

Liverpool John Moores University

Title: INCLUSION
Status: Definitive
Code: **7005MTM** (104217)
Version Start Date: 01-08-2016

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

Team	Leader
Sean Doyle	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 25
Total Learning Hours: 200
Private Study: 175

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	16
Seminar	5
Tutorial	4

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	100	100	

Aims

To provide opportunities for educational professionals to:

expand their knowledge and understanding of inclusive practice in schools through critical analysis and reflection on current educational theory, research, policy and their own practice.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically explore the role of context beyond the classroom such as informal educators and outside agencies, in promoting inclusive and socially relevant experiences for the child or young person
- 2 Critically engage through reflection and dialogue to explore effective teaching and learning which removes barriers to learning and participation for classes, groups and all individuals
- 3 Critically analyse and evaluate a range of professional practices with reference to theoretical perspectives
- 4 Demonstrate a critical understanding of policy developments and current legislation

Learning Outcomes of Assessments

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

Coursework	1	2	3	4
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Outline Syllabus

What is inclusion?

Developmental Psychology

Attitudes, assumptions and portrayals of intelligence

Institutional prejudice and the rights of the child

Child poverty

Attainment, ethnicity and gender

The invisible child

Specific case studies

Assessing inclusivity

Learning Activities

Learning activities will include HEI tutor and School Coach input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate

Notes

This module will provide participants with the opportunity to develop greater awareness of issues of inclusivity and diversity and to appropriately communicate their subsequent professional development to colleagues with a sound rationale which underpins best practice. It requires participants to provide evidence of a child centred case study underpinned with theory and research.