

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: SOCIAL & EMOTIONAL ASPECTS OF LEARNING
 Status: Definitive
 Code: **7102AEPPC** (104155)
 Version Start Date: 01-08-2021
 Owing School/Faculty: Education
 Teaching School/Faculty: Education

| Team | Leader |
|----------------|--------|
| Debbie Duncalf | Y |

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 72
Total Learning Hours: 200 **Private Study:** 128

Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 21 |
| Online | 50 |
| Tutorial | 1 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|------------|-------------------|--|---------------|---------------|
| Reflection | AS1 | This module will be assessed by a reflective account linking theory with professional practice. It will be equivalent of 4,000 words. Further detail can be found in the module handbook | 100 | |

Aims

Expand their knowledge and understanding of social and emotional aspects of learning through learning based on engagement with current educational theory, research, policy and practice.

Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting. Develop professionally and personally through engagement with the module.

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in the social and emotional aspects of learning
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in the social and emotional aspects of learning
- 4 Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way

Learning Outcomes of Assessments

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

| | | | | |
|--------------|---|---|---|---|
| presentation | 1 | 2 | 3 | 4 |
|--------------|---|---|---|---|

Outline Syllabus

Theoretical and experiential approaches to understanding Self: cognitive, emotional, social, physical and spiritual development.

Perspectives that inform health and well being in the promotion of learning.

Emotional literacy and emotional intelligence.

Strategies for the promotion of well being in raising potential.

Practitioner enquiry approaches.

Learning Activities

Learning activities will include tutor 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 offers the opportunity for educational professionals to explore and evaluate the classroom practice from the perspective of the emerging Positive

Psychology Movement which emphasises the emotional and psychological factors that underpin cognitive processes and educational achievement.