

Liverpool John Moores University

Title: The Critically Reflective Practitioner
Status: Definitive
Code: **7004ECSMA** (120941)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Naomi McLeod	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 21
Total Learning Hours: 200
Private Study: 179

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Tutorial	1
Workshop	20

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	Presentation plus Q & A on personal reflexive learning journey / transformative learning and implications (10 mins + 5 mins Q&A)	20	
Portfolio	AS2	Reflective Journal of engagement in critically reflective tasks and links to appropriate theory (3,500 word equivalent)	80	

Aims

To critically reflect on personal values, beliefs and assumptions in relation to early

childhood practice and the implications of relevant theory and research on their own educational practice

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically explore theories and frameworks relevant to critical reflection and transformative learning in the context of early childhood
- 2 Critically reflect on personal values and beliefs to evaluate early childhood practice and personal learning
- 3 Critically reflect on implications of critical reflection and transformative learning for future early childhood practice and research

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Presentation	1	2	3
Portfolio	1	2	3

Outline Syllabus

The meaning of critical reflection

Critical Social Theory / Paulo Freire / Theory U

Theory into practice - Different theoretical perspectives (eg, Schön, Scharmer, Pollard, Brookfield, Moon, Scharmer, Thompson and Tompson)

Examining power, privilege and oppression

Transformative approaches / theory

Continuing professional development

9R's of Reflection (McLeod, 2015) as a tool for reflection

Learning Activities

Workshops / seminars

Online sources, tasks, tutorials and guest lectures

*A reflective journal containing evidence of engagement in critically reflective tasks based on McLeod's (2015) 9 Steps of Reflection will be used progressively as a means of supporting examination of different issues / aspects of professional practice to examine the values, beliefs, attitudes, understandings practice is based on. The tasks will form the basis of reflective conversations as part of seminar / workshops and will be used as a means of demonstrating critically reflective engagement as well as illuminating and supporting evidence of personal (transformative) learning.

Notes

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