

Theological Perspectives: Education (TMM3291)

Module Level:	6
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To enable students to explore the interdisciplinary field of education and Christian theology, reflecting on models of teaching and learning in a range of contexts.</p> <p>To offer a space for dialogue between education practitioners and theologians.</p> <p>To provide a framework for pursuing postgraduate study in this interdisciplinary field.</p>
Content:	<p>Methodology of theological reflection in relation to the aims and practice of education in schools.</p> <p>Theological perspectives on models of teaching and learning and how these relate to the leadership and governance of schools.</p> <p>Roots of contemporary understandings of Christian contributions to education in the UK and their ability to influence the common good.</p> <p>Case studies of specific educational contexts.</p>

Learning Outcomes:

By the end of this module students will be able to:

***Subject Knowledge* [BA SSK 3, 4] [Graduate Cert / Dip SSK 1, 2]**

Describe and critically evaluate methods of theological reflection in relation to the aims and practices of, and questions raised by, education in schools.

Articulate and critically evaluate theological perspectives on a range of questions and issues relating to models of teaching, learning and leadership, and how these shape understandings of Christian contributions to education, with reference to methodologies and findings of recent research.

Give a critical theological evaluation of Christian contributions to education in a specific context, drawing on key concepts and processes of inquiry in recent research in the field.

***Subject Skills* [BA SSS 2, 3] [Graduate Cert / Dip SSS 1, 2]**

Communicate the complex and often ambiguous findings of relating theology to the aims and practice of education with clarity and creativity to a range of audiences.

Reflect critically on, and apply their knowledge and understanding of both theology and education to their own context of teaching, learning and leadership, showing sensitivity to the problems of religious language and the limits of knowledge.

***Key Skills* [BA KS 1, 2, 4] [Graduate Cert KS 1, 2, 3] [Graduate Dip KS 1, 2, 4]**

Identify, gather, analyse and critically evaluate textual source materials, including material from primary sources and scholarly research, and communicate their findings with clarity and fairness to specialist audiences.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices, to specialist audiences.

Relate the issues raised in the module to their own personal and professional development.

Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.
Learning Hours:	Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.