

Informal Learning with Young People and Children (TMM1191)

Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To understand key pedagogical and andragogical learning theories and apply these to practice with young people and children.

To develop skills in understanding and facilitating group processes among young people and children, including supporting individual learners and responding to challenging behaviour.

To encourage students to reflect theologically on learning and on being an educator in their professional and ministerial context.

Content:

Learning styles and preferences including understanding students' own learning preferences.

Learning theories, approaches and methodologies: learning theorists, the learning cycle, learning processes in relation to young people and children.

Understanding and facilitating learning groups in a range of contexts among young people and children.

Supporting young people and children with additional needs in relation to their learning.

Responding to challenging behaviour among young people and children.

Explore learning through the lens of a key theological theme (eg. Pneumatology, Christology, wisdom).

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

Subject Knowledge [SSK 3]

Investigate and describe competently play, informal education and/or non-formal education among young people and children, questioning and articulating their value and impact in practice.

Discuss knowledgeably the learning process and learning preferences of young people and children, including how to support learners with additional needs.

Give an account of a theological understanding of learning in relation to a key theological theme, and the questions to which this gives rise.

Subject Skills [SSS 3]

Interrogate and evaluate their own practice in relation to those of key learning theorists.

Evaluate strategies for responding to challenging behaviour in learning settings in relation to young people and children.

Draw on the methodology of theological reflection to reflect on their experience and practice as an educator of young people and children.

Key Skills [KS 1, 2, 3, 4]

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Recognise key issues in 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.