

Module code	PER401	Level	4
Module title	Learning Perspectives	Credit value	10
Common/Core/Elective	Core	ECTS Credits	5
		Notional learning hours	100
Courses on which the module is taught	All	Teaching Period	Autumn

1. Module description

This module will develop your curiosity around your chosen degree specialism and encourage you to become a collaborative, critical and reflective learner. You will explore different approaches and key debates around learning and develop skills essential for university study. You will examine core questions about how and why we learn the way we do. You will gain understanding through the distinct lens of your subject and by comparison and sharing of ideas with students from all degree areas.

To evidence your learning journey, you will create responses to key questions on the areas of the module you find most relevant and inspiring. The skills, knowledge and approaches to learning you develop in this module will support your Regent's journey and assist you in becoming an active part of your university community.

2. Learning outcomes

Upon successful completion of this module, you will be able to:

Professional Development (MLO3)

Develop essential skills for university study

Digital Tools and Data (MLO6)

Use digital tools and data to facilitate the learning process

Interdisciplinary Perspectives (MLO9)

Identify and contrast different approaches to knowledge and learning across disciplines.

3. Learning and teaching methods

The module is structured around plenaries followed by group workshops.

In lead events, together with students from across subject degrees, you will explore and investigate questions such as 'how do we know what we know?' or 'how do we compare and evaluate ideas or data?' from different perspectives. Learning activities may involve reading texts or interpreting data from other disciplines. You will also participate in

workshops with students from your own course led by subject specialists. These will permit you to explore how core ideas are approached from the perspective of your individual subject degree. In collaboration with peers, you will produce pieces of evidence that capture your learning journey. These will form the basis of a final project.

You will learn not only what it means to be a higher education learner, but what that means at Regent's - with an emphasis on active learning and on growing your own work through experimentation and practice. Throughout the module you will develop generic skills (interpreting, communicating, referencing), digital skills (information literacy, digital collaboration) and discipline-specific techniques (discipline acculturation).

Tools will include how to communicate in your discipline, how to expand your perspective, take on and evaluate new information, the nature of formative work including assessment strategies, responding to feedback and working with drafts. You will apply these tools to your particular context, shaping a narrative that can guide you into your academic journey at Regents.

Learning hours	
Directed learning	36 hours
Workshops/classes	36
Guided/Self-guided learning	64 hours
Total	100

Students seeking reasonable adjustments should consult the current Disability Policy:
<https://www.regents.ac.uk/policies>

4. Assessment, formative feedback and relative weightings

Assessment 1: Portfolio (group project + individual evidence reflection)

Weight (%): 100

Word Count or Equivalent: maximum of 3000 words or equivalent.

The portfolio will be an opportunity to demonstrate core academic skills including responding to feedback from peers and mentors, re-thinking and revising and communicating effectively to a specific audience and will consist of a group project and an individual, evidenced reflection

Each summative assessment will be preceded by an opportunity for formative assessment accompanied by formative feedback. A key part of this module will be understanding what that means and how it is designed to help you grow.

Mapping of assessment tasks for the module

Assessment tasks	MLO3	MLO6	MLO9						
Portfolio	x	x	x						

5. Indicative resources

Burns, T., Sinfield, S. (2016). Essential Study Skills: The Complete Guide to Success at University. United Kingdom: SAGE Publications.

Chimamanda Ngozi Adichie: "The Danger of a Single Story" Ted Talk. Available on YouTube: <https://www.youtube.com/watch?v=D9lhs241zeg>

Harvey, Michael (2020) The Nuts and Bolts of College Writing (Hackett)

Huber. Sonya (2022) Voice First: A Writer's Manifesto. University of Nebraska.

Kahneman, Daniel. (2012) Thinking, Fast and Slow. Penguin. (Available in the library as an e-book)

Pressman, Andy (2018) Design Thinking: A Guide to Creative Problem Solving for Everyone. Routledge

Seelig, Tina (2020) Inside Out: Get Ideas Out of Your Head and Into the World. HarperOne (library)

Syed, Matthew (2015) Black Box Thinking: Marginal Gains and the Secret of High Performance. John Murray. (Available in the library as an e-book)