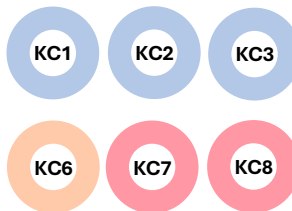
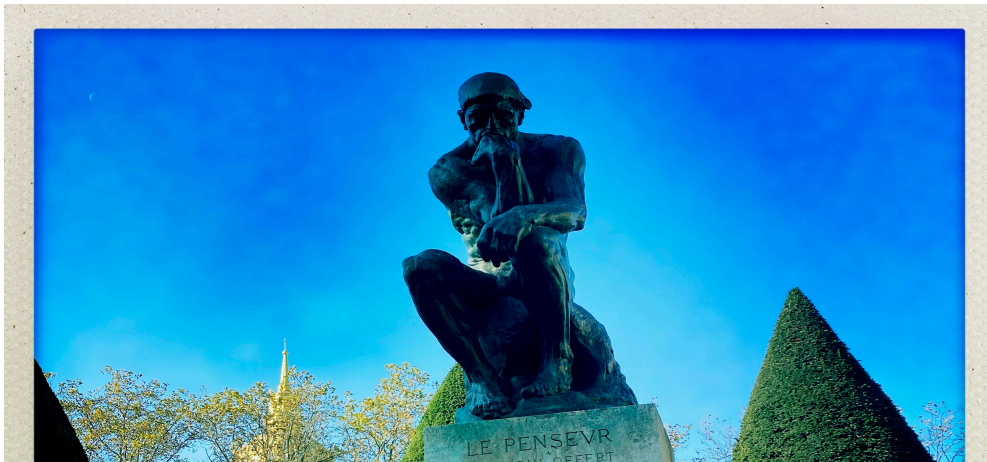


# Thinking With Theory



For investigative participation, action competence, group discussion

This is a 30 credit core module. The main aim is to consider how educators can use theory to question norms, challenge practices and apply different problem-solving frameworks to complex situations, and to develop sustainable, inclusive and equitable solution options.

Students critically reflect on a moment of practice to articulate how theory can be used to interpret the political and ethical tensions that shape educational contexts. This requires the ability to recognise and understand how professional relationships are embedded within complex systems and to assess the consequences of actions and inactions.

A dialogic approach to teaching allows students to understand, reflect on and justify their own theoretical position the discourse of sustainable educational futures.

Students develop and utilise critical thinking skills to evaluate their own principles, perceptions and professional roles in the local community and (global) society and to explore emotional responses and personal ambitions within a professional context of conflicts of interests, constant compromise and inherent contradiction.

## How specific learning objectives have been achieved:

At the end of the module students were able to:



Construct a critical academic argument based on evaluations and synthesis of appropriate theory and recommend sustainable solutions to aspects of educational practice relating to a critical incident.



Develop awareness of diversity of perspectives and reflect on personal responsibility when considering how educators, students and other stakeholders are affected in and by professional encounters with educational policy and practice. Demonstrate compassion and self-awareness through reflection, to create distance from a situation in their past in order to see new alternative actions in the future.



Write a critical academic essay which articulates a professional reflection on a critical incident of practice, utilises critical theories to analyse the incident as data and propose sustainable solutions.

## How specific learning objectives were assessed:

**Reflective Essay:** A theoretical analysis of a critical incident from personal or professional experience in an educational context. Students described an event, encounter or issue and utilised a theoretical framework to analyse it. They created a critical discussion demonstrating the ability to reflect how this can impact on future practice for individuals, the local community and (global) society and to take a sustainable position in the educational discourse.

## How SDGs have been included:



Foster self-awareness and emotional regulation, contributing to overall wellbeing.



Consider alternative perspectives and take informed decisions and responsible actions relevant to real-world issues.



Identify areas for professional growth, develop more inclusive practices, and contribute to a more equitable, just and sustainable educational system.



Understand that systemic inequities shape all experiences of social identity and thus explain and produce different relationships of power.



Understand that schools are part of a wider community and that it has a lasting impact on present and future society



Foster a deeper understanding of societal issues, question dominant ideologies, and work towards positive change in school communities.

## How the designed learning and teaching activities have been delivered:

- The module used a **dialogic approach** where thinking was vocalised and shared.
- Students wrote a **personalised critical incident**, developing their academic voice and how they situated themselves within the field.
- Key **critical theories** were presented and explored in taught sessions, with multiple opportunities for collegiate discussion to develop and extend understandings.
- Students deepened and extended **data analysis skills** as they engaged with literature and specialised in a specific theoretical framework.