Innovation with Specialism in History
- Year 2 of XL09 Educational Innovation with Specialism in Leadership
- Year 2 of XL10 Educational Innovation with Specialism in Mathematics
- Year 2 of XL15 Educational Innovation with Specialism in Primary Education
- Year 2 of XL16 Educational Innovation with Specialism in Religious Education
- Year 2 of XL17 Educational Innovation with Specialism in Science
- Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 3 of XL04 Educational Innovation with Specialism in Childhood
- Year 3 of XL05 Educational Innovation with Specialism in Drama
- Year 3 of XL06 Educational Innovation with Specialism in English
- Year 3 of XL08 Educational Innovation with Specialism in History
- Year 3 of XL10 Educational Innovation with Specialism in Mathematics
- Year 3 of XL17 Educational Innovation with Specialism in Science
- Year 3 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 5 of X31L Educational Innovation
- Year 5 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M1 Educational Leadership and Management by Dissertation
  - Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)
  - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)
- Year 5 of TIEA-X30D Postgraduate Taught Religious Education by Distance Learning