



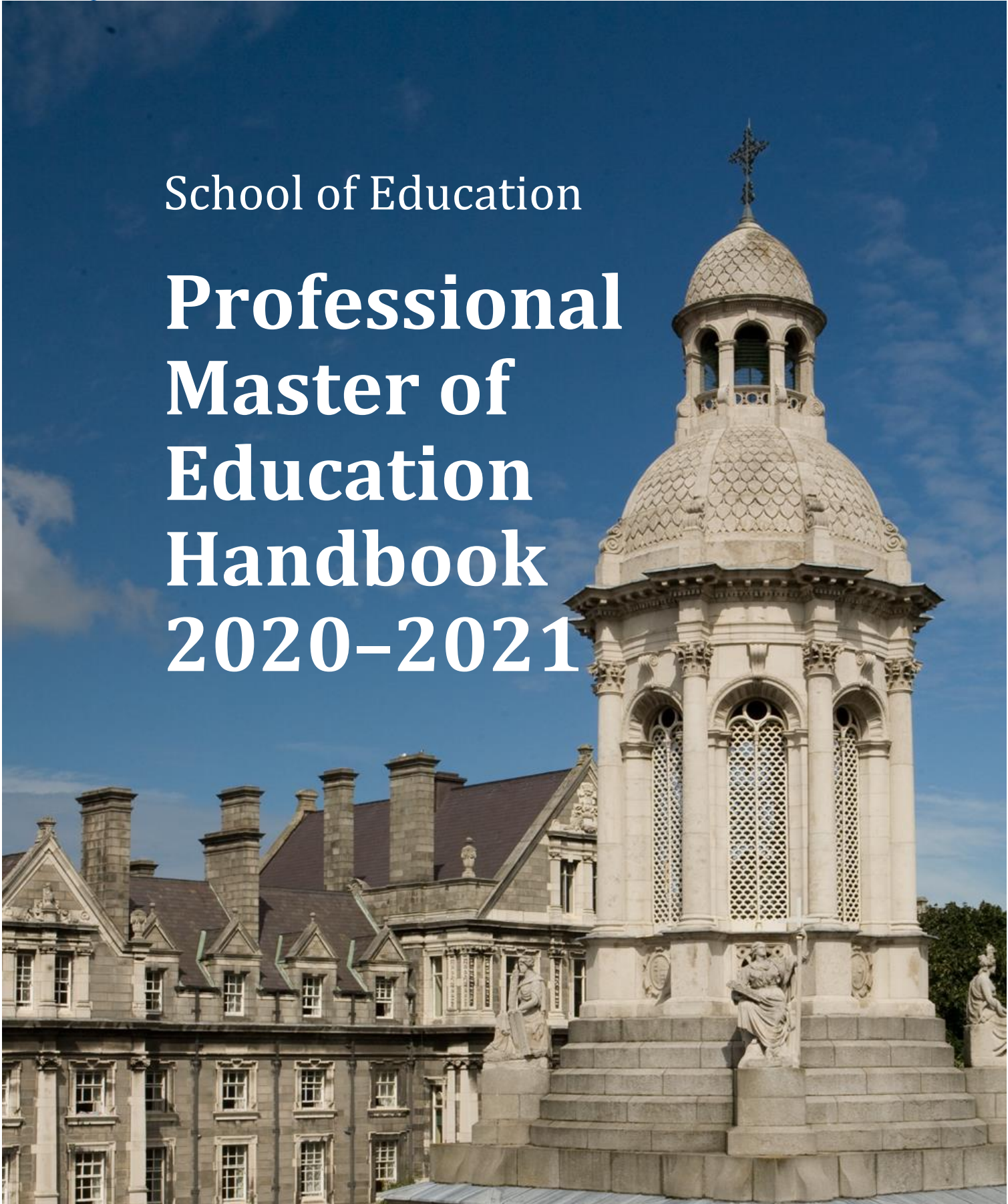
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

# Professional Master of Education Handbook 2020–2021



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## A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education 2020-21. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

This handbook is available in alternative format upon request.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail. Please note that in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the handbook does not supersede the University regulations in the College Calendar and the provisions of the General Regulations will prevail.

## Important Information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus subject to government guidance. This model will include offering online lectures for all class groupings under Level 5: the differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 28<sup>th</sup> September, please alert your course coordinator as early as possible.

For those students not currently in Ireland, according to current Government health and safety guidelines, please note that these students are expected to allow for a 14-day period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

For those students currently on the island of Ireland, we remind you of the Irish Government's advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 14 days immediately from your return, during which time you will not be permitted to come to any Trinity campus.

Therefore, as you are required to be available to attend College from the beginning of the new teaching year on 28 September, **please ensure you do not return from travel overseas any later than 13 September.**

## Welcome from the Head of School

Fáilte romhat go Coláiste na Tríonóide, Ollscoil Átha Cliath, don bhliain atá romhainn. Tá súil agam go mbainfidh tú aobhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

Let me welcome you to Trinity College, the University of Dublin, for the coming year. I wish you every success and enjoyment in your studies this year.

For over 400 years Trinity has occupied a central place in the academic, cultural and social fabric of Irish society and is a university with immense global recognition and impact. As part of that tradition, the School of Education thanks you for joining our community and we hope that your educational journey and future potential will be enriched as a result.

To the 2<sup>nd</sup> Year group, welcome back. We certainly had an interesting year last year and I am delighted to see you return to complete the PME. For our 1<sup>st</sup> Year students, welcome to the PME, to the School of Education and to Trinity. We have been awaiting your 'arrival,' albeit in a different online form, just at the moment. Staff in the School have worked hard to transform teaching and learning on the PME to online form, while maintaining its place as a premier teaching qualification. We continue to focus on equipping students with professional preparation, subject-specific pedagogy, understanding and application of educational foundations and opportunity for practical placement in schools. The research dissertation in Year 2 will also provide you with the opportunity to explore in depth a topic of key interest to your own professional practice.

During 2020-21 we will do this in an adaptable, blended way, focusing our teaching and learning online initially and introducing more face-to-face activity when that is possible, given public health guidelines. Staff will be working remotely, online for parts of the programme, but remember that we are here to work with you. Throughout your study on the PME, don't hesitate to contact staff by email. We are also available to meet remotely, using Microsoft Teams, for example, and in person when public health conditions allow. This handbook contains a wealth of information that will help you understand and negotiate your way through the PME successfully and to access the many resources available in the school and wider university.

Providing the PME programme against a background of Covid-19 restrictions has been and continues to be a learning experience for us all, students and staff. Together, we will make it a success, ensuring that you learn new knowledge and skills while engaging with fellow students and with staff in an enriching manner.

I wish you great success in the year ahead and I hope that we will have opportunity to meet during your time on the programme.

**Professor Damian Murchan**  
**Head of School**



## School of Education

The School of Education is one of the largest professional schools in the University. It addresses educational issues at a number of levels: in initial teacher education, postgraduate teacher education, continuing professional development, and through engagement in high quality research. There is a long tradition in the School of Education of educating high quality teachers to cover the full range of educational provision in the State, and of further supporting them during their career through the provision of targeted and specialised in-career and postgraduate programmes ranging from diploma to doctoral level.

It is the mission of the School of Education:

- to contribute to the advancement of education in Ireland and beyond through excellence in research and teaching;
- to combine a concern for high academic standards with a high degree of personal care for our students;
- to meet the growing demand for access to higher education through the development of new models of participation and new modes of teaching and learning;
- to explore the impact of new technologies and globalisation in the national and international environment through collaborative and constructive critique with students, educators and external stakeholders;
- to secure additional sources of funding for research and to disseminate the results of innovative projects to national and international audiences.

The School has currently over eighty students studying at doctoral level (Structured PhD and D.Ed.), over two hundred and seventy Masters students, in addition to over forty B. Mus. Ed. students and 130 PME students. Within this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of education. The School has strong links to many of the educational stakeholders in Ireland such as the DES, the NCCA, NCSE, PDST, the subject area teacher associations, teacher unions, teacher education centres, the ESRI, the Arts Council, and contributes at policy-level to issues in Irish education and further afield. The staff of the School are also involved at various levels in national and international bodies dealing with various aspects of education and are actively engaged in high quality educational research. Details of the School research groups and centres are available on the School website: <http://www.tcd.ie/Education/>

## General Information

### Staff Contacts

Office: Room 3087, Arts Building  
 Telephone: +353 1 896 1488 / 3492  
 Opening hours: 10.00am-12.00pm and 2.00-4.00pm

Role	Name	E-mail
Head of School	Damian Murchan	<a href="mailto:damian.murchan@tcd.ie">damian.murchan@tcd.ie</a>
Director of Postgraduate Teaching & Learning	Keith Johnston	<a href="mailto:Keith.johnston@tcd.ie">Keith.johnston@tcd.ie</a>
PME Course Coordinator	John Walsh	<a href="mailto:walshj8@tcd.ie">walshj8@tcd.ie</a>
PME Course Administrators	Linda Mc Hugh Dearbhail Gallagher	Pme.admin@tcd.ie Pme.admin@tcd.ie
School Placement Coordinator	Melanie Ní Dhuinn	<a href="mailto:mnidhuin@tcd.ie">mnidhuin@tcd.ie</a>
PME Thesis coordinator	David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>
Modules in Foundation Disciplines		
Assessment and Examinations	Niamh Burke O'Connell	<a href="mailto:burkeocn@tcd.ie">burkeocn@tcd.ie</a>
Irish Educational History and Policy	John Walsh	<a href="mailto:walshj8@tcd.ie">walshj8@tcd.ie</a>
History of Education	David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>
Educational Philosophy and Theory	Andrew Gibson	<a href="mailto:gibsona@tcd.ie">gibsona@tcd.ie</a>
Applied Psychology in Education	Conor Mc Guckin	<a href="mailto:conor.mcguckin@tcd.ie">conor.mcguckin@tcd.ie</a>
Sociology of Education	Melanie Ní Dhuinn	<a href="mailto:mnidhuinn@tcd.ie">mnidhuinn@tcd.ie</a>
Inclusive Education	Joanne Banks	<a href="mailto:banksjo@tcd.ie">banksjo@tcd.ie</a>
Modules in Pedagogy of Teaching Subjects		
Business	Rachel Keogh	<a href="mailto:rakeogh@tcd.ie">rakeogh@tcd.ie</a>
English	Una Murray	<a href="mailto:murrayun@tcd.com">murrayun@tcd.com</a>
Geography	Brendan O'Shea (Year 1)	<a href="mailto:Osheab3@tcd.ie">Osheab3@tcd.ie</a>
	Frank Milling (Year 2)	TBC
History	David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>
Irish	Noel Ó Murchadha	<a href="mailto:noel.omurchadha@tcd.ie">noel.omurchadha@tcd.ie</a>
Maths	Aibhín Bray	<a href="mailto:brayai@tcd.ie">brayai@tcd.ie</a>
Modern Languages	Ann Devitt	<a href="mailto:devittan@tcd.ie">devittan@tcd.ie</a>
Music	Marita Kerin	<a href="mailto:kerinm@tcd.ie">kerinm@tcd.ie</a>
Science	Olivia Derwin (Year 1)	<a href="mailto:derwino@tcd.ie">derwino@tcd.ie</a>
	James Trimble (Year 2)	<a href="mailto:trimblej@tcd.ie">trimblej@tcd.ie</a>
Additional module		
Information and Communication Technologies [ICT]	Keith Johnston	<a href="mailto:keith.johnston@tcd.ie">keith.johnston@tcd.ie</a>



## Plagiarism

1. **Context** Trinity College Dublin, the University of Dublin, herein referred to as Trinity, considers plagiarism to be academically fraudulent and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. **Purpose** The policy provides a coherent approach to inform and educate students about plagiarism and how to avoid it.

### 3. Benefits

3.1 The policy contributes to the student's understanding of what constitutes plagiarism.

3.2 It supports and fosters academic integrity across the undergraduate and postgraduate student body.

### 4. Scope

4.1 This policy applies to all undergraduate and postgraduate students at Trinity.

4.2 Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III.

### 5. Principles

5.1 Members of the academic community use and build on the work and ideas of others in an open and explicit manner and with due acknowledgement.

5.2 It is the responsibility of any author of work to ensure that s/he does not commit plagiarism.

6. **Definitions** Plagiarism is the act of presenting the work or ideas of others as one's own without due acknowledgement.

### 7. Policy

7.1 Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at <http://www.tcd.ie/calendar/>.

7.2 Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See <http://tcd-ie.libguides.com/plagiarism/levels-and-consequences>

7.3 All students must complete an online tutorial on plagiarism, as specified by Trinity. See <https://www.tcd.ie/Library/support/plagiarism/story.html>

7.4 All students must complete a signed declaration to be submitted with all assessed coursework, declaring that they have completed the online tutorial and that the assignment/coursework submitted by them is their own work.

7.5 Trinity provides a central repository hosted by the Library with information on plagiarism and how it can be avoided at <http://tcd-ie.libguides.com/plagiarism>.

7.6 Course handbooks must contain Trinity's specified section on plagiarism.

8. **Responsibility** The responsibility for this policy lies with the Dean of Undergraduate Studies/Senior Lecturer and the Dean of Graduate Studies, as appropriate.

**9. Related Documents**

9.1 The University Calendar, Parts II and III at <http://www.tcd.ie/calendar/>

9.2 Library website at <http://tcd-ie.libguides.com/plagiarism>

**All students are required to complete the online tutorial “Ready, Steady, Write”** located at: <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

## Programme Structure

### Year 1 Modules and Assessment

Semester One	Semester Two	
<b>1) Induction week</b>	<b>1) An introduction to School Placement (20 ECTS for the year): Compulsory</b> <ul style="list-style-type: none"> <li>• 2 ungraded online visits</li> <li>• Reflective Practice</li> <li>• One Viva Voce with School Placement Tutors</li> <li>• Professional Development Portfolio</li> </ul> <p>Assessment: Reflective Practice (30%), PDP (30%) and viva voce (40%)</p> <p>Afternoon sessions on Tuesday or Wednesday every second week in College.</p> <p><b>2) College from March/April:</b> Post School Placement Reflection and Evaluation Thesis Planning</p>	
<b>2) An introduction to School Placement (20 ECTS for the year):</b> Compulsory Classes every week		
<b>3) Foundation Disciplines: Compulsory</b> 5 ECTS each, 10 x 1 hour lecture, 3 x 1 hour tutorials <ul style="list-style-type: none"> <li>• Introduction to Assessment and Examinations in Post-Primary Education</li> <li>• Applied Psychology in Education</li> <li>• Irish Educational History and Policy</li> <li>• Inclusive Education</li> </ul> Assessment: assignments, essays, exams and contribution to PDP		
<b>4) Major Pedagogy (5 ECTS): Compulsory</b> <ul style="list-style-type: none"> <li>• 10 x 2 hour session</li> </ul> Assessment: assignments, essays and contribution to PDP		<b>One option to be chosen:</b> <ul style="list-style-type: none"> <li>• Science</li> <li>• Geography</li> <li>• Business Studies</li> <li>• Music</li> <li>• English</li> <li>• Irish</li> <li>• Modern Languages</li> <li>• History</li> <li>• Mathematics</li> </ul>
<b>5) Minor Pedagogy (5 ECTS): Compulsory</b> <ul style="list-style-type: none"> <li>• 10 x 2 hour session</li> </ul>		Assessment: assignments, essays, and contribution to PDP <b>One option to be chosen (list as above)</b>
<b>6) Specialist Electives (5 ECTS): Compulsory</b> <ul style="list-style-type: none"> <li>• 10 x 1 hour</li> </ul> Assessment: case studies, assignments, and contribution to PDP		<b>One option to be chosen:</b> e.g. Literacy (& Numeracy) <b>Across the Curriculum, Citizenship Education (CSPE) within Wellbeing, Development Education, Arts Education, Irish Traditional Music.</b>
<b>7) ICTS in Education (5 ECTS): Compulsory</b> <ul style="list-style-type: none"> <li>• 10 x 1 hour</li> </ul>		Assessment: case studies, assignments, and contribution to PDP

## Year 2 Modules and Assessment

Semester One	Semester Two
<p><b>2) Advanced School Placement (20 ECTS):</b> Compulsory</p> <ul style="list-style-type: none"> <li>• 2 ungraded online visits</li> <li>• Reflective Practice</li> <li>• One Viva Voce with School Placement Tutors</li> <li>• Professional Development Portfolio</li> </ul> <p>Assessment: Reflective Practice (30%), PDP (30%) and viva voce (40%)</p> <p>Evening sessions every two weeks in pedagogy groupings.</p>	<p><b>1) Foundation Disciplines: Compulsory</b> 5 ECTS each, 10 x 1 hour lecture, 3x1 hr tutorials</p> <ul style="list-style-type: none"> <li>• History of Education</li> <li>• Educational Philosophy and Theory</li> <li>• Sociology of Education</li> </ul> <p>Assessment: assignments, essays, exams</p>
	<p><b>2) Advanced Pedagogy &amp; Research (Major teaching subject): Compulsory (20 ECTS)</b></p> <ul style="list-style-type: none"> <li>• Individual and group supervision meetings</li> </ul> <p><b>One option to be chosen from research specifications across pedagogy and foundation disciplines</b></p> <p>Assessment: Research Thesis</p>
	<p><b>3) Researching ICTS in Education (5 ECTS):</b> Compulsory</p> <ul style="list-style-type: none"> <li>• Online and direct workshop session</li> </ul> <p>Assessment: assignment and contribution to PDP</p>

## PME Course Calendar 2020/21

Date	Event
21 <sup>st</sup> & 22 <sup>nd</sup> September 2020	Year 1 Induction
28 <sup>th</sup> September 2020	Semester 1 lectures start
28 <sup>th</sup> September 2020	Year 2 School Placement Block starts
26 <sup>th</sup> – 30 <sup>th</sup> October 2020	School mid-term (no lectures)
9 <sup>th</sup> – 13 <sup>th</sup> November 2020	Reading Week: no lectures
18 <sup>th</sup> December 2020	Semester 1 lectures end
Weeks of 11 <sup>th</sup> & 18 <sup>th</sup> January 2020	Exam weeks
18 <sup>th</sup> December 2020	Year 2 School Placement Block ends
21 <sup>st</sup> December 2020 – 1 <sup>st</sup> January 2021	College vacation
Wed 6 <sup>th</sup> – Friday 22 <sup>nd</sup> January 2021	Year 1 School Placement Observation
25 <sup>th</sup> January 2021	Year 1 School Placement Block starts
1 <sup>st</sup> February 2021	Semester 2 lectures start
15 <sup>th</sup> – 19 <sup>th</sup> February 2021	School mid-term: no lectures
15 <sup>th</sup> – 19 <sup>th</sup> March 2021	Reading Week: no lectures
23 <sup>rd</sup> April 2021	Year 1 School Placement Block ends
23 <sup>rd</sup> April 2021	Semester 2 lectures end

## PME Submission and Examination Calendar 2020/21

### Year 1

Date	Event
Sunday 29 <sup>th</sup> November 2020	Major Pedagogy assignment: part 1
Friday 4 <sup>th</sup> December 2020	Inclusive Education Assignment
Friday 11 <sup>th</sup> December 2020	Elective Assignment
Week of 14 <sup>th</sup> December 2020	Elective Presentations
Monday 21 <sup>st</sup> December 2020	Minor Pedagogy Assignment
Wednesday 20 <sup>th</sup> January 2020	Intro to Assess & Exams Assignment
Monday 1 <sup>st</sup> February 2021	Applied Psychology in Education Assignment
Friday 12 <sup>th</sup> February 2021	ICTS Assignment
Monday 5 <sup>th</sup> April 2021	Irish Ed. History & Policy Assignment
Friday 30 <sup>th</sup> April 2021	Professional Development Portfolio Assessment
Thursday 6 <sup>th</sup> May 2021	Major Pedagogy Assignment: part 2

Please note that most strands are operating a two-part assignment for the Major Pedagogy, with submission of the first part on 29 November and the main assignment on 6<sup>th</sup> May. Details of the assignment will be clarified by your pedagogy leader.

### Year 2

Date	Event
Level 1 and 2: 19 <sup>th</sup> November 2020. Level 0: no deadline	Submission of Ethical Approval
Monday 4 <sup>th</sup> January 2021	Professional Development Portfolio Assessment
Wednesday 24 <sup>th</sup> February 2021	ICTS Assignment
Friday 9 <sup>th</sup> April 2021	PME Thesis
Friday 16 <sup>th</sup> April 2021	Sociology of Education Assignment
Friday 23 <sup>rd</sup> April 2021	Philosophy of Education Assignment
Weeks of 10 <sup>th</sup> or 17 <sup>th</sup> May 2021 (During Examination period)	History of Education Assessment

## Foundation tutorials

### Year 1

Students will be assigned to 1 tutorial slot of the 4 available. Tutorials begin in week 2. There are 6 tutorials in total over semester 1. These 6 tutorials comprise 3 tutorials each for the following modules: Applied Psychology in Education; Irish Educational History and Policy.

The tutorials for Introduction to Assessment and Examinations will take place on Tuesday afternoons from 4-5pm.

Further details of these will follow at a later date.

The Year 1 tutorial timetable for Thursdays and Fridays in Semester 1 is as follows:

Group	Time	Week of 5 Oct	Week of 12 Oct	Week of 19 Oct	Week of 2 Nov	Week of 16 Nov	Week of 23 Nov	Week of 30 Nov	Week of 7 Dec	Week of 14 Dec
Grp V	4pm (Thurs)	Psych	Policy		Psych	Policy		Psych	Policy	
Grp Y	12pm (Fri)	Policy		Psych	Policy		Psych	Policy		Psych
Grp Z	1pm (Fri)		Psych	Policy		Psych	Policy		Psych	Policy
Grp W	3pm (Fri)	Psych	Policy		Psych	Policy		Psych	Policy	



Year 2

Students sign up for 1 tutorial slot of the 4 available. Tutorials begin in week 2 of Semester 2. There are 9 tutorials in total over semester 2. These 9 tutorials comprise 3 tutorials each for the following modules: History of Education; Sociology of Education; Educational Philosophy & Theory.

The Year 2 tutorial timetable in Semester 2 is as follows:

All Tutorials are on Tuesdays

Room	Time	9 Feb	23 Feb	2 Mar	9 Mar	23 Mar	30 Mar	6 Apr	13 Apr	20 Apr
3105	10am	Phil	Hist	Soc	Phil	Hist	Soc	Phil	Hist	Soc
3105	11am	Hist	Soc	Phil	His	Soc	Phil	His	Soc	Phil
3105	12pm	Soc	Phil	His	Soc	Phil	His	Soc	Phil	His
3105	1pm	Phil	Hist	Soc	Phil	Hist	Soc	Phil	Hist	Soc

**Please note that this timetable may change. Final timetable will be issued to Year 2 students at a later date.**

## Programme Overview

### Programme Aims

The Professional Master of Education aims to provide a holistic programme for the preparation of individuals for a career in the teaching profession through the development of critical and analytical skills, skills and strategies for teaching and a reflective professional approach to teaching and learning. We seek to develop with you, our students:

- critical knowledge and appreciation of the discipline of education;
- a sense of the broad context of Irish education as part of society as a whole;
- an appreciation and understanding of the complicated nature of the teacher's role and of the function[s] of schools in society;
- critical knowledge of a range of models of instruction, with the ability to choose between them and to apply them in classrooms, laboratories and elsewhere;
- the ability and willingness to act as reflective practitioners, adopting critical insights into practice as appropriate.

### Programme Learning Outcomes

The learning outcomes for the Professional Master of Education are set out below under relevant headings.

#### **Knowledge**

On successful completion of this course, graduates will be able to:

- demonstrate a thorough knowledge of the curricula in their subject area;
- critically assess the main theoretical, policy, and practical approaches to education as informed by the cognate disciplines of education and prevailing influences on educational practice;
- demonstrate an understanding of the distinct and complementary roles of professionals involved in secondary education provision from within and outside the school;
- describe, use and critique state of the art methodologies in their teaching subject area;
- describe the nature and processes of learning relevant to their teaching subject.

#### **Know-how, Skills and Competence for Teaching**

On successful completion of this course, graduates will be able to:

- plan and run lessons: devise and implement (safely) individual class plans and schemes of work which are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technology;
- devise and apply innovative approaches to teaching and learning literacy and numeracy which can be implemented through the subject curriculum;
- use appropriate methodologies: select from, and apply, a wide and creative range of teaching approaches that are designed to motivate students and improve their learning;
- plan and teach in diverse classes: demonstrate an awareness of the needs of both the whole class and the individual pupil and outline the assessment process in identifying a pupil with SEN;
- assess students' learning: choose and employ appropriate knowledge, skills and techniques to monitor students' learning using established protocols for both summative and formative assessment;
- establish a positive classroom environment: assist in the facilitation of the development of positive self-esteem and countering/preventing bullying through good class management techniques;

- establish the context of their teaching subject: demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching and an understanding of the relevance and importance of their subject in society and in the general education of young people;
- use a variety of media for teaching: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for teaching and learning.

### **Know-how, Skills and Competence: Critical and Analytical Skills**

On successful completion of this course, graduates will be able to:

- critically evaluate: identify, describe, evaluate and critically engage with issues, models, perspectives and theories, be they in the disciplines of education or in subject pedagogy;
- competently apply theory to practice: illustrate and apply relevant concepts in the disciplines of education and pedagogy with reference to post-primary education in Ireland in general and in their own classroom practice and ongoing professional development;
- critically assess and use sources: assemble, interpret, appraise and critique information and resources from print and electronic sources to support their awareness, understanding and competencies in relation to relevant concepts in the disciplines of education and pedagogy;
- develop informed opinion and positions: predict and develop positions that might inform practice in relation to issues based on an understanding of their role as teachers, an informed ethics and the Code of Professional Conduct for Teachers;
- explain the legal and ethical frameworks in which schools operate;
- express a coherent position/argument: consider, summarise and argue coherently for different models/positions/theories in an engaging academic style;
- carry out a research project: literature study, data collection and analysis (where relevant) and write a dissertation in an appropriate scholarly format.

### **Competence: Learning to Learn and Insight as Reflective Practitioners**

On successful completion of this course, graduates will be able to:

- reflect critically on their own practice as a means of improving practice;
- identify areas of focus for future professional development, acknowledging that learning is a life-long process;
- engage with educational issues as members of the teaching profession.

## **Programme Structure**

The Professional Master of Education (PME) differs from many postgraduate degree courses in that:

- it is primarily a course of professional preparation that includes a substantial academic dimension at masters level;
- over half of the course is spent on placements in partnership schools.

The course is composed of two major elements: school placement and experience, and university studies. In-built progression between both years of the programme is reflected in these components and facilitates the growing professionalism of students on the PME as they prepare to enter a challenging but rewarding career.

### ***Year 1***

During your first semester in year 1, you will attend lectures, tutorials and workshops in Trinity College 5 days a week, with sessions in School Placement on Thursdays and Fridays. During the second semester, you will participate in Observation, a block placement, attending late afternoon pedagogical support sessions in College every second week on a Tuesday or Wednesday. These sessions are designed to maximise your learning and opportunities for reflection during school placement and to facilitate the integration of theory with practice. Opportunities for collaborative reflective activity will be explored through the introduction of a collaborative learning group support system on our e-learning platform.

After the school placement block, you will attend lectures, tutorials and workshops in Trinity College on Mondays, Tuesdays and Wednesdays focused on developing your research project to be completed in year 2. This activity will culminate in the formulation of a research plan at the beginning of year 2 to be implemented and evaluated through year 2.

### ***Year 2***

During your first semester in year 2, you will participate in an advanced school placement module, where you will have full responsibility to plan, deliver and evaluate all aspects of the classes you teach and engage fully in the day-to-day life of a school. You will attend evening pedagogical support sessions in College every two weeks.

During your second semester, you will attend lectures, workshops and seminars in College. Over the course of both semesters and with the support of College sessions, you will complete your research project and thesis. This will most usually be in your major pedagogical subject area.

## **Course Credits (ECTS)**

The total credit rating for the programme is 120 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Students who fail the year will not obtain credit for that year even if they have passed certain component courses. Full detail on the distribution of credits and assessment regulations are set out [below](#).

## Programme Regulations

### Proof of Graduation

All students from institutions other than the University of Dublin (Trinity College) must submit proof of graduation prior to acceptance on the programme. A photocopy of your degree certificate will suffice.

### Fees

All students must pay fees directly to the bank by the due date. Fees may be paid in two instalments (for EU Fee-paying students only). For more information see the Registry website: <http://www.tcd.ie/academicregistry/fees-payments/>

### Attendance at College

The Professional Master of Education is a professional qualification accredited by the Teaching Council of Ireland. All students are required to attend at least three quarters of each module. Attention is also drawn to the University's general regulations which specify that for professional courses lecture and tutorial attendance is compulsory. (University of Dublin Calendar Part II). **The PME will not be awarded to any student whose record of attendance is deemed unsatisfactory.**

You are not supernumerary teachers and should NOT arrange to undertake any tasks in your school on a 'College day' and 'school duties' is NOT an acceptable excuse for absence or for late submission of assignments. **Never sign the attendance record in the name[s] of any other student[s].**

### Major and Minor Pedagogy Subjects

Students must choose **TWO** pedagogy subjects. The first (Major) subject is the subject for which you applied. This should be the subject that you intend to teach full-time when your studies are complete. You will have been interviewed by the panel for this subject. The second (Minor) subject should be chosen from a range of possible modules that do not clash with your Major on the timetable and which is relevant to your primary degree qualification. Attendance at both your Major and your Minor pedagogy is mandatory. You will complete an assignment in your Major and your Minor pedagogy modules for assessment (5 ECTS each). You will not be supervised in your Minor subject on School Placement. **Science** and **Modern Languages** normally count as double pedagogy modules. Majors in these subjects do not have to choose a Minor pedagogy programme. However, students taking either of these modules as **MINOR** must have a Major subject.

**NOTE:** Registration with the Teaching Council for teaching subjects is dependent on your primary degree. If you do not have a subject in your primary degree you WILL NOT be able to register to teach this subject even if you complete the pedagogy module in this subject. For full details on Teaching Council registration requirements please consult the Teaching Council website [here](#).

For some teaching subjects, completion of the pedagogy methods module is a requirement for certification with the Teaching Council in addition to the primary degree requirements. These subjects include Music, Religious Education, Maths, Science and CSPE but the Teaching Council regulation website listed above maintains the definitive list which may be subject to change.

## ICT

The Information and Communication Technology module (5 ECTS) aims to develop the knowledge and skills necessary to use ICTs within the context of the post-primary curriculum. This module will take place for one hour each week online in Year 1. For details of the course see ICTs module outline below.

## Elective Specialisms

All PME students are required to take one elective specialism from a list of six. These modules are worth 5 ECTS and are assessed by assignment. Module outlines and timetables will be sent out to all students after the induction week and you will be asked to sign-up on-line before the start of term. Each elective specialism is open to all but places are limited and are allocated 'first come, first served' basis.

NOTE: Students who have the primary degree requirements to register with the Teaching Council as a teacher of CSPE will be given priority in signing up for the CSPE module as it is a Teaching Council registration requirement for registered CSPE teachers.

In 2020-21 the Elective Specialisms offered may include:

- Citizenship (CSPE) Education within Wellbeing;
- Literacy (& Numeracy) Across the Curriculum;
- Arts Education;
- Development Education;
- Irish Traditional Music.

## Assessment Procedures and Regulations

### Assessment Components and Weightings

Some form of assessment is required for all modules in the PME and a student must complete all course work prescribed. The specific mode of assessment is provided in each individual module description (see module outlines below). Assessment types include:

- in-depth case studies
- critical evaluation of classroom modules
- action research projects
- examinations
- essays
- assignments
- in-class student presentations
- autobiographical work
- professional teaching and learning portfolio
- teaching practice performance.

Assessment for the PME course is made up of the following components as shown in Table 1 and Table 2 below.

**Table 1: Assessment type and ECTS Year 1**

Subject	ECTS Year 1 Total=60 ECTS	Assessment Type
<b>Foundation Disciplines</b>		
Introduction to Assessment and Examinations in Post-Primary Education	5	Assignment
Applied Psychology in Education	5	Coursework
Irish Educational History and Policy	5	Coursework
Inclusive Education	5	Coursework
<b>Pedagogy</b>		
Major Pedagogy	5	2 Assignments
Minor Pedagogy	5	Assignment
<b>Professional Studies</b>		
ICTS in Education	5	Assignments
Elective Specialism	5	Assignment and presentation
<b>School Placement</b>		
School Placement	20	2 ungraded online visits, Reflective Practice, viva voce and assessment of Professional



		Development Portfolio
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**Table 2: Assessment type and ECTS Year 2**

Subject	ECTS Year 2 Total=60 ECTS	Assessment Type
<b>Foundation Disciplines</b>		
History of Education	5	Open book examination
Educational Philosophy and Theory	5	Essay
Sociology of Education	5	Essay
<b>Pedagogy</b>		
Major Pedagogy (Advanced)	20	Thesis (10,000 words)
<b>Professional Studies</b>		
Researching ICTS in Education	5	Assignments
<b>School Placement</b>		
Advanced School Placement	20	2 ungraded online visits, Reflective practice, viva voce, and assessment of Professional Development Portfolio

## Grade Bands

The grade bands for the PME are as follows:

Mark range	Grade
70% and above	First Class Honors
60 – 69%	Second Class Honors, Upper Division
50 – 59%	Second Class Honors, Lower Division
40 – 49%	Third Class Honors
35 – 39%	F1
34% and below	F2

## Requirements and Compensation

In order to obtain the PME, students must pass each component of the course, or must compensate for failures, in accordance with the following regulations.

### 1. School Placement:

Students are required to pass their School Placement. It is not possible to pass by compensation in these modules.

Students may have one opportunity to repeat School Placement over the course of the programme.

### 2. Thesis:

Students are required to pass their thesis. It is not possible to pass by compensation in this area.

Students may have the opportunity to re-submit their thesis.

### 3. Major Pedagogy:

Students are required to achieve a pass standard in major Pedagogy and cannot pass through compensation. Students may be allowed to re-submit a failing pedagogy assignment.

### 4. Foundation Studies, Minor Pedagogy and Electives:

If a student fails one or more assessments in these areas, there is a system of compensation that may permit the student to pass overall.

- There is automatic compensation for a single mark in the F1 grade (that is, in the range 35-39%).
- If a student has two F1 grades, or one F2 grade in the range 30-34%, then the (unweighted) mean of the scores in the Foundation and pedagogy block (including the fail mark(s)) is computed. If it is 45 or more (correct to the nearest whole number), the student compensates in this area.
- A mark below 30 cannot be compensated.

**5. Progression:** All students registered on the PME course must successfully pass all of the requirements of the first year of the course to progress to the second year. The Court of Examiners will meet at the end of the first year of the course to moderate marks and all of the results obtained by students in year 1.

**6. Exit Award:** Students who have successfully passed all of the elements of the first year but who choose or are recommended not to proceed to the second year, or who have accumulated at least 60 credits over the 2 year course but failed the School Placement modules may be considered for a Postgraduate Diploma (exit award). In

accordance with College regulations as set out in the Calendar Part III, graduates who have exited the course with a Postgraduate Diploma may not subsequently apply to the Course Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Master of Education.

7. **Diploma Exit Award with Distinction:** Students who have not failed an assignment or examination and have achieved 70% or higher on 5 or more assignments or examinations and achieved an average of 70% or higher across all of their assignments are eligible to be considered for an award of Postgraduate Diploma with Distinction.
8. **PME with Distinction:** The PME with Distinction may be awarded to candidates who have not failed an assignment or examination and have obtained an overall average of 70% or higher across all assignments and examinations, including a mark of 70% or higher in their School Placement modules.
9. **Incomplete:** Students whose marks are incomplete at the annual examinations are returned as failing, unless appropriate documentation has been presented and approved. Students whose marks are incomplete for reasons that have been approved normally submit the missing elements in time for consideration at the Supplemental Court of Examiners. Such students are eligible for Honors.
10. **Supplementals:** Students who have failed a module and are not eligible for compensation according to the regulations above must take supplemental examinations, submit assignments or undertake additional School Placement, as required by the Court of Examiners. The result for the supplemental assessment will be capped at 40% even if their mark achieved at supplemental is higher.
11. **PME Award:** The Professional Master is awarded to students as per the Grade Bands above and is based on the weighted average of the results for both Year 1 and Year 2.

## Examination Procedures

Regulations and guidelines for students in relation to exams are set out in the College Calendar ([www.tcd.ie/calendar/](http://www.tcd.ie/calendar/)).

The following regulations regarding what a student should do in the event of illness or other circumstances which could prevent them completing their examinations are taken from the College Calendar, Part III, Section 3.5. Please note in particular that if you fall ill **during** an examination, you must notify the chief invigilator in the examination venue.

### 3.5 Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Co-ordinator/Director. The Course Co-ordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

(College Calendar, Part III, 2016)

## Appeals Process

The regulations regarding re-checking of scripts/assessments and appeals of results are set out in the College Calendar Part III, section 1.31. These sections set out student's right to view their scripts/assignments and discuss them with their examiner and the criteria and timeframe for appealing results. To ensure accuracy, the text is not reproduced here but can be found on-line at: <http://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>.

## External Examiner

The External Examiner for the PME programme is involved in assessing standards in School Placement, course work and examinations. The role of the External Examiner is to provide quality assurance for the programme and to ensure the work of the programme is carried out in an equitable manner. In February/March of each year a number of students will be selected to be seen on School Placement by the External Examiner. These visits do not contribute to students' final mark on School Placement. Following the end of year exams in May, a number of students will be selected to meet the External Examiner to discuss the programme. In both cases, the students will be selected to provide a representative sample of the whole range of abilities and levels on the course.

## Submitting Assignments

Assignments must be submitted on Blackboard on or before the last date specified on the course calendar. Course work handed in after the due date will be subject to a reduction of 10% of the mark awarded. If the work is not handed in 14 days after the final due date (unless a medical certificate is produced) the student will be regarded as 'incomplete'.

You are responsible for ensuring your work is submitted - do not rely on anyone else to do this for you and do not hand work directly to members of academic staff.

Requests for extensions in each module can ONLY be granted by the Programme Co-ordinator, Dr. John Walsh, on the recommendation of the module leader.

## Prizes

There are three prizes given to graduating students on the PME course. The Crawford Memorial prize is to the student with the highest overall grade. The ASTI prize is to the student with the highest grade on School Placement. The John O'Connor Award for Excellence in Business Studies Teaching is awarded to the student Majoring in Business Studies with the highest overall School Placement result. These prizes are awarded to students at the end of the PME course and not at the end of Year 1.

## School Placement

We advise all PME students to download the full booklet *Codes of Professional Conduct for Teachers* from [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

Students' attention is drawn specifically to the following sections:

- Professional Values and Relationships;
- Professional Integrity;
- Professional Conduct;
- Professional Experience;
- Professional Development;
- Professional Collegiality and Collaboration.

### Observation Period (Year 1)

Students should observe teaching and non-teaching activities during the observation period. Students will complete an observational report based on their observations over this period, which forms part of their professional development portfolio.

### Notification of Supervision Visits

It is the policy of the School of Education that you will not be notified in advance of any assessed visit while on School Placement. You are expected to make due preparation for every class that you teach: hence you ought never to be 'caught out'.

*Please note that School Placement assessment may be subject to change under COVID-19 regulations*

## Supports for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must [applying for reasonable accommodations](#) with the Disability Service in their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

## Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments assessment: TBC
- Semester 2 assessments: TBC
- Reassessments: TBC

## Student responsibilities for departmental assessments/course tests

Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

## Professional Learning Education Needs Summary - PLENS

Students with disabilities on professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required. More Information on placement supports offered are linked [here](#)

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity [Reasonable Accommodation Policy](#).

More detailed text on placement planning and supports can be found at the following link:

<https://www.tcd.ie/disability/services/placement-planning.php>

## School Placement Structure Year 1

	28 <sup>th</sup> September – 18 <sup>th</sup> December	School Placement sessions online
Phase One	6 <sup>th</sup> – 22 <sup>nd</sup> January	Observation period Observe a wide range of teaching and non-teaching activities
Phase Two		Teach 3-5 class periods each week
Phase Three	25 <sup>th</sup> January – 23 <sup>rd</sup> April	Teach 10-12 class periods per week across two modules Students should teach a minimum number of 10 class periods in their Major subject (7 in the event of hour-long classes). The upper threshold of classes that students should teach is a maximum of 15 class periods per week.

## School Placement Structure Year 2

Year 2	28 <sup>th</sup> September – 18 <sup>th</sup> December	Teach 10-12 class periods per week Students should teach a minimum number of 10 class periods in their Major subject (7 in the event of hour-long classes). The upper threshold of classes that students should teach is a maximum of 15 class periods per week.
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\* Amendments to students' timetables must be communicated to Pedagogy strand leaders as soon as possible. Amended timetables should always be uploaded to Blackboard and clearly marked and dated as amended timetables.



## **Professional Development Portfolio**

You are required to build your professional development portfolio (PDP) over the course of the two-year programme according to specifications set by the School of Education. The components of the PDP will be uploaded onto Blackboard and will be assessed as part of the final School Placement mark.

## General Guidelines

### Referencing

In light of the increase in use of citation and referencing software such as EndNote or RefWorks, the School of Education has amended its citation and referencing conventions to accommodate the use of such software. The conventions adopted from 2013/14 are those of the American Psychological Association (APA) and when using EndNote or other citation software, you should format all entries as "APA 6<sup>th</sup>. The following indicates how cited work should be included in both the text of your assignments and the list of references at the end whether using software or not.

The Trinity College Library website provides support for using EndNote referencing software. See their website:

<http://www.tcd.ie/library/support/endnote/support.php>

[The School of Education acknowledges the contribution of the State University of Sacramento in the preparation of this document]

#### IN TEXT

Throughout the body of your paper, note the author and date of research that you mention.

**Author and Date Cited in Text** (no parenthetical citation necessary)

In a 1989 article, Gould explores some of Darwin's most effective metaphors.

#### Author Not Cited in Text

As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 1989).

#### Author Cited in Text

Gould (1989) attributes Darwin's success to his gift for making the appropriate metaphor.

#### Direct Quotation with Name of Author

Gould (1989) explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological–and to illustrate both success and failure in the history of life" (p. 14).

#### Direct Quotation without Name of Author

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould, 1989, p. 14).

For each of the samples above the correct "References" APA style format would be:

Gould, S. J. (1989). The wheel of fortune and the wedge of progress. *Natural History*, 89(3), 14-21.

#### Quoting references that cite other works

To cite secondary sources, refer to both sources in the text, but include in the References list only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase a sentence from

Bandura (1989) within that book:

**In this case, your in-text citation would be:** Bandura (Bandura, 1989, as cited in Feist, 1998) defined self-efficacy as "people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175). Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed.

## LIST OF REFERENCES

Begin your list of references on a new page, headed with the word "References" centred at the top.

Use "Reference" if there is only one.

Alphabetize the list by author's last name. If there is no author given, start with the first significant word in the title.

For article titles, capitalize only the first word of the title and subtitle, and proper names.

Periodical titles should be written in full with both capital and lower case letters.

References are to be in a hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented (In Microsoft Office: Word 2007, choose Line spacing> Line spacing options> Indentation> Special> Hanging). Double space the entire list.

## PRINT SOURCES: JOURNAL ARTICLES

**Format:** Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, volume (issue), pages.

### One Author

Sharma, M. (2006). Institutionalization of English in India: a historical background. *South Asia Review*, 2(2), 175-189.

### Two to Seven Authors

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

### Eight or More Authors

**Note:** Include all authors up to and including seven. For eight or more, include the first six, then an ellipsis, followed by the last author's name.

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., ...Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.

### Magazine Article

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86-93.

## Review of a Book

Schatz, B. R. (2000, November 17). Learning by text or context? [Review of the book *The social life of information* by J.S. Brown & P. Duguid]. *Science*, 290, 1304.

### Daily Newspaper Article, No Author

**Note:** Use **p** or **pp** before page number. If the article had more than one page but not continuous then the citation would be "pp. A12, A14."

New drug appears to sharply cut risk of death from heart failure. (2001, August 3). *The Washington Post*, p. A12.

### Letter to the Editor, Newspaper Article

Berkowitz, A.D. (2000, November 24). How to tackle the problem of student drinking [Letter to the editor]. *The Chronicle of Higher Education*, p B20.

### Entire Issue of a Journal

Barlow, D.H. (Ed.). (1991) Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology, 100*(3).

## PRINT SOURCE: BOOKS AND REPORTS

Format: Author, A.A. (year). Title of work. Location: Publisher.

### Book

Deleuze, G., & Guattari, F. (2003). *A thousand plateaus: Capitalism and schizophrenia*. London: Athlone Press.

### A Book by More than One Author

Levison, M., Ward, R. G., & Webb, J. W. (1973). *The settlement of Polynesia: A computer simulation*. Minneapolis: University of Minnesota Press.

### Edited Book

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. London: Routledge.

### Corporate Author as Publisher

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

### Anonymous Author

*Guidelines and application form for directors, 1990 summer seminar for school teachers*. (1988). Washington, DC: National Endowment for the Humanities.

### Chapter in a Book

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek, & D.C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association.

### ERIC Document

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Centre for Research on Teaching Learning. (ED346082)

### Government Report

Department of Health and Children (DHC). (2000). *National children's strategy: Our children, their lives*. Dublin: Stationary Office.

## ELECTRONIC (BROADCAST, ONLINE and WEB SITES)

Many scholarly publishers have been assigning unique identifiers to each published article. The **DOI (Digital Object Identifier)** is an alpha-numeric code registered to each scholarly article in order to assign a persistent link to the article. **The DOI has replaced the database name and URL in the list of references.** Because the link is to the final version, do not include a retrieval date. Since DOI numbers are complex, copy and paste DOI into the reference. APA recommends that the DOI be included for print and online citations.

Citing electronic sources is similar to citing print sources; citations direct readers to the source or as close as possible to it.

**Format:** Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical, volume*(issue), pages. doi: unique identifier

### **Full-Text Article with DOI assigned**

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, *50*, 750-765. doi: 10.1037/0003-066X.50.9.750

Stevenson, W., Maton, K. I., & Teti, D. M. (1999). Social support, relationship quality, and well-being among pregnant adolescents. *Journal of Adolescence*, *22*, 109-121. doi: 10.1006/jado.1998.0204

### **Full-Text Articles without a DOI**

If no DOI has been assigned, provide the home page URL of the journal, book or report publisher. If you are accessing through a database, you may need to do a web search to locate the URL. It is not necessary to include the name of the database. There is no period at the end of a reference citation ending with a URL.

Francis-Smythe, J., & Robertson, I. (1999). Time-related individual differences. *Time & Society*, *8*, 273-292. Retrieved from <http://intl-tas.sagepub.com>

Senior, B. (1997). Team roles and team performance: Is there really a link? *Journal of Occupational and Organizational Psychology*, *70*, 241-258. Retrieved from <http://bpsjournals.co.uk/journals/joop>

### **Online Newspaper Article**

McHugh, P. (2005, March 17). Feeling down? It might help if you just take it outside. *San Francisco Chronicle*. Retrieved from <http://sfgate.com>

### **Research or Technical Report from a Web Site**

NAACP. (n.d.). Juvenile justice fact sheet. Retrieved December 11, 2007, from <http://www.naacp.org/advocacy/research/facts/juvenile%20justice.pdf>

### **Article from Web Site or E-journal**

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, *19*(1), 1-18. Retrieved September 24, 2007, from <http://nflrc.hawaii.edu/rfl/April2007/takase/takase.pdf>

### **Webpage**

Moses, R. (n.d). *Misidentification: The caprices of eyewitness testimony in criminal cases*. Retrieved May 16, 2010, from <http://criminaldefense.eyewitnessmisidentification.html>

Note: Use (n.d.) if no date is given.

### **Television Broadcast**

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour*. [Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

### **Electronic Book from Web Site**

O'Keefe, E. (n.d). *Egoism & the crisis in Western values*. Retrieved from <http://onlineoriginals.com/showitem.asp?itemID=135>

### **Electronic Book from Database**

Gates, J.M. (1999). *Consider the Earth: Environmental activities for grades 4-8*. Retrieved from <http://www.netlibrary.com>

### **Wiki**

Psychometric assessment [Wiki]. (2009, September 9). Retrieved from: [http://psychology.wikia.com/wiki/Psychometirc\\_assessment](http://psychology.wikia.com/wiki/Psychometirc_assessment)

### **Data set**

Pew Hispanic Centre. (2004). *Changing channels and criss-crossing cultures: A survey of Latinos on the news media* [Data file and code book]. Retrieved from <http://pewhispanic.org/datasets/>

### **Blog post**

bfy. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message]. Retrieved from [http://scienceblogs.com/pharyngula/2007/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/the_unfortunate_prerequisites.php)

### **Audio podcast**

Van Nuys, D. (Producer). (2006, October 13). Understanding autism. *Shrink Rap Radio* [Audio Podcast]. Retrieved from <http://www.shrinkrapradio.com/>

## **Introductory Reading and References**

Individual reading lists will be distributed by lecturers/tutors in your core discipline and subject classes but these books may be generally useful as a start.

### **Books:**

Fontana, D *Psychology for Teachers* (Cassell, 1995);  
Cohen, L, Manion, L and Morrison, K *A Guide to Teaching Practice* (Routledge, 2004);  
Coolahan, J *Irish Education: History and Structure* (Institute of Public Administration, 2002);  
Griffin, S and Shevlin, M *Responding to Special Educational Needs* (Gill & Macmillan, 2008).  
O'Moore, M and Minton, S *Dealing With Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Chapman, 2004);  
Tovey, H and Share, P *A Sociology of Ireland* (Gill & Macmillan, 2000);  
Walsh, B and Dolan, R *A Guide to Teaching Practice in Ireland* (Gill & Macmillan, 2009);  
Winch, C and Gingell, J *Key Concepts in the Philosophy of Education* (Routledge, 1999).

### **Miscellaneous periodicals:**

*Irish Times* (education section, Tuesdays); *Irish Independent* (education section, Wednesdays); *Guardian* (education section, Tuesdays); *Times Educational Supplement* (Fridays).

### **Official documents and reports:**

Department of Education and Science, *Taskforce Report on Discipline*;  
Department of Education and Science, *Rules and Programme for Secondary Schools*;  
Teaching Council, *Codes of Professional Conduct for Teachers*.  
NCCA, <http://www.curriculumonline.ie/> for Junior and Senior Cycle curriculum documents

## Registration with the Teaching Council

The Teaching Council [TC] is the body that registers teachers for post-primary schools in the Republic of Ireland. During the application process for the PME you complete a Teaching Council Subject Declaration form for the purposes of assessing your registration requirements. During the first year of the programme this data will be transferred to the Teaching Council and they will contact you in due course regarding your eligibility to register or any possible shortfall in ECTS credits from your primary degree for the purposes of registration.

While we will make every effort to let you know at the time of your application if we believe there may be a problem as regards registration about your primary degree qualification, the fact that you have been accepted onto the PME course does not mean your degree will be recognised for registration purposes by the TC. You should also be aware of the fact that the process of seeking recognition from the TC can take some time and may be complicated. For further details see the TC website at [www.teachingcouncil.ie](http://www.teachingcouncil.ie) or phone (01) 6517900. A representative of the TC will visit College to speak to you about registration issues during the course of the programme. You are strongly recommended to attend that meeting. The School takes no responsibility for any specific problems arising over registration issues.

**Remember, it is your responsibility to seek advice should you have any doubt about this matter, and to make an individual application to the Teaching Council if necessary.**

## Information on Academic Resources

### Library Facilities

Trinity College Library is the largest library in Ireland. Its collections of manuscripts and printed books have been built up since the end of the sixteenth century. To help familiarise you with the Library, we provide tours of the Library, including the services and facilities offered, during the first weeks of semester 1. Information and support on library services are available here: [www.tcd.ie/Library/support/](http://www.tcd.ie/Library/support/)

### IT Facilities

Information Systems Services (IS Services) is responsible for the provision and support of computer systems, networking, and audio visual and media services in Trinity College.

The central point of contact for all services should be the Helpdesk

([http://isservices.tcd.ie/help/helpdesk\\_contact.php](http://isservices.tcd.ie/help/helpdesk_contact.php)) where problems can be reported or advice sought. Information for New Students is available at <http://itservices.tcd.ie/student/index.php>.

Once you have registered and received your Trinity College student ID card, you will have access to the library or computer facilities (email/internet). For IS Services training see <http://itservices.tcd.ie/training/index.php>.



## Student Supports

### Students with Disabilities

Students with disabilities may avail of support through the Disability Service by completing an application for Reasonable Accommodations online through their my.tcd.ie student portal. Once students have applied, they will be met by a Disability Officer who will conduct a needs assessment with them and recommend supports based on each student's individual needs. Information on the full range of supports provided by the Disability Service is available here: <https://www.tcd.ie/disability/services/>

The Disability Service Office is located in the Arts Building, Room 2054. Students can contact the Disability Service via email [askds@tcd.ie](mailto:askds@tcd.ie) or by phone 01 896 3111 / 087 113 3185.

### DS Solutions Drop-in Online

The Disability Service will operate an online drop-in service during the 2020/21 academic year. A Disability Officer will be on hand between 11am and 3pm daily to answer any disability related queries you may have. Drop-in is by appointment only. To book your 15-minute Drop-in appointment, select a time that suits you on the [Drop-in calendar](#).

### Student Counselling

Website: [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/)

The [Student Counselling Service](#) is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the university and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

### Student Learning Development Services

Website: <http://www.tcd.ie/Student-Counselling/student-learning/index.php>

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Their role is to help students to improve their learning and study skills via one to one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking and thesis writing. For further information and contact details see their website.

### Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

#### Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members

of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website:

[http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

### **Where?**

The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

### **What?**

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

## **Careers Advisory Service**

Website: <http://www.tcd.ie/Careers/>

The [Careers Advisory Service](#) helps students at all stages to plan their career. Their information centre can advise on vacation work, career options, job vacancies, job application, interview techniques, and much more. The Careers Office also organize events throughout the year to provide information to students and also to allow potential employers to make contact with students. You will generally be notified of such events by email or by checking the Careers website.

## **College Health Service**

Website: [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)

The [College Health Service](#) in House 47 is open every weekday and provides relatively inexpensive primary health and psychiatric care, by appointment. It is open Monday to Friday from 9.30 am to 4.40 pm.

## **Graduate Students Union**

Website: <http://www.gsu.tcd.ie/>

The Graduate Students Union represents the interests of graduate students. The GSU offers three main facilities: the 1937 Reading Room, the GSU Common Room on the first floor of House 7, (open daily from 8 am to 11.30 pm) and the GSU office in Room 28, House 6.

Message from the GSU:

Located on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; this year they are the President, Ryan Kenny, and the Vice-President, Sarah

Smith. As the head and public face of the Union, Ryan is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. Sarah is the Union's Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. She's also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact us at either: [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie), or [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie)

## College Chaplaincy

Website: <http://www.tcd.ie/Chaplaincy/>

Trinity College Dublin is non-denominational and as part of its commitment to enhancing the quality of student life, supports a chaplaincy service run by the four principal Christian traditions in Ireland. Chaplains offer pastoral and spiritual guidance through a programme of faith development, conversation and prayer groups and students are welcome to attend any of the seminars, days of reflection and weekends away. Tea and coffee are available all day in the chaplaincy in House 27 on weekdays during term time and a free lunch of soup and sandwiches is available each Tuesday in term time between 12.30 and 1.30. All students are welcome.

The College also maintains prayer rooms for Muslim students. Further details of these, other religious communities in the Dublin area and the times of services in the College chapel are available on the Chaplaincy website.

## Module Descriptors

### School Placement

**1. Title of Module**

An Introduction to School Placement

**2. Module Code**

ET7911

**3. Entry Requirements (if applicable)**

This is a core module for all students on the PME

**4. Level (JF, SF, JS, SS, Postgraduate)**

Postgraduate

**5. Module Size (hours and number of weeks)**

This is a 20-week module which runs throughout the academic school year.

Semester 1 – 10 weeks x 2 full days each week in school (Thursdays and Fridays)

Semester 2 – 11 weeks x 5 full days each week in school (block placement)

Total student effort: 400 hours

**6. ECTS Value**

20 ECTS

**7. Rationale and Aims**

Initial teacher education is a lifelong process that reflects the knowledge, attitude, skills and professional dispositions required to inform practice in schools and to contribute to the advancement of the profession and the changing needs of society. This core module aims to provide a pathway for personal and professional development that seeks to enable students to fulfil their potential as second level teachers. This pathway reflects evolving national educational standards and requirements, and international best practice in the field of initial teacher education at second level.

This module is focused on practice in order that the student can use his/her own experiences as a source of knowledge. The students will be encouraged to develop their skills in reflection in an attempt to better understand their practice. The level of analysis of preparation, practice and evaluation within the school placement assessments and related professional and academic assignments will enable students to demonstrate knowledge, skill and competence in second level education appropriate to the level of the programme undertaken.

The overall aim of this module is to provide students with an incrementally based experience of working in schools, and to prepare them to operate to the highest professional standards across all aspects of school life. It is designed to give students an opportunity to learn about teaching and learning, to gain practice in teaching, and to apply theory in a variety of teaching situations.

## 8. Learning Outcomes

Students are facilitated through a range of appropriate teaching and learning approaches to become articulate, inquisitive practitioners capable of problem solving, analysis, reflection and self-direction at a level appropriate to their development as student teachers. In their pursuit of personal, professional and academic development as reflective practitioners, they are guided, supported and facilitated by in-school mentors and teacher colleagues and College tutors through the implementation of second level curricula.

At the end of this module, under the guidance of a registered teacher and College school placement supervisor, students will be able to:

- assess, plan, implement and evaluate structured teaching and learning episodes for pupils in second level education, commensurate with their stage of development and in accordance with School of Education requirements and the policies of their placement school;
- demonstrate appropriate skill, knowledge, competences and professional dispositions in their interactions both in the classroom context and in extra-curricular activities;
- critically reflect on their experiences in a range of educational settings;
- work in a professional manner with staff and students in the school environment;
- demonstrate growth in his/her professional identity as a student teacher;
- engage constructively with feedback from their College placement supervisor, co-operating teacher and/or mentor, and principal teacher;
- have due regard to the ethical values and professional standards set out in the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.

## 9. Module Content and Structure

The introductory school placement module in the first year of the PME begins with observation of the environment of the placement school and may involve incremental tasks such as peer teaching, co-teaching with a mentor or co-operating teacher, experience of learning support and resource teaching, and individual teaching and reflection. Structured non-teaching hours will involve targeted classroom observations, peer and individual planning for teaching, learning and assessment, attendance at staff meetings, involvement in extracurricular activities, supported engagement with parents and other professionals, familiarisation with school policies, documentation, procedures and practices, guided reading and portfolio tasks, and participation in school-based continuous professional development as appropriate. Throughout the year, opportunities for collaborative reflection are facilitated through an on-line cooperative learning team structure supported on our e-learning platform.

## School Placement: Semester 1

The induction programme will provide a general overview of the PME course and equip students for their introduction to teaching in the classroom. There will be an emphasis on classroom teaching methods and 'survival skills'. Introductory pedagogy modules will begin during the induction course when students will meet their pedagogy coordinators. The induction programme will include inputs on the Partnership Model of Teacher Education, pedagogy workshops, classroom and behaviour management, communication skills, voice protection and management, lesson planning, approaches to reflection, stress and stress management, assessment, and introduction to developing a life-long educational portfolio. There will also be workshops on writing at masters level, using the library for research purposes, and an introduction to the research culture in educational studies in relation to the Irish and international curricula. These early preparatory research oriented activities are designed to prepare students for their portfolio work which will feed directly into all aspects of their professional and academic studies, providing the basis for their research project in year 2.

'The school as a learning community' will form the basis of the one of the themes underpinning the induction programme, and will cover such areas as legislation relevant to school and classroom, the teacher and external agencies, early childhood education, transition to secondary schools, parents in education, the teacher as a professional and the teacher as a reflective practitioner.

**Semester 2: 6<sup>th</sup> – 22<sup>nd</sup> January in school**

Students will begin in their placement school at the start of January, at the discretion of their school. During this time, students will gradually take on more responsibility in the teaching of classes, moving from observations in the early stages to taking on the responsibility of teaching up to 3-5 classes per week by mid-January. These classes will be in their major subject but can also include classes in their minor subject, resource classes, co-teaching, etc.

**Semester 2: 25<sup>th</sup> January – 23<sup>rd</sup> April - Block placement**

During this time, students will participate in a block placement, attending late afternoon pedagogical support sessions in College every two weeks. These sessions are designed to maximise student learning and opportunities for reflection during school placement and to facilitate the integration of theory with practice. The aims of these school placement support sessions are to provide students with opportunities to discuss in greater depth topics raised in lectures, seminars and workshops during semester one and which have arisen in practice whilst on placement. This support platform will facilitate discussion on topical educational matters which students may have encountered during placement, for example, discipline, transfer from primary to secondary school, gender issues etc. These sessions allow students an opportunity to meet regularly with other students on the course, and to discuss school placement experiences, such as preparation, de-briefing etc.

In order to support student development and progression, students remain in the same school for both their incremental and block placement as part of their first year school placement module. In their second year, students will complete their placement in a different school setting to reflect the socio-economic and cultural diversity of society, including all girls/boys/mixed gender, designated disadvantaged, multiple languages, gaelscoileanna, etc.

To facilitate progression in this professional masters course, students will, where possible, experience both junior and senior cycles, mixed ability classes and examination classes as they progress from first to second year. These are aligned with their pedagogy sessions in College, which prioritise Junior Cycle and mixed ability teaching in the first year.

**10. Teaching and Learning Methods**

Lectures, workshops and seminars in a learner-centred approach

Experiential and on-site teaching and learning approaches, including peer to peer support and mentoring, interaction with the co-operating and mentor teachers, professional practice, webinar sessions, attendance at school meetings etc.

Academic and professional engagement with module handbooks and guidelines, support resources, and materials from the professional and academic literatures

A learner-centred approach is adopted in this module in recognition of the fact that this is a postgraduate course and many students have already valuable experience of working with children and young people in diverse settings before coming to the PME. By valuing this experience the student is encouraged to develop life-long learning skills which will be continued after completion of this programme, (e.g., ability to critically analyse, use a range of literature/ other sources of knowledge, communicate clearly both verbally and in writing and have an inquiring mind). It is recognised that these skills are developmental in nature and thus a pro-active approach to learning in which enquiry and autonomy feature predominantly is promoted in this placement module.

**11. Required Equipment and Resources (if applicable)**

Powerpoint and audio-visual facilities, web based learning using *Blackboard*

*Special features:* occasional guest lectures and professional inputs from such organisations and bodies as the Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NCSE, Parents' Bodies, etc.

**12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)**

*Summative*

Continuous assessment, with school placement planning folder and portfolio. During block placement in semester 2, students are formally assessed on their teaching practice preparation, performance and evaluation through:

2 ungraded online visits from School of Education School Placement Tutor

Reflective Practice reflections (30%)

A structured student teaching and learning Professional Development Portfolio (30%)

Viva Voce (40%)

**13. Pass Requirement**

40%

There is no compensation in this module. The school placement module must be passed in the PME.

**14. Method of Supplemental Assessment**

If a student fails to achieve a passing mark on school placement, they are required to re-take that school placement.

**15. Recommended Reading Materials / Indicative Resources**

Black, Paul, Harrison, Chris, Lee, Clare, Marshall, Bethan, and William, Dylan (2003). *Assessment for Learning: Putting it into Practice*. London: Open University Press.

Cheminais, Rita (2008). *Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide*. London: David Fulton.

Cohen, Louis, Manion, Lawrence, and Morrison, Keith (2004). *A Guide to Teaching Practice*. 5<sup>th</sup> edition. London and New York: Routledge Falmer.

Dewey, John (1997). *Experience and Education*. London: Pocket Books.

Griffith, Andy and Burns, Mark (2012). *Outstanding Teaching: Engaging Learners*. UK: Crown House Publishers.

Hagger, Hazel and McIntyre, Donald (2007). *Improving Learning through Consulting Pupils*. Oxon: Routledge.

Hargreaves, Andy and Fullan, Michael (2012). *Professional Capital: Transforming Teaching in Every School*. Oxon: Routledge.

Huddleston, Prue, Brooks, Valerie and Abbott, Ian (2012). *Preparing To Teach In Secondary Schools: A Student Teacher's Guide To Professional Issues In Secondary Education*. UK: Open University Press.

Isenberg, Joan Packer and Jalongo, Mary Renck (2013). *Creative Thinking and Arts-Based Learning – Preschool through Fourth Grade*. 6<sup>th</sup> edition. New Jersey: Pearson.

Kyriacou, Chris (2007). *Essential Teaching Skills*. 4<sup>th</sup> edition. London: Nelson Thornes.

Palaiologou, Ioanna (2013). (ed.) *The Early Years Foundation Stage: Theory and Practice*. 2<sup>nd</sup> edition. London: Sage.

Schon, Donald (1991). *The Reflective Practitioner: How Professionals Think in Action*. Ashgate Publishing Limited.

Spendlove, David (2011) *Putting Assessment for Learning into Practice*. UK: Continuum.

Taylor, Ronald L., Smiley, Lydia and Richards, Stephen, B. (2012) *Exceptional Students: Preparing Teachers for the 21<sup>st</sup> Century*. New York: McGraw Hill.

Walsh, Brendan and Dolan, Rose (2009). *A Guide to Teaching Practice in Ireland*. Dublin: Gill and Macmillan.

#### 16. Evaluation

An oral evaluation group session, and a written customised survey is administered at the end of the module, and the results are considered by the full module team and at School Board.

#### 17. Module Coordinator

Dr. Melanie Ní Dhuinn

#### 18. Module Teaching Team

Melanie Ní Dhuinn and members of the full time and part time staff in the School of Education



## Advanced School Placement

### 1. Module Code

ET8911

### 2. Entry Requirements (if applicable)

This is a core module for all students on the Professional Masters of Education (PME)

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

This is an 11 week module which runs during the first semester of year 2.

Semester 1 – 11 weeks x 5 full days each week in school (block placement)

Total student effort: 400 hours

### 5. ECTS Value

20 ECTS

### 6. Rationale and Aims

This advanced module on school placement incorporates the concepts and principles of initial teacher education, particularly in terms of its focus on research led and research informed professional standards and practice in second level schools. Principles of empowerment, partnership, inclusion and a respect for the uniqueness and identity of each pupil and colleague in the school environment and wider school community underpin the approach to this module. The practice of education is accountable, ethical, proactive and responsive to the holistic needs of children and young people, effecting a positive contribution or transformation by responding to the individual, class, school community and wider society. Professional placement practice in this advanced module is underpinned by a dynamic knowledge base, grounded in evidence and inclusive of contributions from the social sciences, humanities and arts traditions. The block partnership placement provides an environment from which new educational knowledge develops and is nurtured by school staff, peers and College tutors in the domains of foundation and professional studies.

Careful consideration has been given to the educational processes and progression from the first school placement module in year 1 to this advanced module, which will facilitate students' learning throughout the Professional Masters in Education. Students are facilitated to develop both professionally and personally so as to acquire the necessary knowledge, skills, competencies and professional dispositions which will prepare them to function as secondary school teachers. This module builds on the Introduction to School Placement module and aims to prepare students to become actively involved in all aspects of the assessment, planning, implementation and evaluation of their pupils' learning experiences in partnership with teaching staff, and to engage fully in the day-to-day life of a school.

### 7. Learning Outcomes

An experiential taxonomy ensures that understanding, planning and evaluation of the meaning of total experiences within the learning and teaching process in a student's partnership placement school occurs.

At the end of this module, under the guidance of a registered teacher and College school placement supervisor, students will be able to:

- plan and run lessons: devise and implement (safely) individual class plans and schemes of work which are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technology;
- plan and teach in diverse classes: demonstrate an awareness of the needs of both the whole class and the individual pupil and outline the assessment process in identifying a pupil with SEN;
- assess students' learning: choose and employ appropriate knowledge, skills and techniques to monitor students' learning using established protocols for both summative and formative assessment;
- establish a positive classroom environment: assist in the facilitation of the development of positive self-esteem and countering/preventing bullying through good class management techniques;
- establish the context of their teaching subject: demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching and an understanding of the relevance and importance of their subject in society and in the general education of young people;
- use a variety of media for teaching: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for teaching and learning;
- reflect critically on their own practice as a means of improving practice;
- identify areas of focus for future professional development, acknowledging that learning is a life-long process;
- develop informed opinion and positions: predict and develop positions that might inform practice in relation to issues based on an understanding of their role as teachers, an informed ethics and the Code of Professional Conduct for Teachers;
- have due regard to the ethical values and professional standards set out in the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.

#### 8. Module Content and Structure

This module emphasises a unified approach to learning and teaching in the school environment, which does not break down pupil behaviour artificially into knowing, feeling and doing, but encourages students to regard pupil experience in its totality. This approach aims to integrate the theoretical learning acquired during the PME as part of professional studies and foundation disciplines, and facilitate a reflective practitioner approach to the learning and teaching which occurs within the class and wider school environment. The practice of teaching is a holistic process that requires the integration of knowledge, values, attitudes and skills, and is reflected in this module and its intrinsic links with the wider PME.

##### *Induction programme*

In addition to preparing students for the challenges of assuming full responsibility for all aspects of planning, assessment, implementation and evaluation of their pupils' work during their block placement, the induction programme in year 2 will support, extend and develop students' professional growth as a student teacher, through a series of workshops, lectures and seminars on professional issues in education, in such areas as legislation relevant to school and classroom, the teacher and external agencies, the teacher as a professional and the teacher as a reflective practitioner and researcher. Specific sessions on research methods will be featured during the induction programme to prepare students to think critically about their own and their pupils' performance in certain areas, and to equip them to build on this knowledge as part of their research project and subsequent professional and academic studies in year 2 of the course.

### *Block Placement*

During the first semester, students will participate in a block placement in a different school, attending evening pedagogical support sessions in College every two weeks. These sessions are designed to maximise student learning and opportunities for reflection during school placement and to facilitate the integration of theory with practice. Opportunities for collaborative reflective activity will be explored through the introduction of a peer-buddy system supported on our e-learning platform. The aims of these school placement support sessions in year 2 are to provide students with a theoretical framework on professional issues such as classroom processes, how the curriculum is designed and assessed, how schools interact with and serve society, and to act as a basis for identifying areas of curricular and/or professional interest to the student, personal strengths and weaknesses as a student teacher and learner, and areas which they may like to engage with further as the basis of their pedagogical research project, arising from structured reflection on their ongoing professional portfolio.

To facilitate progression in this professional masters course, students experience both junior and senior cycles, mixed ability classes and examination classes as they progress from first to second year. These are aligned with their pedagogy sessions in College, which prioritise Senior Cycle teaching in the second year.

#### **9. Teaching and Learning Methods**

Lectures, workshops and seminars in a learner centred approach

Experiential and on-site teaching and learning approaches, including peer to peer support and mentoring, interaction with the co-operating and mentor teachers, professional practice, attendance at school meetings etc.

Academic and professional engagement with module handbooks and guidelines, support resources, and materials from the professional and academic literatures

A learner centred approach is adopted in this module in recognition of the fact that this is a postgraduate course and many students have already valuable experience of working with children and young people in diverse settings before coming to the PME. By valuing this experience the student is encouraged to develop lifelong learning skills which will be continued after completion of this programme, (e.g., ability to critically analyse, use a range of literature/ other sources of knowledge, communicate clearly both verbally and in writing and have an inquiring mind). It is recognised that these skills are developmental in nature and thus a pro-active approach to learning in which enquiry and autonomy feature predominantly is promoted in this advanced placement module.

#### **10. Required Equipment and Resources (if applicable)**

Powerpoint and audio-visual facilities, web-based learning using *Blackboard* and its online fora

*Special features:* occasional guest lectures and professional inputs from such organisations and bodies as the Careers Advice Service, recruitment agencies, preparation for interviews, Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NIPT, etc.

#### **11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)**

##### *Summative*

Continuous assessment, with school placement planning folder and portfolio. Students are formally assessed on their teaching practice preparation, performance and evaluation through:

2 ungraded online visits from School of Education School Placement Tutor

Reflective Practice reflections (30%)

A structured student teaching and learning Professional Development Portfolio (30%)

Viva Voce (40%)

**12. Pass Requirement**

40%

There is no compensation in this module. The school placement module must be passed in the PME.

**13. Method of Supplemental Assessment**

If a student fails to achieve a passing mark on school placement, they are required to re-take that school placement.

**14. Recommended Reading Materials / Indicative Resources**

Britzman, Deborah P. (2003). *Practice Makes Practice: A Critical Study of Learning to Teach*. New York: State University of New York Press.

Brown, K. S., Parsons, R. and Parsons, R. D. (2001). *Teacher as Reflective Practitioner and Action Researcher*. Wadsworth Publishing Co.

Capel, Susan, Leask, Marilyn, and Turner, Tony (2009). (eds.) *Learning to Teach in the Secondary School: A Companion to School Experience*. 5<sup>th</sup> edition. Oxon: Routledge.

Ghaye, Tony (2010). *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*. 2<sup>nd</sup> edition. Oxon: Routledge.

Hagger, Hazel and McIntyre, Donald (2006). *Learning Teaching from Teachers: Realising the Potential of School-based Teacher Education*. UK: Open University Press.

Hagger, Hazel and McIntyre, Donald (2013). *The Management of Student Teachers' Learning: A Guide for Professional Tutors in Secondary Schools*. London: Routledge.

Hargreaves, Andy and Dennis, Shirley (2009) (eds.) *The Fourth Way: The Inspiring Future for Educational Change*. Corwin Press.

Hargreaves, Andy and Sahlberg, Pasi (2012). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* US: Teachers' College Press.

Illeris, Knud (2008). (ed.) *Contemporary Theories of Learning: Learning Theorists ... In Their Own Words*. Oxon: Routledge.

Kissen, Rita (2002). *Getting Ready for Benjamin: Preparing Teachers for Sexual Diversity in the Classroom*. New York: Rowman & Littlefield.

Kyriacou, Chris (2009). *Effective Teaching in Schools Theory and Practice*. 3<sup>rd</sup> edition. London: Nelson Thornes.

McNiff, Jean (2013). *Action Research: Principles and practice*. 3<sup>rd</sup> edition. London: Routledge.

Moon, Jenny (2000). *Reflection in Learning and Professional Development: Theory and Practice*. Oxon: Routledge.

Pollard, Andrew (2002) *Readings for Reflective Teaching*. US: Continuum.

Zwozdiak-Myers, Paula (2012). *The Teacher's Reflective Handbook*. Oxon: Routledge.

**15. Evaluation**

An oral evaluation group session, and a written customised survey is administered at the end of the module, and the results are considered by the full module team and at School Board.

**16. Module Coordinator**

Dr. Melanie Ní Dhuinn

**17. Module Teaching Team**

Melanie Ní Dhuinn and members of the full time and part time staff in the School of Education

## Foundation modules

### Applied Psychology in Education

**1. Module Code**

ET7922

**2. Entry Requirements (if applicable)**

This is a core module for all students on the PME course. There are no entry requirements.

**3. Level (JF, SF, JS, SS, Postgraduate)**

Postgraduate

**4. Module Size (hours and number of weeks)**

1 lecture per week over one semester (1 x 10 weeks).

3 tutorials per semester

**5. ECTS Value**

5 ECTS

**6. Rationale and Aims**

*Rationale*

A broad range of areas are included in the course and lecture material. On completion of this module, students should be familiar with, and be able to critically appraise, the practical application of relevant areas of applied psychology within education in general, and within post-primary teaching practice in particular.

*Aims*

The aims of the module are:

Generally, to enable the student to apply key areas of psychology in the understanding and practice of post-primary education; and

Specifically, to provide a clear, reflective, critical knowledge of areas such as adolescent development, identity development through adolescence, bully/victim problems, Growth Mindset, intelligence, and issues pertinent to BeSAD (bereavement, separation, and divorce).

**7. Learning Outcomes**

On successful completion of this module, students will be able to:

- Demonstrate a clear and reflective understanding of how psychological knowledge may be applied in the practice of post-primary education;
- Critically apply their knowledge in the facilitation of the development of positive learning experiences;
- Critically analyse areas of debate and concern within chosen topic areas;
- Formulate coherent responses to broader and fundamental ideas within the psychology of education, such as what motivates / hinders the learning process; and,
- Critically appraise contemporary ideas within educational practice, such as Growth Mindset and the notion of learning styles.

**8. Course Content and Syllabus**

Areas to be covered ordinarily include:

- Introduction: The importance of psychology for educators;
- Adolescence: A time of storm and stress?
- Who am I? Identity development in adolescence;
- Bully/victim problems in schools;
- Growth Mindset;
- Intelligence, IQ, and Emotional Intelligence.
- BeSAD: Bereavement, Separation, and divorce.

**9. Teaching and Learning Methods**

Lectures and tutorials. Content used in lectures will be made available to students via Blackboard.

**10. Methods of Assessment**

The module is assessed by a single 2,500 word assignment. Students will be expected to select and answer one essay title from a choice of five, formatted according to the guidelines provided in the Course Handbook.

**11. Pass Requirement**

40%

**12. Method of Supplemental Assessment**

Re-submission of the assignment.

**13. Module Coordinator**

Dr Conor Mc Guckin.

## Inclusive Education

### 1. Module Code

ET7923

### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME course.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

Lecture (11 hours)

Tutorial (2-3 hours)

Reflective reading (22 hours)

Assignment (78 hours)

Total student effort: 100 hours

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

The *Inclusive Education* ET7923 module prepares students for working with the increasing developmental and cultural diversity in our schools. This multi-disciplinary module is designed so that students can advance their skills and improve their practice in inclusive education environments. Students explore key international and national policy developments in inclusive education while developing conceptual understandings of how schools and society view diversity. The module provides students with effective teaching and learning strategies including Universal Design for Learning, an approach which ensures the inclusion of all children and young people while in school.

#### *Aims*

- Develop student understanding of diversity and inclusion in education by focusing on policy and provision for students with disabilities both in Ireland and internationally.
- Enable students to engage critically with issues around how we view disability, disadvantage and inequality in our education systems.
- Support students in teaching to diversity through the examination of approaches such as Universal Design for Learning.
- Highlight the value of collaborative relationships at school to support the learning of young people in their engagement with school.

### 7. Learning Outcomes

On successful completion of this module, the student will be able to:

- demonstrate an understanding of special education policy and provision within an Irish context;
- critically engage with the international literature on inclusion;
- critically engage with international perspectives on appropriate pedagogies for children and young people with disabilities;
- demonstrate an understanding of the distinct and complementary roles of professionals involved in support provision from within and outside the school.

#### 8. Course Content and Syllabus

- Historical emergence of special education in Ireland and Irish policy and legislation
- Medical and social models of disability
- Educational disadvantage and inequality
- Provision for students with disabilities in mainstream education (segregation/inclusion)
- Universal Design for Learning (I)
- Universal Design for Learning (II)
- Teaching students with Autism in mainstream classes
- Teaching students with intellectual disabilities
- Educational expectations for students with disabilities

#### 9. Teaching and Learning Methods

The module is delivered guided by the principals of Universal Design for Learning. This means that content is provided in multiple formats to students in order to increase access and engagement. The lecture format is interactive and uses both lecture format and tutorial group work.

#### 10. Required Equipment and Resources (if applicable)

NA

#### 11. Methods of Assessment

Essay Assignment (3,000-4,000 words)

The assignment will focus on one of the following areas: inclusive education; educational inequality and disadvantage or Universal Design for learning.

Students will be expected to:

1. examine the relevant policy and literature;
2. incorporate their own teaching experience (school/classroom).

Formative assessment will be provided through informal feedback on small group tasks and through in-class peer support.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of assignment



#### 14. Recommended Reading Materials / Indicative Resources

Journals:

International Journal of Inclusive Education

European Journal of Special Needs Education

Specific Journal Articles:

- Banks, J. and McCoy, S. (2011) A Study on the Prevalence of Special Educational Needs, Dublin: ESRI.
- Banks, J. and McCoy, S. (2017) An Irish Solution...? Questioning the Expansion of Special Classes in an Era of Inclusive Education, *The Economic and Social Review*, 48:4, 441-461.
- Ferguson, D.L. (2008) International trends in inclusive education: the continuing challenge to teach each one and everyone, *European Journal of Special Needs Education*, 23:2, 109-120, DOI: 10.1080/08856250801946236.
- Greenstein, A. (2014) Is this inclusion? Lessons from a very 'special' unit, *International Journal of Inclusive Education*, 18:4, 379-391, DOI: 10.1080/13603116.2013.777130.
- Haegele, J.A. & Hodge, S. (2016) Disability Discourse: Overview and Critiques of the Medical and Social Models, *Quest*, 68:2, 193-206, DOI: 10.1080/00336297.2016.1143849.
- Reindal, S.M. (2008) A social relational model of disability: a theoretical framework for special needs education?, *European Journal of Special Needs Education*, 23:2, 135-146, DOI: 10.1080/08856250801947812.
- Al-Azawei, A., Serenelli, F. & Lundqvist, K. (2016) Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journal Papers from 2012 to 2015, *Journal of the Scholarship of Teaching and Learning*, Vol. 16, No. 3, June 2016, pp. 39-56. doi: 10.14434/josotl.v16i3.19295.
- Rose, D.H. () Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application, *Journal of Postsecondary Education and Disability*, 19:2, 135-151.

Online content:

- **Five Moore Minutes Episode 1- The Evolution of Inclusion!**  
<https://www.youtube.com/watch?v=PQgXBhPh5Zo&feature=youtu.be>
- **Inclusive culture in schools transforms communities | Heidi Heissenbuttel | TEDxMileHigh**  
[https://www.youtube.com/watch?v=\\_gsbNR2plts&feature=youtu.be](https://www.youtube.com/watch?v=_gsbNR2plts&feature=youtu.be)
- **Shelley Moore: Transforming Inclusive Education**  
<https://www.youtube.com/watch?v=RytUIU8MjIY&feature=youtu.be>
- **I'm not your inspiration, thank you very much | Stella Young**  
<https://www.youtube.com/watch?v=8K9Gg164Bsw&feature=youtu.be>
- Ken Robinson, How to escape education's death valley.  
[https://www.ted.com/talks/sir\\_ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley](https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley)
- **The Infrastructure of Inclusion: Compost Kate saves the Earth!**  
<https://www.youtube.com/watch?v=X8iAQTneyXI&feature=youtu.be>
- Jody Carr and Kendra Frissell (2019) Dynamic, Inclusive Education. A Journey Worth Fighting for  
<https://youtu.be/vDSNVuJuG1o>

#### 15. Evaluation

Student evaluation of module as per PME regulations

#### 16. Module Co-ordinator

Dr. Joanne Banks

#### 17. Module Teaching Team

Dr. Joanne Banks

## Introduction to Assessment and Examinations in Post-primary Education

### 1. Module Code

ET7920

### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME course.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

1 hour lecture for semester (1 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Introduction to Assessment and Examinations in Post-primary Education is a core module of the PME programme bridging the link between foundation studies in education, post-primary curricula, programmes and subjects and relevant methods of assessment and evaluation. The module aims to provide aspiring teachers with appropriate knowledge, skills and competencies consistent with their future role as reflective practitioners within the post-primary education system.

#### *Aims*

- Provide students with an introduction to the theory, policy and practice of student assessment and examinations
- Help students critically explore implications for teaching and learning from the requirements and practice of student assessment.
- Support students in reflecting on, selecting, developing and critically appraising relevant assessment and examination techniques for possible use in their professional lives.
- Provide opportunities for students to engage in individual and collaborative professional reflection and dialogue on a range of concepts and issues relevant to the module.

### 7. Learning Outcomes

On successful completion of this module, the student will be able to:

- Identify, describe and critically engage with theoretical and policy issues relating to assessment and examining.

- Illustrate and apply relevant assessment-related concepts with reference to post-primary education in Ireland in general and their own experience as student teachers in particular.
- Confidently and competently choose and employ appropriate knowledge, skills and techniques to monitor students' learning using established protocols.
- Assemble and critically interpret information and resources from print and electronic sources to support their awareness, understanding and competencies in relation to relevant concepts.

#### 8. Course Content and Syllabus

This module explores a range of themes reflecting current policy and practice in relation to assessment in addition to likely needs and developments. Areas of inquiry include:

- Introduction to assessment
- Junior cycle assessment
- Senior cycle assessment
- Introducing Summative and Formative assessment
- Formative assessment: Prior knowledge and feedback
- Key ideas when designing assessments
- Learning in practice: designing rubrics and using technology in assessment
- Applying assessment in teaching
- Junior cycle: exploring subject specifications
- Communicating with parents/guardians

#### 9. Teaching and Learning Methods

Large-group teaching using appropriate audio-visual media. Instructional balance is achieved through incorporation of some paired and group focused in-class tasks based on appropriate stimulus material provided by the lecturer. Students are encouraged to contribute ideas to the class from their own experience in schools and time for local and plenary discussion of topics is provided.

Accessibility is promoted in relation to module delivery through provision of high-quality visual aids and supports that are provided to students. Appropriate attention is paid to the generation of clear, attractive visual supports. Students with special educational needs or with individual difficulties related to the module are encouraged to contact the lecturer in confidence as early as possible to discuss how issues may be addressed. Students have additional opportunity to interact with the lecturer through office hours.

#### 10. Required Equipment and Resources (if applicable)

Microsoft Powerpoint software package and projection equipment; DVD.

Blackboard Learn Virtual Learning Environment.

#### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

Essay assignment.

#### 12. Pass Requirement

40% overall on the examination

**13. Method of Supplemental Assessment**

Re-submission of assignment

**14. Recommended Reading Materials / Indicative Resources**

Primary sources associated with the module lectures include the following. Additional readings may be provided to students during the module.

- Ahmed, A. and Pollitt, A. (2011). Improving marking quality through a taxonomy of mark schemes. *Assessment in Education. Principles, Policy and Practice* 18(3), 259-278.
- Brooks, V. (2002). *Assessment in secondary schools. The New teacher's guide to monitoring, assessment, recording, reporting and accountability.* Buckingham, UK: Open University Press.
- Clarke, S. (2005). *Formative assessment in action. Weaving the elements together.* London: Hodder Murray.
- Conneely, C., Murchan, D., Tangney, B. & Johnston, K. (2013). 21st Century Learning –Teachers' and Students' Experiences and Views of the Bridge21 Approach within Mainstream Education. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 5125-5132). Chesapeake, VA: AACE.
- Cresswell, M. (2008). The role of public examinations in defining and monitoring standards. In W. Harlen (Ed.). *Student Assessment and Testing, Volume 3.* (pp. 214-264). London: Sage Publications Ltd.
- Cunningham, G. K. (1997). *Assessment in the classroom. Constructing and interpreting tests.* London: The Falmer Press.
- Department of Education and Science (2004). *Rules and programme for secondary schools 2004/05.*
- Department of Education and Skills. (2011). *Literacy and numeracy for learning and life. The national strategy to improve literacy and numeracy among children and young people 2011 - 2020.* Dublin: DES
- Department of Education and Skills (2012). *A Framework for Junior Cycle.* Dublin: DES
- Ebel, R. L. & Frisbie, D. A. (1979). *Essentials of educational measurement, 3rd Ed.* London: Prentice Hall.
- Freeman, R. & Lewis, R. (1997). *Planning and implementing assessment.* London: Kogan Page.
- Government of Ireland. (1998). *Education Act.* Dublin: Stationery office.
- Government of Ireland. (2000). *Education (Welfare) Act.* Dublin: Stationery office.
- Government of Ireland. (2001). *Teaching Council Act.* Dublin: Stationery office.
- Guskey, T. R., Swan, G. M. & Jung, L. A. (2011 October). Grades that mean something. Kentucky develops standards-based report cards. *Phi Delta Kappan*, 75(5), 93, 52-57.
- Kellaghan, T. & Madaus, G. (2008). External (public) examinations. In W. Harlen (Ed.). *Student Assessment and Testing, Volume 3.* (pp. 369-393). London: Sage Publications Ltd.
- Kingston, N. & Nash, B. (2011). Formative assessment: A meta-analysis and a call for research. *Educational Measurement: Issues and Practice* 30(4), 28-37.
- Looney, A. (2006). Assessment in the Republic of Ireland. *Assessment in Education*, 13(3), 345-353.
- Mehrens, W. A. & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology, 4th Ed.* Belmont, CA: Wadsworth/Thomson Learning.

- Miller, M.D., Linn, R.L. & Gronlund, N.E (2009). *Measurement and Assessment in Teaching. Tenth Edition / Pearson International Edition*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. [listed on the TCD library website as 2008]
- Murchan & Shiel (2017) Chapter 1, 3, 4, 5 & 6
- National Council for Curriculum and Assessment (1999). The Junior Cycle review. Progress report: Issues and options for development. Dublin: Author.
- National Council for Curriculum and Assessment (April 2004). Update on the Junior Cycle Review. Available online at [www.ncca.ie](http://www.ncca.ie).
- National Council for Curriculum and Assessment (April 2005). Proposals for the Future Development of Senior Cycle Education in Ireland. Available online at [www.ncca.ie](http://www.ncca.ie).
- National Council for Curriculum and Assessment (Feb 2010). *Innovation and identity: Ideas for a new Junior Cycle*. Available online at <http://www.ncca.ie>.
- Nitko A.J. & Brookhart, S. M. (2007). *Educational Assessment of Students*. 5th Ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Perkins, R., Moran, G., Cosgrove, J. & Shiel, G. (2010). *PISA 2009: the performance and progress of 15-year-olds in Ireland. Summary Report*. Dublin: Educational Research Centre. Available at [www.erc.ie/documents](http://www.erc.ie/documents).
- Popham, W.J. (2007). *Classroom assessment. What teachers need to know*. 5th Edition Boston: Pearson.
- Seitsinger, A. M., Felner, R. D., Brand, S., & Burns, A. (2008). A large-scale examination of the nature and efficacy of teachers' practices to engage parents: Assessment, parental contact, and student-level impact. *Journal of School Psychology*, 46(4), 477-505.
- Williams, K. (1992). *Assessment: A discussion paper*. Dublin: ASTI.

### Selected websites

Framework for Junior Cycle 2015

Junior cycle education: insights from a longitudinal study of students

Inside the Black Box

Curriculum online subject specifications

SLAR information

[www.ncca.ie](http://www.ncca.ie)

[www.action.ncca.ie](http://www.action.ncca.ie)

[www.education.ie](http://www.education.ie)

[www.ty.slss.ie](http://www.ty.slss.ie)

[www.lca.slss.ie](http://www.lca.slss.ie)

[www.lcvp.slss.ie](http://www.lcvp.slss.ie)

[www.erc.ie](http://www.erc.ie)

[www.ltscotland.org.uk](http://www.ltscotland.org.uk)

[www.examinations.ie](http://www.examinations.ie)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.sdpi.ie](http://www.sdpi.ie)

[www.sess.ie](http://www.sess.ie)

### Further Reading

- Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment Evaluation and Accountability*, 21(5), 5–31.
- Smyth, E., McCoy, S., & Darmody, M. (2004). Moving up: The experiences of first-year students in post-primary education. *Economic and Social Research Institute (ESRI) Research Series*. Smyth, E., Dunne, A., McCoy, S., & Darmody, M. (2006). Pathways through the Junior Cycle: the experience of second year students. *Economic and Social Research Institute (ESRI) Research Series*. Smyth, E., Dunne, A., Darmody, M., & McCoy, S. (2007). Gearing up for the exam?: The experience of junior certificate students. *Economic and Social Research Institute (ESRI) Research Series*.
- Tofade, T., Elsner, J., & Haines, S. T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*, 77(7), 1–9.
- Senior Cycle Review Documents: <https://ncca.ie/en/senior-cycle/senior-cycle-review/introduction-to-senior-cycle-review>

### 15. Evaluation

Student formal feedback through the course management structure along with informal feedback to the lecturer

### 16. Module Coordinator

Niamh Burke O'Connell

### 17. Module Teaching Team

Niamh Burke O'Connell

## Irish Educational History and Policy

### 1. Module Code

ET7921

### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME course. No entry requirements apply.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

1 hour lecture x 10 weeks

3 tutorials per semester

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

The module sets out to offer students an introduction to the development of educational policy in the Irish state since 1945 and to contemporary policy issues in Irish education. The module explores the historical context for the development of the modern educational system and seeks to explore key policy issues and concerns in contemporary Irish education. Important strands within this module include the development and persistence of a denominational system as a result of the distinctive interaction between church and state in Ireland; the interaction between the state and private stakeholders in the reform and expansion of the Irish educational system during the mid to late twentieth century and the far-reaching influence of international organizations and networks (such as the OECD) on Irish educational policy from the 1960s until the contemporary period.

#### *Aims*

- Explore the educational policy of the Irish state and its implications for educational practice;
- Introduce students to contemporary policy issues and controversies in Irish education;
- Consider theoretical frameworks which seek to explain the relationship between society and education in the context of policy and practice in Ireland;
- Analyse critically the debate surrounding denominational/religious and secular/state-centred systems of education in an Irish context;
- Examine Irish educational policy within a European and international context;
- Encourage critical reflection on the immediate and long-term challenges facing policy-makers, stakeholders and educators.

## 7. Learning Outcomes

On successful completion of this module, students should be able to:

- Examine educational policies at primary, post-primary and higher levels within an appropriate historical context;
- Evaluate the significant issues and controversies in contemporary Irish education;
- Identify the impact of European and international institutions on educational policy and practice in Ireland;
- Analyse critically the influence of wider societal, political and cultural forces in Irish education;
- Develop a critical appreciation of the importance of ideology in education, including political ideologies of the past and the dominant free market paradigm of the last generation;
- Acquire the competence to analyse educational issues and controversies in an informed and critical fashion.

## 8. Course Content and Syllabus

The following are projected weekly content areas in the module:

- Post war Irish educational policy in a national and international context: 1945-59.
- The Politics of Expansion: the impact of 'Investment in Education' and reform of primary education, 1959-80.
- The transformation of educational policy at post-primary level: 1959-80.
- Higher Education: Diversification, expansion and the binary system.
- The Irish Language in education.
- Education and the Constitution: the parent as 'primary educator'.
- Secularisation in Irish education.
- Globalisation and the 'Knowledge based economy': international influences on Irish education.
- Contemporary policy at primary and post-primary levels: curriculum reform and a new legislative framework.
- Contemporary policy in higher education: the Hunt Report.
- Review and evaluation.

## 9. Teaching and Learning Methods

Teaching takes the form of lectures. An interactive element is built into the lectures, so that a proportion of each lecture is devoted to questions and comments on the content of the class. Areas for discussion are explored further in tutorial sessions.

The course is designed to achieve an inclusive curriculum. Efforts towards accessibility include:

- All course notes are accessible through the Blackboard system.
- Overheads are developed for optimum visual accessibility (font size and colour to allow for visual impairment).
- Accessibility of the lecturer for student support on an ongoing basis.
- Physical accessibility of the learning environment.

## 10. Required Equipment and Resources (if applicable)

PowerPoint display for presentations and internet connection in lecture theatre.

Blackboard Learn.

## 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

Summative:

One written assignment (3,000 words) which is designed to assess the students' abilities to:



- Demonstrate a range of knowledge and understanding of the specific field, indicative of extensive reading and individual research;
- Provide a critical interpretation of theoretical perspectives and issues covered in the module;
- Critically apply selected content of the module within the context of their own professional practice;
- Identify and articulate the relationship(s) between contemporary policies and historical issues.

Formative:

Students are requested to submit the title and a brief outline of their assignment well in advance of the submission date; feedback is given on this outline.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Repeat assignment (capped at 40%).

## 14. Recommended Reading Materials / Indicative Resources

### Secondary Sources

Apple, M. (1995). *Education and power*. London: Routledge.

Coolahan, J. (1981). *Irish Education: its history and structure*. Dublin: IPA.

Coolahan, J & O'Donovan, P. (2010). *A History of Ireland's School Inspectorate, 1831-2008*. Dublin: Four Courts Press.

Drudy, S. (Editor). *Education in Ireland: Challenge and Change*. Dublin: Gill & Macmillan.

Drudy, S. & Lynch, K. (1993). *Schooling and society in Ireland*. Dublin: Gill & Macmillan.

Edwards, R. and Usher, R. (1994). *Postmodernism and education*. London: Routledge.

Foucault, M. (1977). *Discipline and Punish: The birth of the prison*. Harmondsworth: Penguin.

Gewirtz, S., Ball, S. and Bowe, R. (1995). *Markets, Choice and Equity in Education*. Buckingham: Open University Press.

Giddens, A. (1995). *Politics, Sociology and Social Theory*. London: Polity Press.

Giddens, A. (2001). *Sociology*. London: Polity Press.

Giroux, H. (1984). *Ideology, Culture and the Process of Schooling*. Lewes: Falmer.

Green, A. (1990). *Education and State Formation: the rise of education systems in England, France and the USA*. London: Macmillan.

Harvey, D. (1990). *The Condition of Postmodernity*. Oxford: Blackwell

Harvey, D. (2011). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.

Hyland, A. and Milne, K. (1987). *Irish Educational Documents*, vol. 1. Dublin: CICE

Jones, V. (2006). *A Gaelic Experiment: The Preparatory System 1926-1961 and Coláiste Moibhí*. Woodfield Press.

Kelly, A. (2002). *Compulsory Irish: The Language and Education in Ireland 1870s to 1970s*. Dublin: Irish Academic Press.

Keogh, D. (2008). *Edmund Rice And The First Christian Brothers*. Dublin: Four Courts Press.

Lynch, K. (1999). *Equality in education*. Dublin: Gill & Macmillan.

Morrow, R.A. & Torres, C.A. (1995). *Social theory and education: A critique of theories of social and cultural reproduction*. Albany, NY: SUNY Press.

- Mulcahy, D.G. & O'Sullivan, D. (1989) (eds). *Irish Education Policy: Process and Substance*. IPA: Dublin.
- Ó Buachalla, S. (1988). *Educational Policy in Twentieth Century Ireland*. Wolfhound Press: Dublin.
- Parkes, S.M. (2010). *A Guide to Sources for the History of Irish Education 1780-1922*. Four Courts Press: Dublin.
- Rabinow, P. (1991). *The Foucault Reader: An introduction to Foucault's thought*. Penguin: Harmondsworth.
- Thomas, G. and Loxley, A. (2007). *Deconstructing Special Education Reconstructing Inclusion*. Maidenhead: OUP.
- Walsh, J. (2008). *Patrick Hillery: The Official Biography*. Dublin: New Island.
- Walsh, J. (2009). *The Politics of Expansion: the transformation of educational policy in the Republic of Ireland*. Manchester: MUP.
- Walshe, J. (1999). *A New Partnership in Education in Ireland: from consultation to legislation in the 1990s*. Dublin: IPA.

#### Official documents

- Department of Education and Skills (2011). *The National Strategy for Higher Education to 2030 (Hunt Report)*. Dublin: DES
- Department of Enterprise, Trade and Employment (2006). *Strategy for Science, Technology and Innovation*. Dublin: Department of Enterprise, Trade and Employment.
- Government of Ireland (1965). *Investment in Education: Report of the Survey Team appointed by the Minister for Education in October, 1962*. Dublin: Stationery Office.
- Government of Ireland (1980). *White Paper on Educational Development*. Dublin: Stationery Office.
- Government of Ireland (1995). *White Paper: Charting our Education Future*. Dublin: Stationery Office.
- Oireachtas Éireann (1998). The Education Act 1998.
- Oireachtas Éireann (2000). The Education Welfare Act 2000.
- Government of Ireland (1999). *Ready to Learn: White Paper on Early Childhood Education*. Dublin: Stationery Office.
- Department of Education and Science (2005). *Delivering Equality of Opportunity in Schools (DEIS): An action plan for educational inclusion*. Dublin: DES.
- OECD (2004). *Review of Higher Education in Ireland: Examiners' Report*. Paris: OECD.

#### Websites

- <http://www.education.ie>
- <http://www.enterprise.gov.ie/>
- <http://www.hea.ie>
- <http://www.oecd.org/>
- <http://www.esri.ie/>
- <http://www.oireachtas.ie>

#### 15. Evaluation

Student evaluation will occur in accordance with College policies for quality assurance. Student feedback will be employed to inform an annual review of course content and methods by the teaching team.

#### 16. Module Coordinator

Dr John Walsh

#### 17. Module Teaching Team

Dr John Walsh, Dr Andrew Gibson and occasional Guest Lecturers

## Sociology of Education

1. Module Code

ET8927

2. Entry Requirements (if applicable)

This is a core module for all students on the PME course.

3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

4. Module Size (hours and number of weeks)

1 hour lecture x 10 weeks

100 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

*Rationale*

The purpose of this module is to introduce students to key sociological frameworks and concepts which have been developed to explain the relationship between schooling, education and society. In particular the module will provide students with the opportunity to develop a range of critical 'thinking tools' through they can situate their work as educators vis-a-vis wider societal processes and social phenomena. In particular it will explore the way in which schooling and other forms of educational organisations are implicated in both the reproduction and distribution (as well as attempted re-distributions), of life chances and social 'goods' and 'bads', relative to different of social groups (e.g., gender, social class, sexuality, ethnicity, disability). As such it will take as its central theme Michel Foucault's notion of the productive/oppressive function of schooling as a form of social institution.

The module will firstly introduce students to the main theoretical perspectives in a deliberate chronological order of their 'appearance' within the discipline. We will begin with the structural-functionalism of for example Emile Durkheim and Talcott Parsons, followed by the re-discovery in the early 1970s of Marxism, Weber and Critical Theory and the emergence of feminist critiques. Amongst others this will include the work of Pierre Bourdieu, Michael Apple, Paul Willis, Rachel Sharp and Anne Oakley. Lastly, we will introduce the various ideas associated with postmodernism and poststructuralism & education and in particular the work of Michel Foucault, Henry Giroux, and Peter MacClaren. The second aim is to build on this introduction to explore a range of contemporary social issues additional ones (such as gender, socio-ethnic linguistics, ethnicity, inclusion and social disadvantage) as they relate to schooling and education.

The module has three aims:

- To provide a critical introduction to key sociological perspectives and concepts as they relate to education and schooling;
- To critically explore how these perspectives and concepts apply to the Irish and similar education systems;
- To enable students to explore the intersection between sociological theory in the context of their emerging professional practice.

## 7. Learning Outcomes

On successful completion of this module students should be able to:

- Critically discuss a range of sociological perspectives and concepts in relation to the field of schooling and education;
- Propose and articulate a sociologically informed stance in relation to issues in Irish schooling and education;
- Appraise the significance and impact of these perspectives and concepts presented to their own professional contexts;
- Identify and explain the importance of key sociological perspectives and concepts relative to their own professional development.

## 8. Course Content and Syllabus

The following are the four main content areas dealt with during the module.

- Introducing the grand narratives of the sociology of education part 1: the influence of structural-functionalism on the early period of the sociology of education.
- Introducing the grand narratives of the sociology of education part 2: the application of Marxism, Critical Theory and Pierre Bourdieu to the world of schooling.
- Introducing the grand narratives of the sociology of education part 3: the emergence of poststructuralism and postmodernism as a window on schooling and education.
- Contemporary Issues in Sociology of Education: Gender and identity, language and social class formation, and questions of difference around inclusion and exclusion.

## 9. Teaching and Learning Methods

The main mode of teaching is mainly expository (i.e. lectures) with the use of paired work where appropriate. Materials in the form of powerpoint slides, lecture notes and readings are housed on 'my blackboard' and categorized by theme. Students will be asked to engage in pre-reading of specific material prior to each lecture.

## 10. Required Equipment and Resources (if applicable)

PowerPoint display for presentations and internet connection in room.

## 11. Method of Assessment

One written assignment (3,000 words) designed to assess the students':

- ability to use appropriate academic conventions as per the PME regulations
- criticality and depth of understanding commensurate to masters standards
- range and depth of reading commensurate to masters standards
- critical application of concepts covered in the module
- logic and coherent development of a scholarly argument based on the use of a range of sources and perspectives
- critical synthesis of theory and practice.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Repeat assignment

## 14. Recommended Reading Materials / Indicative Resources

*Indicative Reading List*

- Apple, M. (1995) *Education and power*. London: Routledge.
- Bourdieu, P. and Passeron, J. (1977) *Reproduction in Education, Culture and Society*. London: Sage.
- Ball, S. (2004) *The RoutledgeFalmer reader in sociology of education*. London: RoutledgeFalmer.
- Bowles, H. and Gintis, S. (1975). *Schooling in Capitalist America*. London: RKP.
- Coolahan, J. (1981) *Irish Education history and structure*. Dublin: IPA.
- Drudy, S. & Lynch, K. (1993) *Schooling and society in Ireland*. Dublin: Gill & MacMillan.
- Edwards, R. and Usher, R. (1994) *Postmodernism and education*. London: Routledge.
- Foucault, M. (1977) *Discipline and Punish: The birth of the prison*. Harmondsworth: Penguin.
- Gewirtz, S., Ball, S. and Bowe, R. (1995). *Markets, Choice and Equity in Education*. Buckingham: Open University Press.
- Giddens, A. (1995) *Politics, Sociology and Social Theory*. London: Polity Press.
- Giddens, A. (2001) *Sociology*. London: Polity Press.
- Giroux, H. (1984) *Ideology, Culture and the Process of Schooling*. Lewes: Falmer.
- Giroux, H. and McClaren, P. (1994) *Border Crossings and Cultural Workers and the Politics of Education*. New York: Routledge.
- Green, A. (1990). *Education and State Formation: the rise of education systems in England, France and the USA*. London: Macmillan.
- Grenfell, M. (2008) *Pierre Bourdieu: key concepts*. Stocksfield, UK: Acumen.
- Halsey, A., Lauder, H., Brown, P. and Wells, A. (2001) *Education, Culture, Economy and Society*. Oxford: Oxford University Press.
- Harvey, D. (1990) *The Condition of Postmodernity*. Oxford: Blackwell.
- Harvey, D. (2011) *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
- Lynch, K. (1999) *Equality in education*. Dublin: Gill & MacMillan.
- Lynch, K. (1989) *The hidden curriculum: Reproduction in education, reappraisal*. London: Falmer Press.
- McLaren, P. (1993) *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures*. London: Routledge.
- Morais, A., Neves, I., Davies, B. & Daniels, H. (eds.) *Towards a sociology of pedagogy: The contribution of Basil Bernstein to Research*. Bern: Peter Lang Publishing.
- Morrow, R.A. & Torres, C.A. (1995) *Social theory and education: A critique of theories of social and cultural reproduction*. Albany, NY: SUNY Press.
- Mulcahy, D.G. & O'Sullivan, D. (1989) (eds) *Irish Education Policy Process and Substance*. Dublin: IPA.
- Ó Buachalla, S (1988) *Educational Policy in Twentieth Century Ireland*. Wolfhound Press.
- Pollard, A. (1985) *The Social World of the Primary School*. Eastbourne: Holt Rinehard.
- Rabinow, P. (1991) *The Foucault Reader: An introduction to Foucault's thought*. Penguin: Harmondsworth.
- Ritzer, G. (2000) *Sociological Theory*. New York: McGraw-Hill.
- Torres, C.A. & Antikainen, A. (eds) *The international handbook on the sociology of education: an international assessment of new research and theory*. Oxford: Rowman and Littlefield.
- Sadovnik, A. (2011) *Sociology of education: a critical reader*. London: Routledge.
- Savage, M. (2000) *Class analysis and social transformation*. Buckingham: OUP.
- Share, P, Tovey, H. & Cochoran, M. (2007) *A sociology of Ireland*. Dublin: Gill & MacMillan.
- Skeggs, B. (2004) *Class, self, culture*. London: Routledge.
- Thomas, G. and Loxley, A. (2007) *Deconstructing Special Education Reconstructing Inclusion*. Maidenhead: OUP.

**15. Evaluation**

As per PME requirements

**16. Module Coordinator**

Dr Melanie Ní Dhuinn

**17. Module Teaching Team**

Dr. Andrew Loxley

Dr. Melanie Ní Dhuinn

## ICTs for Teaching & Learning

### 1. Module Code

ET7912

### 2. Entry Requirements (if applicable)

None

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

1 hour per week over one semester (2 x 10 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

This module aims to provide students with the knowledge and skills to use ICTs for teaching and learning within the context of their curriculum areas. It is grounded in the theoretical perspective that ICTs can best enhance learning when they enable a learner centered constructivist approach based on peer and group learning and as such the module will explore both the theoretical and practical/technical considerations for this to occur. The role of the teacher in planning and facilitating such an approach and the role of the learner in enabling its realisation will also be considered. The potential for ICTs to enable the achievement of Junior Cycle Key Skills will form a key point of reference within this module.

#### *Aims*

- To develop an understanding of the potential of ICTs for teaching and learning based on awareness of appropriate theoretical and pedagogical underpinnings
- To equip students with the knowledge and skills to use both open learning tools, digital media and subject-specific software in their curriculum areas
- To enable students to plan (and eventually) implement ICT based learning interventions within their curriculum areas
- To encourage students to reflect critically on their potential use of ICTs to enable teaching and learning

### 7. Learning Outcomes

On successful completion of this module, the student will be able to:

- Propose a research-informed approach to using ICTs for teaching and learning with particular reference to Junior Cycle;
- Plan for the use of ICTs in the context of the Junior Cycle curriculum with reference to Key Skills and curriculum learning outcomes;
- Demonstrate effective use of a range of web and other applications which can be used to support a student-centred approach to learning at Junior Cycle;

- Critically evaluate the appropriateness of a range of ICT applications with reference to relevant research and literature including the Junior Cycle curriculum;
- Reflect on their own practice identifying an appropriate role for ICTs in light of the knowledge and insights gained.

#### 8. Course Content and Syllabus

The course content will include the following main areas:

- The role of ICTs in the Junior Cycle
- How students learn using ICTs
- A student-centred approach to learning using ICTs – theoretical underpinnings, the role of the teacher and the role of the learner, the learning environment
- Planning for ICTs at Junior Cycle – Key Skills and curriculum outcomes – the nature of the task, the role of group work and peer learning
- Applications to support a student-centred approach. Examples: prezzi, edmodo, schoology, webquests/google applications, gotomeeting/adobe connect, digital media
- Evaluating the appropriateness of such applications – developing appropriate frames of reference

#### 9. Teaching and Learning Methods

Experiential lab and workshop based sessions will be offered whereby students themselves will get to experience and evaluate the learner-centred approach which forms the focus of much of this module

Supplementary content will be made available online via Blackboard

#### 10. Methods of Assessment

This module will be assessed by a single assignment consisting of two components as follows (3,000 word equivalents):

1. Design a learning unit for a student-centered project within which learners will use a selected application to create an artefact which facilitates and illustrates their learning. The artefact will reflect their learning within a curriculum area (e.g. the Celts in History, the digestive system in Science) as well as related Key Skills.
2. Create an excellent "student example" of the artefact you would expect learners to produce if you were to implement your planned learning unit.

##### **Outline of learning unit (approximately 1,500 words)**

The description of the learning unit should address the following areas:

- Outline of the learning unit including curriculum learning outcomes and Key Skills;
- Description of the learner task;
- Materials, resources and equipment required;
- Students' previous knowledge (of the content and ICTs);
- Major learning activities, class by class/session by session, project timeline;
- Management of the learning unit – role of the teacher, role of the student, assignment of groups and roles, resource management;
- Description of how the learners' completed task/artefact will be assessed including specific criteria and addressing the potential for peer assessment.

##### **Sample Artefact**

The following guidelines are based on the web application prezzi. Similar guidelines will apply for other selected applications.



Create a prezi of at least 12 frames (including frames embedded within frames) including the following:

Your name/id number as a title

Appropriate amount of text & graphics per frame– using different shaped frames and hidden frames as appropriate

Use of the following as appropriate (as least one use of each): images, youtube clips, shapes, URL's

Use of colours, fonts and font sizes as appropriate

Incorporation of a path which reflects the structure of the work

No spelling or grammatical errors

**Criteria for Assessment**

Teaching unit:

- Appropriateness of units' content and learning outcomes
- Logic and fit of the task with the planned learning outcomes
- Quality of learning experience planned
- Creativity and imagination
- Appropriate assessment rubric

Sample artefact:

- Skilful inclusion of each of the required components
- Congruence between learning unit and the artefact
- Extent to which the artefact demonstrates the intended learning outcomes
- Creativity and imagination

**11. Pass Requirement**

40%

**12. Method of Supplemental Assessment**

Re-submission of the assignment

**13. Recommended Reading Materials / Indicative Resources**

Some recommended reading is as follows:

Blatchford, P., Kutnick, P., Baines, E., & Galton, M. (2003). Toward a social pedagogy of classroom group work. *International Journal of Educational Research*, 39, 153-172.

Conneely, C., Murchan, D., Tangney, B. & Johnston, K. (2013). 21 Century Learning –Teachers' and Students' Experiences and Views of the Bridge21 Approach within Mainstream Education. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 5125-5132). Chesapeake, VA: AACE.

Dede, C. (2010). Comparing Frameworks for 21st Century Skills. In J. Bellanca & R. Brandt (Eds.), *21st Century Skills* (pp. 50-75). Bloomington: Solution Tree Press.

NCCA. (2010). *Innovation and Identity: Ideas for a new Junior Cycle*.

NCCA. (2012). *A Framework for Junior Cycle*. Dublin.

Partnership for 21C skills. (2006). *A State Leaders Action Guide to 21st century skills: A new vision for education*. Tucson, AZ.

Papert, S. (1993). *The Children's Machine: Rethinking School in the Age of the Computer*

Papert, S. (1993). *The Connected Family: Bridging the Digital Generation Gap*

Partnership for 21C skills. (2011). *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills*.

Rychen, D., & Salganik, L. (2005). *The definition and selection of key competencies: Executive summary: OECD*.

Scheuermann, F., & Pedró, F. (2009). Assessing the effects of ICT in education: Indicators, criteria and benchmarks for international comparisons: Publications Office of the European Union.

**14. Evaluation**

Online survey on completion of the module

**15. Module Coordinator**

Dr. Keith Johnston

**16. Module Teaching Team**

Dr. Keith Johnston and others to be confirmed

## Researching ICTs for Teaching & Learning

**1. Module Code**

ET8912

**2. Entry Requirements (if applicable)**

Completion of the module 'ICTs for Teaching & Learning'

**3. Level (JF, SF, JS, SS, Postgraduate)**

Postgraduate

**4. Module Size (hours and number of weeks)**

5 hours contact time

100 student effort hours

**5. ECTS Value**

5 ECTS

**6. Rationale and Aims**

*Rationale*

This module aims to extend students' knowledge and confidence in using ICTs within their main curriculum area by focusing on school based implementation and data generation as a means towards the development of an analytical and critical attitude towards incorporating ICTs within their professional practice. The module will serve to prepare students for undertaking a small-scale research study based around using some element of ICTs in a learning context and builds on the module 'ICTs for Teaching and Learning' which focused on the theoretical underpinnings to using ICTs, the role of ICT in the curriculum, planning for incorporating ICTs and familiarization with ICT applications.

*Aims*

- To enable students to implement and evaluate an ICT-based learning intervention within their main curriculum area;
- To encourage students to develop their own research basis with a view to informing their professional judgments regarding ICTs in a learning context;
- To facilitate students in applying their knowledge of research methods to the application of ICTs;
- To further develop students' capacity for reflection and data-informed critique.

**7. Learning Outcomes**

On successful completion of this module, the student will be able to:

- Devise a learning unit which incorporates some element of ICTs for a targeted group of learners;
- Design an appropriate research methodology which will facilitate data collection relative to the achievement or otherwise of the stated learning outcomes;
- Critically analyse the data collected and draw logical conclusions regarding the effectiveness of the ICT-based learning unit implemented;
- Evaluate the potential role of ICTs in their professional practice with reference to the implementation and evaluation of the planned learning unit.

## 8. Syllabus

The module content will include the following main areas:

- Implementing ICTs in the learning context – key considerations;
- Researching ICTs in the learning context – appropriate methodologies and methods
- The teacher as reflective practitioner and researcher

## 9. Teaching and Learning Methods

Workshops and seminar sessions will be used to introduce the main foci for the module whilst facilitating student input and discussion. The implementation of a planned learning unit and the collection of related research data whilst on Teaching Placement is a key feature of this module. Students will be encouraged to present their work in the latter stages of the module.

## 10. Required Equipment and Resources (if applicable)

Presentation and audio-visual facilities. Supplementary content will be made available online via Blackboard.

## 11. Methods of Assessment

This module will be assessed by a single assignment consisting of a 3,000 word (or equivalent). Students will complete a piece of small-scale practitioner research based on implementing and evaluating a learning unit with incorporates an element of ICT. This will allow students to develop and apply their research skills to conduct research related to their professional practice in relation to ICT. The assignment should take the following structure:

1. Learners
  - target group
  - prior knowledge and skills
  - general learning needs
  - special needs
2. Overall Curriculum Context
  - learning goals in relation to curriculum area
  - learning goals in relation to ICTs
  - key skills
3. Learning Models/Pedagogy
  - behaviourist/constructivist methodology?
  - collaborative/group based learning?
  - project-based learning?
4. Resources
  - ICT requirements
  - other requirements
  - participation of others (students, teachers, schools, parents)?
5. Implementation
  - timeline
6. Evaluation
  - methodology and sources of data
    - the teacher as researcher
    - analysis
    - findings

7. Discussion and reflection
8. Conclusion

**Criteria for assessment:**

- Relevance of the learning unit to the target learners/curriculum context;
- Integration of relevant literature to support the learning approach and the chosen research methodology;
- Critical analysis of the data generated;
- Analytical reflection on the implications of the findings for professional practice;
- Standard of presentation.

**12. Pass Requirement**

40%

**13. Method of Supplemental Assessment**

Re-submission of the assignment

**14. Recommended Reading Materials / Indicative Resources**

Some recommended reading is as follows:

Campbell, A. Gilroy, P. (2004) *Practitioner Research and Professional Development in Education*. London, GBR: Paul Chapman Publishing.

Conneely, C., Murchan, D., Tangney, B. & Johnston, K. (2013). 21 Century Learning –Teachers’ and Students’ Experiences and Views of the Bridge21 Approach within Mainstream Education. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 5125-5132). Chesapeake, VA: AACE.

Cohen, L., Manion, L., & Morrison, K. (2011) *Research Methods in Education*. London: Routledge

Dede, C. (2010). Comparing Frameworks for 21st Century Skills. In J. Bellanca & R. Brandt (Eds.), *21st Century Skills* (pp. 50-75). Bloomington: Solution Tree Press.

Kennewell, S. S., Tanner, H. H., Jones, S. S., & Beauchamp, G. G. (2008). Analysing the use of interactive technology to implement interactive teaching. *Journal Of Computer Assisted Learning*, 24(1), 61-73.

Lichtman, M. (2010). *Qualitative Research in Education; A user’s guide*. London: SAGE

Monteith, M. (2004). *ICT for Curriculum Enhancement*. Bristol, GBR: Intellect Ltd.

NCCA. (2012). *A Framework for Junior Cycle*. Dublin.

Partnership for 21C skills. (2006). *A State Leaders Action Guide to 21st century skills: A new vision for education*. Tucson, AZ.

Papert, S. (1993). *The Children's Machine: Rethinking School in the Age of the Computer*.

Papert, S. (1993). *The Connected Family: Bridging the Digital Generation Gap*.

Partnership for 21C skills. (2011). *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills*.

Scheuermann, F., & Pedró, F. (2009). *Assessing the effects of ICT in education: Indicators, criteria and benchmarks for international comparisons*: Publications Office of the European Union.

Thomas, G. (2009). *How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: SAGE.

**15. Evaluation**

Online survey on completion of the module

**16.** Module Co-ordinator

Dr. Keith Johnston

**17.** Module Teaching Team

Dr. Keith Johnston and others to be confirmed

## History of Education

### 1. Module Code

ET8925

### 2. Entry Requirements (if applicable)

This is a core course for all students. There are no pre-requisites or co-requisites.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

Lectures over one semester: 1 hour x 11 weeks

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### **Rationale:**

This course is intended to introduce students to aspects of the history of European education. It is a mandatory requirement for prospective second-level teachers but is also intended to enrich the students' experience of teaching and working in schools by giving them a grounding in their historical context. In keeping with its nature as a master's course it also serves to prepare students to conduct research by containing an element (approximately 10% of the content) of historiography and by making extensive use of primary sources (see select list of sources below).

#### **Aims:**

The course aims to equip students with a suitable knowledge of facts and issues in history of education in western Europe.

The course aims to prepare students to conduct research, whether purely historical or simply informed by history.

The course aims to leave the students better able to contribute to the future of education of Ireland by being well-informed as to its development in its European context.

### 1. Learning Outcomes

On successful completion of this module students should be able to:

adumbrate the case for the study of the history of education by teachers;

display a thorough knowledge of western European history of education from classical Greece and Rome to the mid-twentieth century and

orchestrate their own research on history of education or use history to inform other research.

### 2. Course Content and Syllabus

Education in classical Greece and Rome.

Education in medieval western Europe.

Education in western Europe in the Renaissance.

Education in western Europe in the Reformation.

Education in western Europe in the Counter-reformation.

Education in western Europe in the period of the Scientific Revolution.

Education in western Europe in the Enlightenment.

Education in the western Europe in the Romantic Period.

Education in western Europe in the first half of the twentieth century.

Introduction to historiography and using primary sources as a basis for future, personal research.

### 3. Teaching and Learning Methods

Lectures. In keeping with a master's level course in history, emphasis is placed on students' exposure to primary sources (see selected sources). When necessary an approach is taken that ensures an inclusive curriculum for all learners, for example, by issuing materials in appropriate fonts and sizes/Braille or having a signing interpreter attend.

### 4. Required Equipment and Resources (if applicable)

None

### 5. Methods of Assessment

#### **Summative assessment:**

An open book examination, submitted through Blackboard within a three day submission window. Criteria for success in the examination are those customarily found in higher education: clarity of thought, accuracy of factual recall, elegance of prose, quantity and quality of detail, originality. – ***This may be subject to change based on the latest Government advice***

### 6. Pass Requirement

40% in examination

### 7. Method of Supplemental Assessment

Supplemental examination in the same format as the annual examination.

### 8. Recommended Reading Materials/Indicative Resources



**Selected primary sources (indicative purposes only):**

(As these works are typically available in various translations/editions students are not prescribed any particular version, but are encouraged to read, compare and contrast various versions. They are also encouraged to read texts in the original German, Greek, French, Italian, Latin, Middle English and Middle Scots, when possible. Personal names/titles used below are either in English or in translation, according to the common convention in each case).

Anonymous/corporate author:

*A Compendious Old Treatyse: Shewynge Howe That We Ought to Haue the Scriptures in Englyffhe Ratio Studiorum*

Aristophanes:

*The Frogs*

Aristotle:

*Nicomachean Ethics*

*Politics*

*Rhetoric*

Augustine:

*Confessions*

Francis Bacon:

*The Advancement of Learning*

Andrew Bell:

*The Madras School or Elements of Tuition: Comprising the Analysis of an Experiment in Education*

John Calvin:

*Institutes of the Christian Religion*

Baldesar Castiglione:

*The Book of the Courtier*

Charlemagne:

*Admonitio Generalis*

Cicero:

*De Oratore*

*On Duties*

Comenius:

*Orbis Sensualium Pictus*

William Dunbar:

*Remonstrance to the King*

Erasmus:

*Praise of Folly*

John Foxe:

*Actes and Monuments/Foxe's Book of Martyrs*

Friedrich Froebel:

*The Education of Man*

Francois Guizot:

*The History of Civilization in Europe*

Herodotus:

*The Histories*

Horace:

*The Art of Poetry*

Jerome:

*Epistle to Heliodorus*

Immanuel Kant:

*An Answer to the Question: What is Enlightenment?*

*Critique of Pure Reason*

Thomas a Kempis:

*The Imitation of Christ*

John Knox et al:

*First Book of Discipline*

Ignatius Loyola:

*Spiritual Exercises*

Martin Luther:

*Ninety-Five Theses*

*To the Councilmen of all Cities in Germany, That They Establish and Maintain Christian Schools*

Niccolo Machiavelli:

*The Prince*

Maria Montessori:

*The Montessori Method*

Robert Owen:

*A New View of Society*

William Paley:

*Natural Theology*

Johann Heinrich Pestalozzi:

*How Gertrude Teaches Her Children*

Plato/Socrates:

*The Apology*

*The Gorgias*

*The Politics*

*The Republic*

*The Symposium*

Quintilian:

*Institutes of Oratory or, Education of an Orator*

Jean-Jacques Rousseau:

*Confessions*

*Discourse on Inequality*

*Emile*

Adam Smith:

*The Wealth of Nations*

Geoffroy de Villehardouin:

*Chronicle of the Fourth Crusade*

Mary Wollstonecraft:

*A Vindication of the Rights of Woman*

**Secondary (recommended):**

- Anderson, BS and Zinsser, JP *A History of Their Own: Women in Europe from Pre-History to the Present* (Harmondsworth: Penguin: 1988 [2 vols]).
- Bantock, GH *Studies in the History of Educational Theory* (London: George Allen & Unwin, 1987 [2 vols]).
- Bowen, J *History of Western Education* (London: Methuen, 1981 [3 vols]).
- Boyd, W and King, EJ *The History of Western Education* (London: Bloomsbury, 1995).
- Burckhardt, J *The Greeks and Greek Civilization* (London: HarperCollins, 1998).
- Davies, N *Europe: A History* (London: Macmillan/Papermac, 2001).
- Lawton, D and Gordon, P *A History of Western Educational Ideas* (London: Woburn, 2002).
- Rashdall, H *The Universities of Europe in the Middle Ages* (Oxford: Oxford University Press, 1986 [3 vols]).
- Stewart, W and McCann, W *The Educational Innovators* (London: Macmillan, 2000 [2 vols]).

**Secondary (recommended/indicative purposes only):**

- Crook, D and McCulloch, G 'Comparative Approaches', *History of Education*, 31/5 (2002).
- Cundliffe-Lagemann, E 'Does History Matter in Educational Research?', *Harvard Educational Review*, 75/1 (2005).
- Cunningham, P 'The Montessori Phenomenon' in: Hilton, M and Hirsch, P, eds, *Practical Visionaries: Women, Education and Social Progress, 1790-1930* (Harlow: Longman, 2000).
- Idem 'Innovators, Networks and Structures: Towards a Prosopography of Progressivism', *History of Education*, 30/5 (2001).
- Danushevskaya, A 'The Formation of a Renaissance Nobleman', *History of Education*, 31/6 (2002).
- Darling, J *Child Centred Education and its Critics* (London: Paul Chapman, 1994).
- Depaepe, M 'What Kind of History May We Expect for the C21?', *Paedagogica Historica*, 39/1&2 (2003).
- Ellsmore, S *Carry on Teachers! Representations of the Teaching Profession in Screen Culture* (Stoke-on-Trent: Trentham, 2006).
- Evans, RJ *In Defence of History* (London: Granta, 1997).
- Ferns, HS 'Towards an Independent University', in: Lowe, R, ed, *Major Themes in Education: The History of Higher Education* (London: Routledge, 2009).
- Fielding, M 'Alex Bloom: Pioneer of Radical State Education', *Forum*, 47/2&3 (2005).
- Furedi, F *Where Have All the Intellectuals Gone? Confronting Twenty-First Century Philistinism* (London: Continuum, 2009).
- Graham, G *Universities: The Recovery of an Idea* (Thorverton: Imprint Academic, 2002).
- Grosvenor, I 'The Art of Seeing: Promoting Design in Education in 1930s England', *Paedagogica Historica*, 41/4&5 (2005).
- Idem et Lawn, M 'Portraying the School: Silence in the Photographic Archives', in: Mietzner, U, Myers, K and Peim, N eds *Visual History: Images of Education* (Bern: Peter Lang, 2005).
- Hamlyn, DW, *The Penguin History of Western Philosophy* (Harmondsworth: Penguin, 1987).
- Kristjansson, K 'Education and Society: A Plea for a Historicized Approach', *Journal of Philosophy of Education*, 33/2 (2004).
- Limond, D 'From a Position of Educational Prominence to One of Almost Total Obscurity? Royston James Lambert and Dartington Hall School', *Journal of Historical Biography*, 12 (2012).

- Idem 'The UK Edition of The Little Red Schoolbook: A Paper Tiger Reflects', *Sex Education*, 12/5 (2012)
- Idem 'Silencing the 'Other' Black Paper Authors', *History of Education Review*, 44/1 (2012).
- Idem et Loxley, A *Dilated Pupils: Seeing Schools Through Films, Occasional Paper No 4* (Dublin: School of Education, Trinity College, 2012).
- Idem 'The Gods of the Market Tumble: Against Neo-Liberalism, for Intellectualism and Towards New Universities in Ireland', in: Walsh, B ed *Degrees of Nonsense: The Demise of the University in Ireland* (Dublin: Glasnevin Publishing, 2012).
- Idem 'I Hope Someone Castrates You, You Perverted Bastard': Martin Cole's Sex Education Film, *Growing Up*', *Sex Education*, 9/4 (2009).
- Idem 'More of a School than a Show?: Events in Glasgow, 1888-1988', in: Lawn, M, ed, *Modelling the Future: Exhibitions and the Materiality of Education* (Didcot: Symposium Books, 2009).
- Idem 'Strangers and Sojourners: Who were Miss V and Miss W?', *African Identities*, 6/1 (2008).
- Idem 'I Never Imagined the Time Would Come: Martin Cole, the *Growing Up* C controversy and the Limits of School Sex Education in 1970s England', *History of Education*, 37/3 (2008).
- Idem 'Outcasts of the Orkney (and Other) Islands: Abusive Scottish Insular Teachers, 1872-1945' in: Potts, A and O' Donoghue, T, eds], *Schools as Dangerous Places: A Historical Perspective* (Youngstown: Cambria, 2008).
- Idem 'Miss Joyce Lang, Kidbrooke and the Great Comprehensive Debate: 1965-2005', *History of Education*, 36/3 (2007).
- Idem 'Michael Duane after Risinghill: Rise and Fall of an Educational Celebrity', *Journal of Educational Administration and History*, 37/1 (2005).
- Idem 'Keeping Your Head and Losing it in the Celluloid Classroom: (Non)sense and (Feminine) Sensibility in Two Films of Boarding School Life, *If... and Picnic at Hanging Rock*', in: Mietzner, U, Myers, K and Peim, N, eds, *Visual History: Images of Education* (Oxford: Peter Lang, 2005).
- Idem 'Frequently but Naturally: William Michael Duane, Kenneth Charles Barnes as Teachers as Innovators in Sex(uality) Education in English Adolescent Schooling, c 1945-1965', *Sex Education*, 5/2 (2005).
- Idem 'Editorial: Forgive us our Transgressions', *History of Education* (conference special edition) 34/5 (2005).
- Idem 'An Educational Crisis in Scotland: The Democratic Intellect Revisited', *Scottish Educational Review*, 36/1 (2004).
- Idem 'Dead Man Talking: Michael Duane's Reflections on Risinghill', *History of Education Researcher*, 72 (2003).
- Idem 'Locality, Education and Authority in Scotland: 1902-2002 (via 1872)', *Oxford Review of Education*, 28/2&3 (2002)
- Idem 'Like the Spirit of the Army": Fascistic Discourse and the National Association of Schoolmasters, 1919-1939', in: Goodman, J and Martin, J, eds, *Gender, Colonialism and the Politics of Experience* (London: Woburn, 2002).
- Idem 'Risinghill and the Ecology of Fear', *Educational Review*, 54/2 (2002).
- Idem 'Risinghill Revised', *History of Education*, 31/6 (2002).
- Idem 'Philosophy, Pantomime and Policy-Making in Education', *Prospero*, 8/3 (2002).
- Lowe, R 'Presidential Address to the History of Education Society', *History of Education*, 31/6 (2002).

- Idem *The Death of Progressive Education: How Teachers Lost Control of the Classroom* (London: Routledge, 2007).
- Morgan, T *Literate Education in the Hellenistic and Roman Worlds* (Cambridge: Cambridge University Press, 1998).
- Ozment, S *Flesh and Spirit* (London: HarperCollins, 2001).
- Oelkers, J 'Nohl, Durkheim and Mead: Three Different Types of History of Education', *Studies in Philosophy and Education*, 23/5 (2005).
- Rabinow, P, ed, *The Foucault Reader* (Harmondsworth: Penguin, 1991).
- Rae, J *The Public School Revolution: Britain's Independent Schools, 1964-1979* (London: Faber & Faber, 1981).
- Readings, B *The University in Ruins* (Cambridge: Harvard University Press, 1996).
- Reiss, M 'The History of School Sex Education', *Muslim Education Quarterly*, 15/2 (1998).
- Rose, J *The Intellectual Life of the British Working Classes* (New Haven: Yale University Press, 2001).
- Schmidt, J, ed, *What is Enlightenment? Eighteenth Century Answers to Twentieth Century Questions* (Berkeley: University of California Press, 1996).
- Smith, DG 'Experimental Hermeneutics: Interpreting Educational Reality', in: idem *Pedagon: Interdisciplinary Essays in the Human Science, Pedagogy, and Culture* (New York: Peter Lang, 1999).
- Sörtlin, S and Vessuri, H, eds, *Knowledge Society vs Knowledge Economy: Knowledge, Power and Politics* (London: Palgrave Macmillan, 2007).
- Stevenson, J 'When the Lights Go Down (in the Classroom): A Look at Sex-Education Cinema and the (Related) Moralistic Melodrama', in: idem, ed, *Fleshpot: Cinema's Sexual Myth Makers and Taboo Breakers* (Manchester: Headpress, 2000).
- Thompson, EP 'Agenda for Radical History' in: idem, *Making History: Writings on History and Culture* (New York: Free Press, 1994).
- Thompson, P *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 2000).
- Tosh, J *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (Harlow: Longman, 1997).
- Vincent, D *Poor Citizens: The State and the Poor in Twentieth Century Britain* (Edinburgh: Addison, Wesley & Longman, 1996).
- Volansky, A *The Rise and Price of the Standards Movement* (Tel Aviv: Harold Hartog School of Government and Policy, 2007).
- Weber, S and Mitchell, C '*That's Funny, You Don't Look Like a Teacher*': *Interrogating Images and Identity in Popular Culture* (London: Falmer, 1995).
- Idem *Reinventing Ourselves as Teachers: Beyond Nostalgia* (London: Falmer, 1999).
- Winch, C and Gingell, J 'Reductionism' in: idem, eds, *Key Concepts in the Philosophy of Education* (London: Routledge, 1999).

## 9. Evaluation

Students' views are listened to informally and acted on if appropriate. Course evaluations are conducted formally by the Course Co-ordinator.

## 10. Module Coordinator/Teaching Team

Dr. David Limond

## Educational Philosophy and Theory

### 1. Module Code

ET8926

### 2. Entry Requirements (if applicable)

None

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

11 x 1 hours of lectures

Total student effort of 100 hours

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

An introduction to the theory and philosophy of education forms part of the preparation for teachers to become critical, reflective practitioners, educational agents and informed commentators on general educational matters by providing an opportunity to learn the concepts, language, politics and ethics of education and to develop the critical skills to analyse policy, research and practice

#### *Aims*

- To introduce students to the concepts, language and models of contemporary educational theory
- To develop a thoughtful, informed and critically reflective approach to education and teaching
- To develop a critical engagement with models and aims of education

### 7. Learning Outcomes

On successful completion of this module, the student will be able

- To examine and evaluate modern concepts of knowledge, particularly subject knowledge
- To identify, compare and contrast models of the human learner
- To summarise, argue coherently for and defend or refute different models of education employing educational theory literature
- To construct a personal professional ethical position based on an informed ethics and the Code of Professional Conduct for Teachers
- To construct a personal philosophy of education that might be applied to practice, based on research evidence and/or philosophical argument from academic literature.

### 8. Course Content and Syllabus

The lectures are divided into 6 sections:

The concept of knowledge in historical and contemporary understandings (2 lectures)

Models of the human learner: Platonic, Aristotelian, Enlightenment, Postmodernist (3 lectures)

The aims of education: human flourishing, modernist autonomy, feminist care (2 lectures)

The philosophical principles of feminist and critical pedagogies (2 lectures)

The ethics of education, teaching and learning (2 lectures)

#### 9. Teaching and Learning Methods

Teaching is by lectures. Learning materials for each lecture [slides, readings...] are available on the module's 'Blackboard' facility.

Also available here are the module specifications, reading lists, suggestions for essay titles, assessment criteria and a blog.

#### 10. Required Equipment and Resources (if applicable)

None

#### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

*Summative*

Summative assessment is by a 3,000 word essay. The essay is assessed according to five criteria closely aligned to the learning outcomes: *content and connection to practice; quality of analysis and criticality; structure, logical argument and academic citation conventions; personal and professional reflection; evidence of reading and research-based response*. The assessment criteria documentation provides marking descriptors for each of the criteria.

Formative assessment is by student questioning in lectures. A question and answer element is included in most lectures.

#### 12. Pass Requirement

40% on essay assessment

#### 13. Method of Supplemental Assessment

Supplemental essay

#### 14. Recommended Reading Materials / Indicative Resources

##### **Anthologies and Collections**

Blake, N. & Smeyers, P et. al (2003). (eds.) *The Blackwell Guide to the Philosophy of Education*. Oxford: Blackwell.

Curren R. (2003). (ed.) *A Companion to the Philosophy of Education*. Oxford: Blackwell.

Curren, R. (2007). (ed.) *Philosophy of Education: An Anthology*. Oxford: Blackwell.

Hogan, P (1995). *The Custody and Courtship of Experience*. Dublin: Columba Press.

Walsh, B. (2011). (ed.) *Education Studies in Ireland*. Dublin: Gill and Macmillan [required reading]

##### **"A teacher's knowledge of knowledge": Knowledge and the Curriculum**

Adler, J. E. (2003). Knowledge, Truth and Learning, in R. Curran, (ed.) *A Companion to the Philosophy of Education*. Oxford: Blackwell.

Hogan, P (2005). The Integrity of Learning and the Search for Truth, *Educational Theory*, 55 (2), 185-200.

Noddings, N (1998). *The Philosophy of Education*. Boulder CO: Westview, Chapter 6.

Siegel H. (2003). Cultivating Reason in R. Curren (ed.) *A Companion to the Philosophy of Education* (pp. 305-319), Oxford: Blackwell.

Woolman, M. (2006). [2nd ed.] *Ways of Knowing*. Sydney, Aus: Ibid Press.

### **Learning to become human: Attributes and Languages of the Human Learner**

Hodgkiss, P. (2001). *The Making of the Modern Mind*. London: The Athlone Press. Chapter 6.

Lyons, W. (1995). (ed.) *Modern Philosophy of Mind*. London: Dent, Introduction.

Seery, A. (2008). Zizek's dialectics of ideology and the discourses of Irish education. *Irish Educational Studies*, 27 (2), 133-146.

Wenger, E. (1998). *Learning, Meaning and Identity*, Cambridge: Cambridge University Press.

### **The Aims of Education**

Carr, W. (1995). *For Education: Towards Critical Educational Inquiry*, Buckingham: Open University Press, Chapter 3.

Dewey, J. (1900). *The School and Society*. Chicago: University of Chicago Press.

Reeve, C. D. C. (1998). Aristotelian Education, in A. O. Rorty (ed.), *Philosophers on Education*. (pp. 51-65), London: Routledge.

Seery, A. (2011). Philosophy of Education in B. Walsh (ed.) *Education Studies in Ireland* (pp. 5-29), Dublin: Gill and Macmillan.

Standish, P. (2003). The Nature and Purposes of Education in R. Curren (ed.) *A Companion to the Philosophy of Education* (pp. 221-231), Oxford: Blackwell.

Vlieghe, J. (2013). Experiencing (Im)potentiality: Bollnow and Agamben on the Educational Meaning of School Practices. *Studies in Philosophy and Education* 32 (2), 189-203.

White, J. (1990). *Educational Aims and the Good Life* London: Kogan Paul.

\_\_\_\_\_, (2007). Well-being and Education: Issues of Culture and Authority, *Journal of Philosophy of Education*, 41 (1), 17-28.

### **Education and Self-formation: Bildung, Culture and Multicultural Education**

Biesta, G. (2002). How General Can Bildung Be? Reflections on the Future of a Modern Educational Ideal, *Journal of the Philosophy of Education*. 36 (3), 377-390.

Dhillon, P. A. & Halstead, J. M. (2003). "Multicultural Education" in N. Blake, and P. Smeyers, et. al (eds.) *The Blackwell Guide to the Philosophy of Education*, (pp. 146-162), Oxford: Blackwell.

Kazepides, T. (2012). Dialogue in the Shadow of Ideologies. *Educational Philosophy and Theory*. 44 (9), 959-965.

May, S. (1999). Critical Multiculturalism and cultural difference: Avoiding essentialism, in S. May (ed.) *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education*. London: Falmer Press.

Parekh, B. (2000). *Rethinking Multiculturalism*. London: Palgrave.

Seery, A. (2010). Education, Self-formation and the World of Web 2.0, *London Review of Education*, 8 (1), 63-73.

Tamir, K (1995). *Democratic Education in a Multicultural State*. London: Blackwell.

Wang, H. (2005). Aporias, Responsibility, and the Im/possibility of Teaching Multicultural Education, *Educational Theory* 55 (1), 45-60.

### **Feminism and Education**

Gaskell, J. (2008). Learning from the women's movement about educational change. *Discourse: Studies in the Cultural Politics of Education* 29 (4), 437-449.

Martin, J. R. (2003). "Feminism" in R. Curren (ed.) *A Companion to the Philosophy of Education*. Oxford: Blackwell, 192-205.

Martin, J. R. (1994). *Changing the Educational Landscape: Philosophy, Women and the Curriculum*. London: Routledge.

Noddings, N (1998). *The Philosophy of Education*. Boulder CO: Westview, Chapter 10.

Nicholson, Carol (1989). Postmodernism, Feminism, and Education: The Need for Solidarity. *Educational Theory* 39 (3), pp. 197-205.

### **Politics, Ethics and Education**

Callan, E & White, J. (2003). Liberalism and Communitarianism, in N. Blake, and P. Smeyers, et. al (eds.) *The Blackwell Guide to the Philosophy of Education* (pp. 95-109), Oxford: Blackwell.



- Mason, Mark (2001). The Ethics of Integrity: Educational Values Beyond Postmodern Ethics. *Journal of Philosophy of Education* 35 (1), 47-69.
- Mulcahy, D. (2011). Assembling the 'Accomplished' Teacher: The performativity and politics of professional teaching standards. *Educational Philosophy and Theory*, 43(S1), 94-113.
- Mulhall, S. (1998). Political Liberalism and Civic Education: The Liberal State and its Future Citizens. *Journal of Philosophy of Education* 32 (2), 161-176.
- Seery, A. (2008). Ethics and Professionalism in Teaching. *Studies*, 97 (386), 183-192.
- Strike, K. A. (2003). The Ethics of Teaching in R. Curran (ed.) *A Companion to the Philosophy of Education* (pp. 509-524), Oxford: Blackwell.
- Winch, C. (2002). The Economic Aims of Education. *Journal of Philosophy of Education* 36 (1), 101-117.

### **Critical Pedagogy**

- Giroux, H. A. (1997). *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling*. Boulder, CO: Westview Press.
- Fischman, G.A., McLaren, P et al. (eds) (2005). *Critical Theories, Radical Pedagogies and Global Conflicts*. Oxford: Rowman and Littlefield.
- Freire, P. (1995). *Pedagogy of Hope. Reliving Pedagogy of the Oppressed*. New York: Continuum.
- Galloway, S. (2012). Reconsidering Emancipatory Education: Staging a conversation between Paolo Freire and Jacques Rancière. *Educational Theory* 62 (2), 185-201.

### **15. Evaluation**

Student informal feedback using the School's feedback report form in the final lecture; CAPSL student survey

### **16. Module Co-ordinator**

Dr. Andrew Gibson

### **17. Module Teaching Team**

Dr. Andrew Gibson

## Elective modules

### Citizenship Education (CSPE) within Wellbeing

**1. Module Code**

ET7919

**2. Entry Requirements (if applicable)**

N/A

**3. Level (JF, SF, JS, SS, Postgraduate)**

Postgraduate

**4. Module Size (hours and number of weeks)**

10 weeks x 1 hour a week

**5. ECTS Value**

5 ECTS

**6. Rationale and Aims**

*Rationale*

Civic, social and Political Education (CSPE) remains a core subject within the Junior Cycle and now forms part of the suite of subjects known as Wellbeing. While it is very important that students learn self-care and personal wellbeing, the part they can play in society as young citizens and later as adults is equally important. When young people engage with citizenship education they learn how to iterate, think and innovate. They learn to develop the capacity to critically reflect on their active engagement with society and serve the community in meaningful ways. In the future citizens will need to know how to be active, well-informed and appropriately skilled in a changing world.

Citizenship Education is complex –it takes place in so many locations within society – within families, neighborhoods, faith communities, other communities, in interpersonal relationships and within schools. In an increasingly complex global and multicultural society it is critical that school provides an education that will enable students to understand and participate actively in the world in which they live. This elective will focus on developing in students the skills, attitudes and knowledge needed to integrate citizenship education into their teaching and so help deliver the type of education needed in today's world. The course will be informed by a focus on aspects of living in, and engaging with, a democratic society together with a fundamental awareness and understanding of human rights and social responsibility.

*Aims*

- To enable students to integrate a citizenship education dimension into their teaching.
- To connect CSPE to the Indicators of Wellbeing and fostering the development of the key skills identified for students in the Junior Cycle as they apply to CSPE; in this way to provide future teachers with the knowledge, skills, methods and approaches needed to engage their students in an effective experience of citizenship education.
- To have students expand their own knowledge and skills; to explore their own attitudes and disposition to citizenship education so that they can empower their students to become informed, active participatory citizens.

- To connect classrooms with the real world.

## 7. Learning Outcomes

*On successful completion of this module, the student will be able to demonstrate:*

- an understanding of the core principles and practice of citizenship education
- the ability to recognise and respond to a range of opportunities for the promotion of Citizenship education within the Junior Cycle
- the ability to design, deliver and assess in a range of appropriate and creative way, an effective citizenship education course
- competency in the use of active learning methodologies and collaborative approaches to learning
- a confidence in the promotion of an inclusive teaching and learning environment

## 8. Course Content and Syllabus

- Theory, history and rationale for citizenship education.
- Exploring key content areas as outlined in the NCCA Wellbeing Guidelines for CSPE (70 hours or 100 hours course).
- Understanding culture and identity, exploring difference.
- Understanding the power of the media.
- Teaching and learning about human rights and children's rights
- Theme-based and active learning approaches to learning about the citizen as individual, the citizen as a member of the community and as a global, world citizen.
- Highlighting citizenship perspectives within specific areas of the curriculum (e.g. in English literature; Geography: trade and development issue; Business studies: fair trade, carbon footprint, volunteerism; Science: environmental biology; History: Cultural difference, slavery, conflict; SPHE: ethical decision making, the well-citizen: and Citizenship Education itself).
- Accessing and assessing teaching resources (including websites).
- The inclusive school and classroom - examining wider issues such as obstacles to inclusion, discrimination and racism: to make citizenship education accessible to all students.
- Active participatory citizenship – cultivating the disposition that will enable students to take action on local, national and international issues of interest to them as citizens. Such action might include organising trips, guest speakers, undertaking awareness raising activities, carrying out surveys, producing publications, lobbying, organising mock elections and the like.

## 9. Teaching and Learning Methods

Each session will take the form of a workshop exploring the key knowledge and skills relating to a citizenship education theme as found in international literature.

A variety of active learning methodologies will be used and a guide to undertaking a range of active learning/co-operative learning will be provided.

A focus on enabling students to actively engage with the world beyond the classroom will be evident.

One guest lecturer, preferable a practicing Citizenship Education teacher.

A local field trip if feasible.

Suggestions for differentiating all aspects of the curriculum to meet students' individual additional learning needs.

**10. Required Equipment and Resources (if applicable)**

A room suitable for active learning is critical.

Access to computer/screen.

**11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)**

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12

**12. Pass Requirement**

40% in assignment

**13. Method of Supplemental Assessment**

Re-submission if failed.

**14. Recommended Reading Materials / Indicative Resources**

These will be distributed to students during the first session.

**15. Evaluation**

Written feedback from students (anonymous if they wish) to address issues in their learning and in relation to the roll-out to the Elective. These will form the basis of a discussion with the participants. They will inform future planning.

**16. Module Coordinator**

Ms. Máirín Wilson

## Development Education

### 1. Module Code

ET7925

### 2. Entry Requirements (if applicable)

N/A

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

10 weeks x 1 hour a week

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

The Development Education (DE) elective will encompass a series of lectures and workshops on active learning methodologies, building critical media literacy skills, and enabling creative approaches to delivering issue-based content in the classroom. The student teacher will explore themes of social injustice, inequality, human dignity, cultural and environmental concerns framed within the context of DE.

The programme will equip the student teachers with essential strategies and methodological approaches that will enable them to teach their subjects through creative and imaginative teaching methods while constructively meeting the specific need of their subject area.

Module aims:

- To understand the rationale, context and educational process that underpins and informs the practice of DE;
- To facilitate the teacher to create an innovative pedagogical framework in which to examine DE themes into subject areas specific to their teaching practice;
- To enable teachers to teach their subject areas through creative teaching methods and imaginative engagement with content;
- To facilitate an environment that encourages experiential, participative and collaborative engagement among the teachers through active learning methodologies, inquiry based learning and peer tutoring;
- Encourage the teacher to research subject matter that they are empathetic towards or have experience of in order to contextualise the engagement with the issue and go beyond a literal approach to the DE theme;
- Generate discussion and debate among the student teachers in order to question human values and opinions relating to the issue that they will explore.

### 7. Learning Outcomes

By the end of the module the student teacher will be able to:

- Create a mind map to generate concepts relating to DE themes
- Structure timelines to illustrate the progression of ideas and the exploration of DE concepts and themes

- Source and compile a bank of visual stimuli to provide visual references for imaginative and, creative interpretation of DE themes.
- Research and gather relevant support studies to underpin and influence the exploration of the development education theme.
- Devise a question strategy that facilitates the learner to engage in the critical analysis of issue-based images
- Identify possible opportunities where an action component can be introduced to encourage and endorse a key component of DE and facilitate activism
- Create a scheme of work containing three lessons that presents a focused and engaged exploration of a DE theme specific to their subject area.

## 8. Course Content and Syllabus

Introductory session: an overview of Development Education

### Week 1.

- The concept of 'Development' in terms of Human Development
- Brief historical framing and rationale of Development Education
- DE's current policy and practice (Irish Stakeholders: Irish Aid/Ubuntu/NCCA)
- Identify ways to embed DE into your specific subject area with post primary curriculum.

### Week 2

- Introduction to active learning methodologies and approaches: that enable an experiential learning environment.
- Collaborative Mind mapping

### Week 3

Guest Speaker to frame DE within an NGO context

### Week 4

- DE as an educational process -Pedagogy and practice
- Structuring a subject specific learning framework for DE-
- Rationale for group work
- Action Component – going beyond the charity model

### Week 5

- Building a bank of visual resources
- Critical visual literacy skills: Reading imagery
- The role of photography as a social commentator
- Ethical concerns when exploring imagery in a classroom context

### Week 6

Guest speaker

### Week 7

- Chose DE area of interest and identify where to locate DE scheme within subject curriculum area.
- Source a selection of images that represents a critical examination of the DE theme.
- Devise a question strategy to enable critical engagement with the DE theme (relevant to introductory lesson)

### Week 8 & 9

- TP planning - Structuring collaborative DE scheme of work.

### Week 10&11

- Presentations of schemes and resources to underpin delivery of scheme.

### 9. Teaching and Learning Methods

In alignment with the Ubuntu Networks philosophy that enables collective engagement among learners, group work will be an integral part of the DE programme. This will encourage collaborative engagement and peer tutoring among the participants of the workshop and foster a learning environment that:

- Encourages peer mentoring, to encompass and acknowledge the diversity of opinion, knowledge, skill base and different ways of thinking within the group dynamic
- Challenges each other to find a collective vision that incorporates each participant's perspective.
- Enables each participant to translate their own experience of group work into facilitating CPD workshops.
- Contextualises how teachers/ pupils would feel in relation to compromising and sharing for the benefit of the collective as opposed to the individual.

### 10. Required Equipment and Resources (if applicable)

A room suitable for active learning is critical.

Access to ICT terminal and digital projector

Flip chart – Markers/Paper

### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12

### 12. Pass Requirement

40% in each element

### 13. Method of Supplemental Assessment

Re-submission if failed.

### 14. Recommended Reading Materials / Indicative Resources

Recommended Reading Materials / Indicative Resources

<http://www.ubuntu.ie>

The Ubuntu Network primary aim is to build capacity of teacher educators and student teachers to engage with and promote Development Education in post-primary ITE. The web site has a range of resources including subject specific resources for post primary education and an extensive listing of web links to a range of DE/Human rights organisations.

DevelopmentEducation.ie: a dedicated website with cartoons, images, articles, icebreakers, stimulus sheets and lots of other resources relating to DE/ESD issues.

80:20 Educating and Acting for a Better World: promotes education on human development and human rights; includes free extracts from the book '80:20 Development in an Unequal World', 6th Edition

Irish Development Education Association: an umbrella association that represents organisations and individuals engaged in the advancement of DE throughout the island of Ireland; website includes useful information, resources, publications, and links.

DICE Project: Development & Intercultural Education within initial primary education.

Amnesty International Ireland: the country's largest human rights organisation with over 15,000 members and supporters, and part of a global movement of more than 3.2 million people working in more than 150 countries around the world.

Human Rights Education Module (Transition Year): Voice Our Concern is a human rights education project devised by Amnesty International. The resource enables senior cycle students to learn about and discuss human rights in a creative, participatory and empowering way.

## 15. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module coordinator.

## 16. Module Coordinator

Hugh Bergin



## Literacy (& Numeracy) Across the Curriculum

### 1. Module Code

ET7926

### 2. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 3. Module Size (hours and number of weeks)

10 weeks x 1 hour a week (includes one 2 hour slot with optional allotted time for assessment group work).

### 4. Teaching and Learning Methods

Introductory lectures; group and individual tasks; practical application of theory based on writing brought in from each student's personal classroom; and development of learning material by each student based on combination of lectures, material from essays and writing from their individual classrooms.

### 5. Aims and Summary

Summary

All students will develop an understanding of literacy and numeracy in respect of the second level curriculum and be able to practically apply this knowledge to classroom practice.

Specifically, the elective aims to:

- Introduce students to the foundation of literacy and numeracy at second level education
- Offer students a range of practical methods, including grammar and genre, drawn from theory, for use in their classrooms, and meaningful to their specific subject area;
- Equip students to assess their pupils' work in a manner that allows for potential extension of their literacy and numeracy development within all areas of the curriculum;
- Enable students to engage in a reflective space within which to talk through their practice on the road to better understanding theory.

### 6. Expected Learning Outcomes

On successful completion of this module, students will be able to:

- Interpret, comprehend, and describe The *National Literacy and Numeracy Strategy* and its relevance to teaching in Irish schools;
- Actively engage in classroom interaction with applied thinking about literacy and numeracy informed by current theory;
- Identify the functional grammatical features of genres and writing in their specific subject areas, in reference to classroom textbooks, sample exam scripts, and sample student writings;
- Illustrate practical methodologies for assessing their own students' work in the various subject areas of the curriculum;
- Engage with and put into practice ways of interpreting statistics in both teaching and learning
- Demonstrate their awareness of language, and language about language, as it is relevant to literacy across the curriculum, in ways that allow for seamless integration into each student's teaching practice.

### 7. Required Equipment

Computer with PowerPoint software for presentations. Students will need to have a copy of their rationale printed on the day of the presentation.

### 8. Special Features (e.g. field trip)

Guest lectures will be given by representatives from the PDST and the CSO. There will be a special two-hour session given by a representative from the CSO. This will be from 9-11am on a date to be confirmed in November.

In addition, students may be expected to bring in examples of written language from within their classrooms. These could include: textbooks used in the classroom; sample exam sheets/questions; or, writing by their own pupils, in the specific subject areas, to use as exemplars.

### 9. Assessment Mode (e.g. coursework, examination, other)

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12

### 10. Recommended Reading

Books (with TCD library location, if available):

Christie, Frances (2012) *Language Education Throughout the School Years: A Functional Perspective*. Chichester: Wiley-Blackwell. Ussher Stacks PL-529-711.

Christie, Frances and Simpson, Alyson (Eds.) (2010) *Literacy and Social Responsibility: Multiple Perspectives*. London: Equinox. Berkeley Basement HL-323-103.

Christie, Frances and Ray Misson (eds.) (1998) *Literacy and Schooling*. London: Routledge. Santry Stacks: HL-210-542.

Christie, Frances and Martin, J.R. (eds.) (1997) *Genre and Institutions: Social Processes in the Workplace and School*. London: Continuum. Santry Stacks: HL-201-539.

Cope, William and Kalantzis (eds.) (2012/1993) *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Routledge. Lecky Lending: LEN-372-4 R23.

Green, Bill. (ed.) (1993) *The Insistence of the Letter: Literacy Studies and Curriculum Theorising*. London: Falmer Press. Lecky Lending: 375 N23.

Hasan, Ruqaiya and Williams, Geoff. (eds.) (1995) *Literacy in Society*. London: Longman. Ussher Stacks: PL-268-984.

Martin, J.R. and Rose, David. (2008) *Genre Relations: Mapping Culture*. London: Equinox Publishers. Lecky Open Access: 306.44 P595.

- Rose, David and Martin, J.R. (2012) *Learning to Write/Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School: Scaffolding Democracy in Literacy Classroom*. London: Equinox Publishers.
- Unsworth, Len. (2001) *Teaching Multiliteracies Across the Curriculum: Changing Contexts of Text and Image in Classroom Practice*. Buckingham: Open University Press. Ussher Stacks PL-353-310.
- Webster, Alec, Beveridge, Michael and Reed, Malcolm. (1996) *Managing the Literacy Curriculum: How Schools Can Become Communities of Readers and Writers*. London: Routledge. Lecky Open Access 375-8p N61.
- Wray, David and Shilvock, Kaye. (2003) *Cross-Curricular Literacy 11-14*. London: Letts Educational. Santry Stacks PX-196-777.
- Wyse, Dominic (Ed.) (2012) *Literacy Teaching and Education, 4 volumes*. Los Angeles: Sage Publication. Ussher, Open Access 8p18 R211.1, 2, 3, 4.

Essays to be distributed in class:

- Andrews, Richard, Torgerson, Carole, Beverton, Sue, Freeman, Allison, Locke, Graham, Robinson, Alison and Zhu, Die. (2006) The Effect of Grammar Teaching on Writing Development. *British Educational Research Journal*. Vol. 32, No. 1. pp. 39-55.
- Exley, Beryl and Mills, Kathy. (2012) Parsing the Australian English Curriculum: Grammar, Multimodality and Cross-Cultural Texts. *Australian Journal of Language and Literacy*. Vol. 35, No. 1. pp. 192-205.
- Harper, Helen and Rennei, Jennifer. (2008) 'I Had to go Out and Get Myself a Book on Grammar': A Study of Pre-service Teachers' Knowledge About Language. *Australian Journal of Language and Literacy*. Vol. 32, No. 1. pp. 22-37.
- Jones, Pauline and Chen, Honglin. (2012) Teachers' Knowledge About Language: Issues of Pedagogy and Expertise. *Australian Journal of Language and Literacy*. Vol. 35, No. 1. pp. 147-168.
- Macken-Horarik, Mary, Love, Kristin and Unsworth, Len. (2011) A Grammatics 'Good Enough' for School English in the 21<sup>st</sup> Century: Four Challenges in Realising the Potential. *Australian Journal of Language and Literacy*. Vol. 34, No. 1. pp. 9-23.
- Myhill, Debra. (2010) Misconceptions and Difficulties in the Acquisition of Metalinguistic Knowledge. *Language and Education*, Vol. 14, No. 3. pp. 151-163.
- Thwaite, Anne and Rivalland. (2008) How Can Analysis of Classroom Talk Help Teachers Reflect on their Practices. *Australian Journal of Language and Literacy*, Vol. 32, No. 1. pp. 38-54.

**11.** Elective Coordinator

Ms. Una Murray

## Arts Education

1. Module Code

ET7938

2. Entry Requirements (if applicable)

This is an elective module, open to students enrolled on the PME. There are no entry requirements.

3. Level (JF, SF, SS, Postgraduate)

Postgraduate

4. Module Size (hours and number of weeks)

10 weeks x 1 hour a week

100 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

*Rationale*

'Being Creative' is listed as one of the key skills in the Junior Cycle curriculum and is described as: imagining; exploring options and alternatives; implementing ideas and taking action; learning creatively; stimulating creativity using digital technology. This module aims to equip participants with the necessary understanding, experience and confidence to be able to meet these very important goals in their post-primary teaching contexts.

*Aims*

Specifically, it aims to generate awareness of the factors involved in creating a short course in artistic performance, a component recently introduced by the 2015 Junior Cycle curriculum.

The module provides an overall introduction into the nature and importance of creativity in the classroom, featuring both a theoretical and practical introduction to the notions of creativity, teaching as an art, the artistry of teaching and the teacher as artist. It uses an experiential mode of teaching to offer an insight into embodied teaching and learning. Participants will be introduced to the Arts in Education portal, the key national digital resource of arts in education practice in Ireland and become familiar with a variety of projects that have embedded drama, media arts, dance, music, and visual arts in the curriculum.

The module also covers the potential of using the arts with students with General and Specific Learning Disabilities and with students from diverse ethnic minority groups in inclusive classrooms.

7. Learning Outcomes

On successful completion of this module, students will be able to:

- Understand the importance of an arts-based curriculum;
- Actively promote creativity and imagination in the curriculum through a range of strategies;
- View teaching as an art form, with learner engagement and teacher artistry as its core elements;

- Identify the factors to be considered when developing a short course in artistic performance, as a curriculum component in the new Junior Cycle;
- Map arts education projects that integrate embodied learning techniques from different art forms, including drama, media, dance, music, and visual arts;
- Set up a practical arts in education project in their own teaching contexts, creating an art-based project involving one or a combination of art forms including music, drama, dance, visual arts, media arts, digital arts;
- Develop an awareness of the potential of the arts with students with General and Specific Learning Disabilities and with students from diverse ethnic minority groups in inclusive classrooms;
- Engage in critical reflection on their own practice as teacher-artists.

## 8. Syllabus

Areas to be covered include:

- The role and value of the arts in education;
- Embodied learning and engagement in arts-based approaches;
- The experience of art and experiential learning;
- Teaching as an art; the artistry of teaching; the teacher as artist;
- Creating and delivering short courses in artistic performance, as per Junior Cycle curriculum;
- Developing curricular approaches using the arts as a pedagogy, in particular drama, media, dance, music, visual arts, media arts, digital arts;
- The arts with students with General and Specific Learning Disabilities and General and Specific Learning Disabilities from diverse ethnic minority groups;
- Planning, assessing and evaluating through the arts.

## 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning.

## 10. Required Equipment and Resources (if applicable)

Props, video and audio equipment. Large, open floor space for practical workshops, and large sheets of paper and coloured pens

## 11. Methods of Assessment

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. Recommended Reading

Abbs, P. (1989). *A is for Aesthetic: Essays on Creative and Aesthetic Education*. New York: Falmer Press.

Bresler, L. (2007). *International Handbook of Research in Arts Education*. Dordrecht: Springer.

Burnard, P. & Hennessy, S. (Eds.) (2010). *Reflective Practices in Arts Education*. Dordrecht: Springer.

Csikszentmihalyi, M. (2014). *Applications of Flow in Human Development and Education: The Collected Works of Mihaly Csikszentmihalyi*. Dordrecht: Springer.

Dewey, J. (1934). *Art as Experience*. New York: Perigee.

Eisener, E. (1979). *The Educational Imagination: On the Design and Evaluation of School Programs*. New York: MacMillan Publishing.

Fleming, M. (2012). *The Arts in Education. An Introduction to Aesthetics, Theory and Pedagogy (Vol. London)*: Routledge.

Fleming, J., Gibson, R., & Anderson, M. (2016). *How Arts Education Makes a Difference: Research Examining Successful Classroom Practice and Pedagogy*. Abingdon, Oxon: Routledge.

Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. New York: Jossey Bass.

John-Steiner, V. & Markanovic-Shane, A. (2010) *Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning-making and the Arts*. New York: Peter Lang Publishing.

O'Connor, P. (Ed.) (2016). *The Possibilities of Creativity*. Cambridge: Cambridge Scholars Publishing.

O'Toole, J. (2010) *Educational Research: Creative Thinking and Doing*. Oxford: Oxford University Press.

Sawyer, K. (2011). *Structure and Improvisation in Creative Teaching*. Cambridge: Cambridge University Press.

Sinclair, C., Jeanneret, N. & O'Toole, J. (2009). *Education in the Arts: Teaching and Learning in the Contemporary Curriculum*. Oxford: Oxford University Press.

Wright, S. (2003). *Children, Meaning-Making and the Arts*. Frenchs Forest, NSW: Pearson Education Australia.

15. Elective Co-ordinator

Dr. Erika Piazzoli

16. Elective Teaching Team

Mr. Michael Flannery

Ms. Marita Kerin

Dr. Carmel O'Sullivan

Dr. Erika Piazzoli

## Irish Traditional Music

### 1. Module Code

TBC

### 2. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 3. Module Size (hours and number of weeks)

10 weeks x 1 hour a week

### 4. Teaching and Learning Methods

Introductory lectures; group discussion and individual tasks; practical application of current theory, experiential learning of aspects of Irish Traditional music through practical engagement with repertoire and technique on tin whistle.

### 5. Aims and Summary

All students will develop an understanding of Aspects of Irish Traditional Music relevant to the second level curriculum and be able to practically apply this knowledge to classroom practice.

Specifically, the elective aims to introduce students to the following topics

- The Instrumental Tradition
- The Dance Tune Tradition
- The Sean Nos Singing Tradition
- The Uilleann Pipe Tradition
- The Harping Tradition
- Major Collectors of Irish Music
- Regional Styles
- Notable Exponents of Traditional Music
- The Sean Nós Singing Tradition
- The Development of Irish Traditional Music over the Past Century
- Offer students a range of practical methods drawn from informal music teaching and participatory practice for use in their classrooms.
- Equip students to assess their pupils' work in a manner within all areas of the curriculum related to Irish Traditional Music

### 6. Expected Learning Outcomes

On successful completion of this module, students will be able to:

- Interpret, comprehend, and describe Tune Types, Instruments and Regional Styles, aspects of the singing tradition from aural examples as required in the Junior and Leaving Certificate Syllabus
- Be able to play a number of exemplary tunes from each of the aforementioned categories on the tin whistle, enabling students through experiential learning and practical engagement to transfer relevant knowledge and skills in the classroom.
- Interpret, comprehend, and describe other aspects of Irish traditional music including collectors, exponents and developments within the genre.
- Illustrate practical methodologies for assessing their own students' work in the various aspects of Irish music relevant to the curriculum;
- Engage with and put into practice ways of teaching and learning and learning Irish Traditional Music
- Actively engage in classroom interaction with applied thinking about Irish Traditional Music informed by current theory in ways that allow for seamless integration into each student's teaching practice.

#### 7. Required Equipment

Computer with internet access, Tin whistle.

#### 8. Assessment Mode (e.g. coursework, examination, other)

Students are required to complete one assignment in line with Elective requirements.

Prepare a detailed teaching resource pack based around a topic of interest in Irish traditional Music.

Performance should be used as one of the central teaching and learning methods. The pack should contain a brief introduction to include rationale and teacher guidelines on how to use the resource pack) an outline scheme of work, lesson plans, strategies for evaluation and appended resource materials to support and extent students learning in this area.

#### 9. Recommended Reading

Acton, Charles, *Irish Music and Musicians: The Irish Heritage Series 15* (Dublin: Easons, 1978)

Bodley, Seoirse, 'Technique and Structure in Sean Nos Singing' in *Éigse Cheoil Tire – Irish Folk Music Studies 1* (Dublin: Folk Music Society of Ireland, 1972).

Breathnach, Breandán, *Folk Music and Dances of Ireland* (Cork: Mercier, 1971).

Bunting, Edward, *The Ancient Music of Ireland* (Dublin: Hodges and Smith, 1840).

Carson, Ciarán, *Pocket Guide to Irish Traditional Music* (Belfast: Appletree, 1986).

Carolan, Nicholas, *A Harvest Saved: Francis O'Neill and Irish Music in Chicago* (Cork: Ossian, 1997).

Cooper, David, *The Petrie Collection of the Ancient Music of Ireland* (Cork: Cork University Press, 2005).

Cowderry, James R., *The Melodic Tradition of Ireland* (Kent: Kent State University Press, 1990).

Dowling, Martin, 'Rambling in the Field of Modern Identity: Some Speculations on Irish Traditional Music', in *Radharc: The Journal of Irish and Irish-American Studies* 5-7 (2007), 107-34.



- Fleischman, Aloys (ed.) with Micheal Ó Súilleabhain and Paul McGettrick, *Sources of Irish Traditional Music* (New York: Garland, 1998).
- Grattan Flood, William H., *A History of Irish Music, Library Ireland* (1905).  
<http://www.libraryireland.com/irishMusic/IV.php>
- Henebry, Richard, *A Handbook of Irish Music* (Cork: Cork University Press, 1928).
- Henebry, Richard, *Irish Music: Being an Examination of the Matter of Scales, Modes and Keys with practical Instructions and Examples for Players* (Dublin: An Cló-Chumann, 1903).
- Keegan, Niall, *Language and Power in Traditional Irish Music* (O Riada Memorial Lecture 16) (Traditional Irish Music Archive and Irish Traditional Music Society, UCC, 2006).
- Keegan, Niall, 'The Parameters of Style in Irish Traditional Music' in *Inbhear* 1 (1) (Limerick: University of Limerick, 2010).
- MacAoidh, Caoimhin, *Between the Jigs and The Reels* (Leitrim: Drumlin, 1994).
- MacAoidh, Caoimhin, *The Scribe: The Life and Works of James O'Neill* (Manorhamilton: Drumlin, 2006).
- McCullough, Lawrence E., 'Style in Traditional Irish Music' in *Ethnomusicology* 21 (1) (1977) 85-97.
- Moloney, Colette, *The Irish Music Manuscripts of Edward Bunting (1773-1843): An Introduction and Catalogue* (Dublin: Irish Traditional Music Archive, 2000).
- O'Boyle, Seán, 'Irish Folk Music' in *Threshold* 2/1 (Spring 1958), 47-57.
- Ó Canainn, Tomás, *Traditional Music In Ireland* (Cork: Ossian, 1993)
- Ó Canainn, Tomás, *Seán Ó Riada: His Life and Work* (Cork: Collins, 2003).
- O'Connor, Nuala, *Bringing It All Back Home* (London: BBC Books, 1991).
- Ó hAllmhuiráin, Gearóid, *A Pocket History of Irish Traditional Music* (Dublin: O'Brien, 1998).
- O'Neill, Francis, *Irish Minstrels and Musicians* (Chicago: Regan Printing House, 1913).
- O'Neill, Francis, *Irish Folk Music: A Fascinating Hobby* (Chicago: 1910)
- Ó Riada, Seán, *Our Musical Heritage* (Mountrath: Dolmen, 1982).
- Ó Súilleabháin, Micheál, 'Irish Music Defined' in *The Crane Bag* 5/2 (1981), 83-87.
- Ó Súilleabháin, Micheál, 'The Creative Process in Irish Traditional Dance Music', in *Irish Music Studies 1: Musicology in Ireland*, Gerald Gillen and Harry White (eds.) (Dublin: Irish academic Press, 1990).
- O Sullivan, D. (2001) *Carolan: The Life, Times and Music of an Irish Harper* Cork: Ossian
- O Sullivan, Donal, *Irish Folk Music, Song and Dance* (Cork: 1969).
- O Sullivan, Donal, 'Some Aspects of Irish Music and Poetry' in *Journal of the Royal Society of Antiquaries of Ireland* 79/1 (Dublin, 1949), 91-99.
- Patterson, Annie W., 'The Characteristic Traits of Irish Music' in *Proceedings of the Musical Association, 23<sup>rd</sup> Session (1896-1897)* (Taylor and Francis, 1897), 91-111.
- Patterson, Annie W., 'The Folk Music of Ireland: Its Past, Present and Future Aspects' in *The Musical Quarterly* 6/3 (Oxford: Oxford University Press, July 1920), 455-467.
- Patterson, Annie W., 'The Harp and Irish Music' in *Journal of the Ivernian Society* 3/9 (October-December 1910), 35-43.

Patterson, Annie W., 'The Interpretation of Irish Music' in *Journal of the Ivernian Society* 2/5 (September 1909), 31-42.

Potts, Sean, Terry Moylan and Liam McNulty (eds.) *The Man and His Music: An Anthology of the Writings of Breandán Breathnach* (Dublin: Na Piobairí Uilleann, 1996).

Rimmer, Joan, *The Irish Harp*, (Cork: Mercier, 1969).

St. John Lacy, F., 'Notes on Irish Music' from *Proceedings of the Musical Association 16<sup>th</sup> Session (1889-1890)* (Oxford: Taylor and Francis, 1890).

Townsend, Declan F., 'The Origins and Early History of the Irish Jig' in *Éire-Ireland* 6:2 (St. Paul, Minnesota: 1971) 59-62.

Vallely, Fintan (ed.), *The Companion To Traditional Irish Music* (Cork: Cork University Press, 2011).

Vallely, Fintan, Liz Doherty, Thérèse Smith, Paul McGettrick, Eithne Vallely, Desi Wilkinson and Colette Moloney (eds.), *Crosbhealach an Cheoil: The Crossroads Conference 2003: Education and Traditional Music* (Dublin: Cian Park Printers, 2013).

Vallely, Fintan, Hammy Hamilton, Eithne Vallely and Liz Doherty (eds.), *Crosbhealach an Cheoil: The Crossroads Conference 1996* (Dublin: Whinstone Music, 1996).

Vallely, Fintan, *Tuned Out – Traditional Music and Identity in Northern Ireland*, (Cork: Cork University Press, 2008).

Williams, Sean, 'Melodic Ornamentation in the Connemara Singing of Joe Heaney', *New Hibernia Review* 8/1, 122-45.

White, Harry, *The Progress of Music in Ireland* (Dublin: Four Courts, 2005).

#### 10. Elective Coordinator

Dr. Robert Harvey

## Pedagogy modules

### Business Studies Pedagogy

#### 1. Module Code

ET7901

#### 2. Entry Requirements (if applicable)

This is a core module for Business Studies majors and minors on the PME course

#### 3. Level (JF, SF, Postgraduate)

Postgraduate

#### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

#### 5. ECTS Value

5 ECTS

#### 6. Rationale and Aims

##### *Rationale*

Business Studies pedagogy sets out to introduce students to the environment in which they will be teaching business studies in secondary schools in Ireland. There are seven state syllabi relevant; Junior Cert Business Studies, Leaving Cert Business, Leaving Cert Accounting, Leaving Cert Economics, Leaving Cert Applied (enterprise), Leaving Cert Vocational (enterprise) and Transition Year Business. This module offers practical and theoretical perspectives on teaching the suite of Business subjects, the principles of syllabus design and evaluation, and the assessment and recording of pupils' progress. Students will develop knowledge and understanding of the national curriculum guidelines for Business Studies, together with an understanding of wider statutory requirements.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through Business Studies. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Business.

##### *Aims*

The aims of this module are to:

- make the students aware of their responsibilities in relation to each of the syllabi above;
- provide examples of good teaching practice;
- develop skills in the areas of planning and assessment;

- enthuse the students with the role of the teacher;
- explore the Business class room as a site for developing pupils' literacy and numeracy skills;
- develop an awareness of the usefulness and applicability of various technological resources within the Business classroom;
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of teaching and learning.

## 7. Learning Outcomes

The students should be able to:

- devise and implement individual class plans and schemes of work for Business which are appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- explain and apply best practice principles to manage a classroom to create an environment that enhances student learning and promotes an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- critically appraise the theoretical underpinning of cooperative learning for the Business classroom and devise strategies to implement this in practice;
- critically evaluate and apply appropriate assessment instruments, both summative and formative, to measure learning;
- critically appraise and implement department of education syllabi and assessment instruments;
- evaluate, analyse and use available information technology resources relevant to business studies;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the various Business curricula;
- devise strategies to encourage students to become involved in enterprise e.g. through promotion of business awards such as student enterprise awards;
- begin to reflect critically on their experiences as a language learner and teacher, recognizing the limits of their own knowledge and practice.

## 8. Course Content and Syllabus

- Managing a classroom through the use of positive discipline
- Fostering self-motivated, independent learners.
- The implementation of cooperative learning in a business course.
- The role of questioning in developing student learning and the creation of meaning.
- Junior cert Business Studies syllabus and assessment.
- Introducing first years to bookkeeping using the balance sheet approach
- Introducing double entry bookkeeping
- Literacy and numeracy in the context of the Business classroom
- ICT and Business
- Lesson Planning / Schemes of work / Assessment / Reflection and Evaluation

## 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images are used to increase flexibility and variety in teaching and learning methods and materials.

#### 10. Required Equipment and Resources (if applicable)

A room with a screen, power point, overhead and blackboard. The room should be bright and airy with flexible furniture that can facilitate group work.

#### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20%	due 29 November
Part 2: 80% (must be passed)	due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of the assignment

#### 14. Recommended Reading Materials / Indicative Resources

Aronson, E., and Patnoe, S. (2011). *Cooperation in the class room: The jigsaw method*(3<sup>rd</sup> ed.). London: Pinter & Martin. Ltd.

Borrington, Karen. (2004). *Professional Development for Teachers: Teaching and Assessing Skills in Business Studies*. Cambridge: Cambridge University Press.

- Colby, A., Ehrlich, T., Sullivan, W. and Dolle, J. (2011). *Rethinking Under Graduate Business Education*. San Francisco: Jossey-Bass
- Cowley, Sue (2006). *Getting the buggers to behave*. London: Continuum.
- Gillies, R.M. (2007). *Cooperative Learning: Integrating Theory and Practice*. USA: Sage.
- Haynes, Anthony (2007). *100 Ideas for Lesson Planning*. London: Continuum.
- Johnson, D.W., and Johnson, R. T. (1999). *Learning together and alone: Cooperative, Competitive, and Individualistic Learning* (5th edition). Edina, MN. Interaction Book Company.
- Johnson, D.W., Johnson, R. T., and Holubec, E. (2007). *The Nuts and Bolts of Cooperative Learning*. Edina, MN. Interaction Book Company.
- Marland, Michael (2009). *The craft of the class room*. Oxford: Heinemann Educational.
- Monteith, Moira (2005). (ed) *Teaching Secondary School Literacies with ICT*. Maidenhead, England: Open University Press.
- Schon, D. A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot.
- Shea, James (2014). *Inspiring the Curriculum with ICT*. London: Routledge.
- Slavin, R.E. (1994). *A Practical guide to Cooperative Learning*. USA: Allyn and Bacon
- Thody, Angela, Gray, Barbara and Bowdwen, Derek (2000). *The teacher's survival guide*. London: Continuum
- Wragg, E. (2001). *Assessment and Learning in the Secondary School*. London: RoutledgeFalmer.

#### Web Sites

[www.education.ie](http://www.education.ie)

[www.examinations.ie](http://www.examinations.ie)

[www.skool.ie](http://www.skool.ie)

[www.bized.co.uk](http://www.bized.co.uk)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.pdst.ie](http://www.pdst.ie)

[www.business2000.ie](http://www.business2000.ie)

[www.bstai.ie](http://www.bstai.ie)

[www.nca.ie](http://www.nca.ie)

[ec.europa.eu/Ireland/education](http://ec.europa.eu/Ireland/education)

[europa.eu/teachers-corner/](http://europa.eu/teachers-corner/)

#### 15. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

#### 16. Module Coordinator

Ms. Rachel Keogh

#### 17. Module Teaching Team

Ms. Rachel Keogh, guest lecturers and School Placement team

## English Pedagogy

### 1. Module Code

ET7902

### 2. Entry Requirements (if applicable)

This is a core module for English subject majors and minors

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

English pedagogy will introduce students to the broad scope of English as a curriculum subject. The module offers practical and theoretical perspectives on the role of language in learning, the teaching of literacies and literature, the principles of syllabus design and evaluation, and the assessment and recording of pupils' progress. Students will develop knowledge and understanding of the national curriculum guidelines for English, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of English in this module.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through English. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of English.

#### *Aims*

The aims of the module are to:

- provide an introduction to the subject area of English, including Media and Drama, as a curriculum subject;
- encourage students to develop a range of strategies to foster English as a creative and expressive medium with their pupils;
- develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence across a range of text and writing types;
- develop an awareness of the usefulness and applicability of various technological resources within the English classroom;

- encourage students to employ a range of approaches to the study of literary texts in the classroom;
- explore the English classroom as a site for developing pupils' literacy and numeracy skills;
- provide students with the opportunity to explore the role and value of speaking and listening activities in English;
- develop students' understanding of the structure of the English language and their ability to utilise this in an analysis of a range of written and spoken texts;
- encourage students to begin to develop a reflective teaching practice and to think critically about the processes of English teaching and learning.

## 7. Learning Outcomes

On successful completion of the PME English Pedagogy module, students will be able to:

- devise and implement individual class plans and schemes of work for English which are appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- critically evaluate a range of literary and non-literary texts and select appropriate texts for use in the English classroom;
- differentiate between different forms of pedagogical practice, and use creative and expressive activities as a means of developing all aspects of pupils' language and literacy skills;
- develop a research informed approach to teaching and learning literacy and numeracy which can be implemented through the English curriculum;
- evaluate the application of inclusive education principles in the English classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the English classroom;
- explain and apply best practice principles to manage students' behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils' learning;
- evaluate and analyse available sources of external support;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices and reform these practices in light of new knowledge and insight.

## 8. Course Content and Syllabus

Areas to be covered include:

- Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation
- The English Syllabus
- Teaching Poetry (Junior Cycle)
- Junior Cycle Language, and Literacy and Language across the Curriculum
- Teaching Fiction
- Assessment and Marking
- Drama, Film and Media Studies
- Teaching Writing Types (including Comprehension, Functional, Essay and Personal)
- Literacy and Numeracy in the Context of the English Classroom



- ICT and English

### 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images, and drama and role play scenarios are used to increase flexibility and variety in teaching and learning methods and materials.

*Special features:* a visit by local secondary school pupils for a team teaching session, whereby the pupils teach the College students, and discuss their experiences of teaching and learning methods in secondary schools.

### 10. Required Equipment and Resources (if applicable)

PowerPoint and audio-visual facilities, web based learning using *Blackboard* and its online fora  
Large, open floor space for practical workshops, and large sheets of paper and coloured pens

### 11. Methods of Assessment

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Re-submission of the assignment

#### 14. Recommended Reading Materials / Indicative Resources

##### **Reading Materials**

- Adorian, Simon (2002). *Red Hot English Starters*. London: Letts Educational.
- Andrews, Larry (1998). *Language Exploration and Awareness: A Resource Book for Teachers*. Mahwah, NJ.: Lawrence Erlbaum Associates.
- Babbage, J. and McGuinn, N. (2000). *Using Email to Assist Reading*. London: TTA Publications.
- Braine, George (ed.) (2005). *Teaching English to the World: History, Curriculum, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Baker, James and Toland, Patrick (2007). *Teaching Film at GCSE (Teaching Film and Media Studies)*. London: BFI publishing.
- Baldwin, Patrice and John, Rob (2012). *Inspiring Writing Through Drama: Creative Approaches to Teaching Ages 7-16*. London: Continuum.
- Brownjohn, S. (1982). *What rhymes with secret?* Hodder & Stoughton.
- Cooze, Angella (2007). *100+ Ideas for Teaching English*. London: Continuum.
- Corbett, Pie and Mitchell, David (2014). *Jumpstart Literacy and ICT*. London: Routledge.
- Craft, A., Jeffrey, B. and Leibling, M. (2001). (eds) *Creativity in Education*. London: Continuum.
- Davison, Jon and Dowson, Jane (2013). *Learning to Teach English in the Secondary School. A Companion to School Experience*. 4<sup>th</sup> edition. London: Routledge.
- Evans, Paul (2013). *How to Teach Non- Fiction Writing at Key Stage 3*. London: David Fulton.
- Fleming, Michael (1997). *The Art of Drama Teaching*. London: David Fulton Publishers.
- Fleming, Michael and Stevens, David (2009). *Teaching English in the Secondary School. Linking theory and practice*. London: Routledge.
- Haynes, Anthony (2007). *100 Ideas for Lesson Planning*. London: Continuum.
- Johnson, T. S., Smagorinsky, P., Thompson, L., and Fry, P. G. (2003) Learning to teach the five-paragraph theme. *Research in the Teaching of English*, 38, 136-176.
- Kelly, P. (2004). *Junior Certificate New Frontiers for Second and Third Year*. Dublin: Folens
- Kelly, P. (2005). *Rapid Revision English Higher Level*. Dublin: Folens.
- Mackey, Sally and Cooper, Simon (2000). *Drama and Theatre Studies – A & AS Level*. Cheltenham: Stanley Thornes.
- Macrae, Neil (2013). *How to Teach Fiction Writing at Key Stage 3*. London: David Fulton.
- Marshall, B., Turvey, A. and Brindley, S. (2001). 'English Teachers - Born or Made: A Longitudinal Study on the Socialisation of English Teachers'. *Changing English*, 8 (2): 189-203.
- Medway, P. (2002). 'Show Him the Documents: Teaching and Learning the English Method'. *The English and Media Magazine*, Issue 47.
- Monteith, Moira (2005). (ed) *Teaching Secondary School Literacies with ICT*. Maidenhead, England: Open University Press.
- Neelands, Jonothan and Goode, Tony (2000). *Structuring Drama Work: A handbook of available forms in theatre and drama*. Cambridge: Cambridge University Press.
- Neelands, Jonothan (2004). *Beginning Drama 11-14*. London: David Fulton Publishers.
- Poulter, C. (1987). *Playing the Game*. Basingstoke: Macmillan.
- Ritterbusch, Rachel (2009). *Practical Approaches to Teaching Film*. Cambridge: Cambridge Scholars Publishing.
- Schon, D. A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot.
- Shea, James (2014). *Inspiring the Curriculum with ICT*. London: Routledge.

- Sheridan, Daniel (2001). (ed) *Teaching Secondary English: Readings and Applications*. Mahwah, NJ.: Lawrence Erlbaum Associates.
- Smagorinsky, Peter and Flanagan, Joseph (2013). (eds) *Literacy Across the Curriculum: Teaching Dilemmas and Effective Solutions*, Grades 6-12. New York: Corwin.
- Stevens, David and McGuinn, Nicholas (2004). (eds) *The Art of Teaching Secondary English: Innovative and Creative Approaches*. New York: RoutledgeFalmer
- Taylor, Barbara M. and Pearson David (2002). (eds) *Teaching Reading: Effective Schools, Accomplished Teachers*. Mahwah, NJ.: Lawrence Erlbaum Associates.
- Weaver, C. (1996) *Teaching grammar in context*. Portsmouth, NH: Heinemann.
- Wilhelm, J. D. (1997). *You gotta BE the book: Teaching engaged and reflective reading with adolescents*. New York: Teachers College Press.
- Wragg, E. (2001). *Assessment and Learning in the Secondary School*. London: RoutledgeFalmer.
- Wright, Trevor (2005). *How to be a Brilliant English teacher*. London: Routledge.

#### Relevant websites

english.slss.ie/

[www.ncte.org/](http://www.ncte.org/)

[www.scoilnet.ie/](http://www.scoilnet.ie/)

[www.lessonplanet.com](http://www.lessonplanet.com)

[www.usingenglish.com/teachers.html](http://www.usingenglish.com/teachers.html)

[www.free-clipart-pictures.net/](http://www.free-clipart-pictures.net/)

[www.teachit.co.uk/](http://www.teachit.co.uk/)

[www.webenglishteacher.com](http://www.webenglishteacher.com)

[www.pearsonlongman.com/](http://www.pearsonlongman.com/)

[www.teachingenglish.org.uk/](http://www.teachingenglish.org.uk/)

[www.sitesforteachers.com/](http://www.sitesforteachers.com/)

#### 15. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

#### 16. Module Coordinator

Ms. Una Murray

#### 17. Module Teaching Team

Ms. Una Murray, invited speakers and School Placement team

## Geography Pedagogy

### 1. Module Code

ET7903

### 2. Entry Requirements (if applicable)

This is a core module for Geography majors and minors

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Geography pedagogy will introduce students to the broad scope of Geography as a curriculum subject. The module offers practical and theoretical perspectives on the role of geographical Knowledge in learning, the teaching of literacies and geographical terminology, the principles of syllabus design and evaluation, and the assessment and recording of pupils' progress. Students will develop knowledge and understanding of the national curriculum guidelines for Geography, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Geography in this module.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through Geography. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Geography.

#### *Aims*

The aims of the module are to:

- provide an introduction to the subject area of Geography, as a curriculum subject;
- encourage students to develop a range of strategies to foster Geography as a creative and expressive medium with their pupils;
- develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence across a range of text and spatial concepts;

- develop an awareness of the usefulness and applicability of various technological resources within the Geography classroom;
- encourage students to employ a range of creative approaches to the study of Geography in the classroom;
- explore the Geography classroom as a site for developing pupils' literacy and numeracy skills and the interpretation of statistics;
- provide students with the opportunity to explore the role and value of speaking and listening activities in Geography through use of role play and gaming techniques;
- develop students' understanding of the structure of Geography teaching and their ability to utilise this in an analysis of their own strengths ;
- encouraging students to begin to develop a reflective teaching practice and to think critically about the processes of Geography teaching and learning.

### 7. Learning Outcomes

On successful completion of the PME Geography Pedagogy module, students will be able to:

- devise and implement individual class plans and schemes of work for Geography which are appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- critically evaluate the use of cooperative teaching methodology in the classroom;
- differentiate between different forms of pedagogical practice, and use creative and expressive activities as a means of developing all aspects of pupils' language and literacy skills;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the Geography curriculum;
- evaluate the application of inclusive education principles in the Geography classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Geography classroom;
- explain and apply best practice principles to manage students' behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils' learning;
- evaluate and analyse available sources of external support;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices and reform these practices in light of new knowledge and insight

### 8. Course Content and Syllabus

Areas to be covered include:

- . Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation
- . The Geography syllabus
- . Junior cycle language and literacy across the curriculum
- . Assessment and marking
- . Working in groups in Geography

- . ICT and Geography
- . Topic approach to Junior cert Geography
- . Themes in geography
- . Practical skills, Mapping and Spatial analysis
- . Photographic applications
- . Field Studies – methodologies
- . Introducing classes

### 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Hand-outs are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images, and drama and role play scenarios are used to increase flexibility and variety in teaching and learning methods and materials.

*Special features:* a Field study on either a physical/socio-economic geography topic. Also we have an EDmodo site for geography students to interact with each other and with staff.

### 10. Required Equipment and Resources (if applicable)

A variety of equipment of high tech/ low tech nature to reflect the differing needs of Irish Schools.

Micro-teaching room for reflection of peer group teaching.

Large room for workshops with interactive whiteboard.

Photocopied material

### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Re-submission of essay (if failed)

## 14. Recommended Reading Materials / Indicative Resources

Butt, Graham (2011) *Geography, Education and the Future*(2011):Continuum international.

Butt, Graham (2002) *Reflective teaching in geography 11-18, meeting standards and applying research*. Continuum International

Gerber, Rod (2003) *International Handbook on Geography education*. Dordrecht Klumen

Gersmehl, Philip (2008) *Teaching Geography* .Guildford Press

Morgan, John and Lambert, David (2005) *Geography: Teaching school subjects11-19*.Abingdon Routledge

Philips, Richard and Johns, Jennifer (2012) *Fieldwork for Human Geography*. London Sage

Scoffham, Stephen (2013) *Teaching Geography Creatively*. Abingdon Routledge

Tilbury Daniella, Williams Michael (2002) *Teaching and Learning Geography*. Taylor and Francis

### Website

All geography students will become members of Edmodo (geog site) and will benefit from past years of postings and regular updates of resources. This was formed in 2012 and students will become regular contributors to the site. Password given at registration.

## 15. Evaluation

Feedback both orally (weekly) and written (semester) are given. There is a regular update on our Edmodo site administered by Shane Willoughby who answers questions relating to the course.

## 16. Module Coordinator

TBC

## 17. Module Teaching Team

Brendan O'Shea

## History Pedagogy

### 1. Module Code

ET7904

### 2. Entry Requirements (if applicable)

This is a core module for history subject majors and minors on the PME course. There are no pre-requisites or co-requisites.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

Lectures/seminars: 2 hours x 22 weeks.

100 hours of total student effort.

### 5. ECTS Value

5 ECTS.

### 6. Rationale and Aims

#### Rationale:

This course is necessary to prepare future second-level history teachers. As such, it does not equip them with subject knowledge but does attempt to instil in them the knowledge, skills and values required to be successful teachers of history. As major and minor students attend this module it is concerned primarily with generic or common issues and aspects of teaching associated with junior cycle/the Irish Junior Certificate [JC] examination. In keeping with its status as a master's level course, emphasis is placed on preparing to conduct research.

#### Aims:

- To introduce students to history teaching.
- To prepare students to teach history, especially to JC level.
- To encourage students to make meaningful contributions to the improvement of history teaching in particular and standards of education in schools and society generally, with especial emphasis on the promotion of literacy and numeracy.

### 7. Learning Outcomes

On successful completion of this module students should be able to:

- adumbrate the case for the study of history in schools;
- communicate their knowledge of history to pupils;
- plan their own research on history teaching methods or using history to inform other research;



- devise and implement individual class plans and schemes of work for modern languages which are appropriate to pupils' level and interests, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- make meaningful contributions to the improvement of the teaching of history in Ireland, up to JC level, and in literacy and numeracy across the curriculum.
- develop a research informed approach to teaching and learning literacy and numeracy which can be implemented through the modern languages curriculum;
- begin to reflect critically on their own teaching and that of others, recognizing the limits of their own knowledge and practice.

## 8. Course Content and Syllabus

- The nature of history.
- Different philosophies that have been advanced of the discipline.
- Why teach history in Irish schools?
- What are the aims/objectives of history in education generally and at JC level in particular?
- What can be done to promote history education in Irish schools, especially up to JC level?
- Theoretical underpinnings of history education in Irish schools, with emphasis on JC pupils and their needs.
- IT and history, particularly as applied to the JC.
- Methods and skills relevant to the discipline of history, especially for JC.
- History and archaeology (at a level appropriate for JC pupils).
- Historical film and fiction, as applied to JC.
- Group and individual projects for JC topics.
- Local history with relevance to JC.
- Family history at a level appropriate for JC pupils.
- Oral history at a level appropriate for JC pupils.
- Opportunities in the JC syllabus to promote literacy and numeracy.
- Preparing to conduct research on education.

## 9. Teaching and Learning Methods

Lectures and seminars are employed and when necessary an approach is taken that ensures an inclusive curriculum for all learners, for example by issuing materials in appropriate fonts and sizes/Braille or having a signing interpreter attend.

### **Special feature:**

A programme of visits to external sites, including local and national museums.

## 10. Required Equipment and Resources (if applicable)

None.

## 11. Methods of Assessment

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Resubmission of coursework

## 14. Reading Materials/Indicative Resources

### Required reading:

Arthur, J and Philips, R, eds, *Issues in History Teaching* (London/New York: Routledge, 1999).

### Recommended reading:

Beevor, A 'The great history debate', *Prospero*, 17/1 (2011).

Bloom, A 'Robbed of Their Past', *Times Educational Supplement: TES Pro*, 25 May 2012.

Boxtel, C van and Drie, J van 'Historical Reasoning: A Comparison of How Experts and Novices Contextualise Historical Sources' *International Journal of Historical Learning, Teaching and Research*, 4/2 (2004).

British Film Institute *Using Moving Images in the Classroom* (London: British Film Institute/English & Media Centre, 2000).

Brooks, R, Aris, M and Perry, I *The Effective Teaching of History* (London: Longman, 1993).

Cannadine, D, Keating, J and Sheldon, N *The Right Kind of History* (Basingstoke: Palgrave Macmillan, 2011).

Conway, M 'Identifying the Past: An Exploration of Teaching and Learning Sensitive Issues in History at Secondary School', *Educate*, 4/2 (2004).

Crace, J 'It's the Way You Tell it', *The Guardian: Education* 17 December 2002.

Curriculum Development Unit *History Projects: Encouraging Research Skills* (Dublin: City of Dublin Vocational Education Committee, 1994).

Davies, I, ed, *Debates in History Teaching* (London/New York: Routledge, 2011).

Evans, R *In Defence of History* (London: Granta, 1997).

Fink, N 'Pupils' Conceptions of History and History Teaching', *International Journal of Historical Teaching, Learning and Research*, 4/2 (2004).

- Foster, S and Howson, J 'School History Students' "Big Pictures" of the Past', *International Journal of Historical Teaching, Learning and Research*, 9/2 (2010).
- Gender Equality Unit *Discovering Women in Irish History* (Dublin: Department of Education and Science, 2004).
- Haydn, T, Arthur, J and Hunt, M *Learning to Teach History in the Secondary School* (London/New York: Routledge, 2001).
- Hughes-Warrington, M *Fifty Key Thinkers on History* (London/New York: Routledge, 2000).
- Levstick, L and Barton, K, *Researching History Education* (London/New York: Routledge, 2008).
- Marks, A and Stoddard, J 'Tinsel Town as Teacher: Hollywood Films in the High School Classroom', *The History Teacher*, 40/3 (2007).
- Moorhead, J 'Why Teenagers Think History is so Yesterday' *The Guardian: Education* 4 August 2009.
- Nichol, J and O'Connell, K 'History Curricula from Around the World for the 21st Century', *International Journal of Historical Learning, Teaching and Research*, 2/1 (2001).
- Philips, R *History Teaching, Nationhood and the State* (London: Cassell, 1998).
- Reisman, A 'The "Document-based Lesson": Bringing Disciplinary Inquiry into High School History Classrooms', *Journal of Curriculum Studies*, 44/2 (2011).
- Smith, N *History Teacher's Handbook* (London: Continuum, 2010).
- Smith, J and Niemi, R 'Learning History in School: The Impact of Course Work and Instructional Practices on Achievement', *Theory and Research in Social Education*, 29/1, (2001).
- Stearn, T 'What's Wrong with Television History?', *History Today*, December 2002.
- Windschuttle, K *The Killing of History* (San Francisco: Encounter Books, 1996).
- Wineburg, S 'Making Historical Sense', in: Stearns, P, Seixas, P and Wineburg, S, eds, *Knowing, Teaching and Learning History: National and International Perspectives* (New York: New York University Press, 2000).
- Zajda, J 'Teachers and the Politics of History School Textbooks', in: Saha, L J and Dworkin, A G, eds, *International Handbook of Research on Teachers and Teaching* (New York: Springer, 2009).

**Recommended periodicals:**

*Archaeology Ireland*  
*BBC History Magazine*  
*British Archaeology*  
*Heritage Outlook*  
*HerStoria*  
*History Ireland*  
*History Teacher*  
*History Today*  
*Irish Arts Review*  
*Irish Heritage*  
*Irish Independent Exam Brief: History*  
*Irish Roots*  
*Military Heritage*  
*Military History*  
*Minerva*

*National Geographic*

*Philosophy Now*

*Seanda: The NRA Archaeology Magazine*

*Teaching History*

*The Guardian: Education*

*Times Educational Supplement*

**Recommended websites:**

<http://www.history.org.uk>

<http://www.nationalarchives.ie>

<http://www.nche.net>

<http://www.bbc.co.uk/history>

<http://www.euroclio.eu>

<http://www.guardian.co.uk/education>

<http://www.historians.ie>

<http://www.historians.org>

<http://www.historyireland.com>

<http://www.tes.co.uk>

<http://edtv.alexanderstreet.co.uk>

## 15. Evaluation

Students' views are listened to informally and the Registrar conducts formal course evaluations. The results of these are acted on if appropriate.

## 16. Module Coordinator

Dr. David Limond

## 17. Module Teaching Team

Cara Ronan and David Limond (school Placement supervision and administration only).

## Irish Language Pedagogy

### 1. Module Code

ET7905

### 2. Entry Requirements (if applicable)

This a core module for Irish subject majors and minors on the PME course

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Irish Pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with an Irish major and minor. It sets out practical and theoretical perspectives on language teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for Irish, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Irish in this module. The module will enable students to explore how people learn languages, what methods facilitate learning languages, particularly in a classroom environment, and how to apply this knowledge in activities in the classroom.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through Irish. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Irish education.

#### *Aims*

- To provide an introduction to students to the subject area of Irish as a curriculum subject.
- To prepare students for planning, teaching and assessing pupils' learning within the framework of the Junior Cycle syllabus for Irish.
- To explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers.

- To explore current accepted best practice and relevant theory in second language teaching and learning in order to inform the students' own teaching practice.
- To explore the Irish language classroom as a site for developing pupils' literacy and numeracy skills.
- To encourage students to employ a range of approaches to the study of literary texts in the classroom.
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of language teaching and learning.

## 7. Learning Outcomes

On successful completion of the PME Irish language pedagogy module, the students will be able to:

- demonstrate a knowledge of and critical awareness of the curriculum for Irish at Junior Cycle;
- devise and implement individual class plans and schemes of work for teaching Irish which are appropriate to pupils' level and interests, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for the Irish language and culture which will enliven and enrich their classroom teaching;
- critically evaluate a range of literary and non-literary texts/materials and select appropriate materials for use in the Irish language classroom;
- critically evaluate a range of teaching methods and styles for the teaching of Irish;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the Irish language curriculum;
- begin to develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs.

## 8. Course Content and Syllabus

- Lesson Planning, Schemes of Work/Assessment/ Reflection and Evaluation
- A Communicative Approach to language teaching and learning
- Learning a Second Language (theory and practice)
- The Junior Certificate syllabus for Irish/ The Primary School syllabus for Irish
- Target language use in the classroom/ fostering conversation
- Developing language skills/ an integrated approach
- Classroom management
- Collaborative learning
- Assessment and Marking (including formative assessment)
- Teaching Poetry (Junior Cycle)
- Teaching Prose/novels (Junior Cycle)
- Teaching Writing Types (including Comprehension, Functional, Personal and Creative writing)
- ICT for authenticity in the language classroom – resources and methods
- Literacy and numeracy in the context of the Irish language classroom

Some of the topics above inter-connect and are spread over a number of sessions.

## 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group-work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners. For example, a common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic at issue in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, with relevant research findings being presented on that topic. Each session focuses on a different aspect of Irish language pedagogy, building from fundamentals such as a communicative approach to second language learning, the use of the target language in the classroom, integrating the four language skills, collaborative learning, through to a range of topics such as teaching prose and poetry.

As regards the materials used in the seminar sessions, we aim to embody the principles of differentiated learning in our use of materials by using visuals where possible, always using large fonts and varying the types of materials used. Drama and role-play scenarios are used on occasions to increase flexibility and variety in teaching and learning methods and materials.

#### 10. Required Equipment and Resources (if applicable)

Powerpoint and audio-visual facilities are required. Large, open floor space for practical workshops is also required.

#### 11. Methods of Assessment

##### **Summative Assessment**

The module is assessed by a single 3,000 word (or word equivalent) assignment. The assignment specification will be provided to students early in semester 1.

A sample assignment specification with three interrelated components is set out below.

Students will be expected to:

- Write a critical review of the communicative approach to teaching and learning a second language, taking into account the syllabus and teacher guidelines for Irish at Junior Cycle.
- Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils' understanding of some aspect of the Irish syllabus at Junior Cycle level. The plans should reflect an emphasis on a communicative approach and on interactive and creative teaching and learning methodologies.
- Critically evaluate the effectiveness of these plans in practice.

##### *Criteria for Assessment*

Students will be expected to:

- produce a critical review of the communicative approach to teaching and learning a second language, taking into account the syllabus and teacher guidelines for Irish at Junior Cycle;
- produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
- make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed;
- show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses and identifying opportunities for development in their practice;
- demonstrate an appropriately academic standard in both the structure and style of written work.

### Formative Assessment

1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.
2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.
3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.
4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Re-submission of the assignment

### 14. Recommended Reading Materials / Indicative Resources

Books of practical use: General (see also library catalogue)

Cohen, L., Manion, L. & Morrison, K. (2010). *A guide to teaching practice*. London: RoutledgeFalmer.

Department of Education and Science: *Rules and Programme for Secondary Schools*.

Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Oxford: Macmillan Heinemann.

NCCA. (2012). *Draft Guidelines for Teachers of Students with General Learning Difficulties*. Dublin: Stationary Office.

Petty, G (2006). *Evidence based teaching: a practical approach*. Cheltenham: Nelson Thornes.

Schon, D.A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot

Scrivener, J. (1994). *Learning Teaching*. Oxford: Macmillan Heinemann

Shea, James (2014). *Inspiring the Curriculum with ICT*. London: Routledge.

Walsh, B. & Dolan, R. (2009). *A guide to teaching practice in Ireland*. Dublin: Gill & Macmillan

Books of practical use: For language classrooms (see also library catalogue)

Barnes, A. & Hunt, M. (2003) *Effective Assessment in MFL*. London: CILT.

Burke, D.P.J., (2010) *Giving Students Effective Written Feedback*. Berkshire: OUP.

Byram, M. (2004). *Routledge Encyclopedia of Language Teaching and Learning*. London and New York: Routledge.

Cook, Vivian (2001). *Second Language Learning and Language Teaching (3<sup>rd</sup> ed)*. London: Hodder Arnold.

Devitt, S. (1997). 'Interacting with authentic text' *Modern Language Journal*, 81, 457-469.

IFI (2012). *IFI Film Focus: New Directions in Film and Media Literacy*. Dublin: IFI.

Jones, B., Halliwell, S. & Homes, B. (2002). *You Speak, They Speak: Focus on Target Language Use*.

Klippel, F. (1984). *Keep talking: Communicative fluency activities for language teaching*. Cambridge: C.U.P.

Larsen-Freeman, D. (2002). *Techniques and Principles in Language Teaching*. Oxford: OUP.



- Long, M.H. & Doughty C. (2009). *The Handbook of Language Teaching*. Chichester: Wiley-Blackwell.
- McRae, J. (1985). *Using drama in the classroom*. Oxford: Pergamon Institute of English.
- Maley, A. & Duff, A. (1978). *Drama techniques in language learning: A resource book of communication activities for language teachers*. Cambridge: C.U.P.
- Maley, A. & Duff, A. (1978). *Variations on a theme: Resource material for listening comprehension and fluency practice*. Cambridge: C.U.P.
- Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: O.U.P.
- Tomlinson, B. (2003). *Developing materials for language teaching*. New York: Continuum.
- Trim, J. (Ed) (2002). *Common European Framework of Reference for Languages: Learning, teaching, assessment: A guide for users*. Strasbourg: Council of Europe  
([http://www.culture2.coe.int/portfolio/documents\\_intro/common\\_framework.html](http://www.culture2.coe.int/portfolio/documents_intro/common_framework.html)).
- Ur, P. (1981). *Discussions that work: Task-centred fluency practice*. Cambridge: C.U.P.
- Ur, P. (1982). *Grammar practice activities*. Cambridge: C.U.P.
- Ur, P. (1996). *A course in language teaching*. Cambridge: C.U.P.
- Ushioda, E. (1996). *Learner Autonomy 5: The Role of Motivation*. Dublin: Authentik Language Learning Resources.

### **Books on second language acquisition**

- Cohen, A. D. & Ernesto Macaro, E. (2007). *Language learner strategies: Thirty years of research and practice*. Oxford: OUP.
- Doughty, C. & Long, M. (2003). *The Handbook of Second Language Acquisition*. Malden MA: Blackwell Publishing.
- Dulay, H., Burt, M. & Krashen, S. D. (1982). *Language Two*. New York & Oxford: OUP.
- Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon Avon: Multilingual Matters.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: OUP.
- Larsen-Freeman, D. & Long, M. H. (1991). *An introduction to Second Language Acquisition Research*. London and New York: Longman.
- Lightbown, P. M. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- Mc Garry, D. (1995). *Learner Autonomy 4: The Role of Authentic Texts*. Dublin: Authentik.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories (2<sup>nd</sup>ed.)* London: Arnold.
- Saville-Troike, N (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

### **Leabhair a bhaineann le Gaeilge sna scoileanna:**

- Rialtas na hÉireann (gan dáta) Siollabas don Teastas Sóisearach: Gaeilge. Baile Átha Cliath: Oifig an tSoláthair.
- \_\_\_ (gan dáta) Gaeilge don Teastas Sóisearach- Treoirí do mhúinteoirí. Baile Átha Cliath: Oifig an tSoláthair.
- \_\_\_ (2003) Acht na dTeangacha Oifigiúla. Baile Átha Cliath: Oifig an tSoláthair.
- \_\_\_ (1999a) Curaclam na Bunscoile/ Primary School Curriculum: Gaeilge: Teanga. Baile Átha Cliath: Oifig an tSoláthair.
- \_\_\_ (1999b) Curaclam na Bunscoile: Gaeilge: Teanga: Treoirí do Mhúinteoirí. Baile Átha Cliath: Oifig an tSoláthair.
- COGG (2012) Oscail agus Léigh: Áiseanna Teagaisc Ghaeilge. (Eag.2). B.Á.C: an Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta.
- D.E.S. (2007). *Looking at Irish at Junior Cycle: Teaching and Learning in Post-Primary Schools*. Dublin: DES.
- D.E.S. (2012). *Creat don tSraith Shóisearach*.

- Kelly, Adrian (2002) *Compulsory Irish: Language and Education in Ireland 1870's- 1970's*. Dublin: Irish Academic Press.
- Little, D. (2003) *Languages in the Post-primary Curriculum: A Discussion Paper*. Teangacha sa Churaclam Iar-bhunscoile: Plécháipéis. Baile Átha Cliath: NCCA/ An Chomhairle Náisiúnta Curaclaim agus Measúnachta.
- Mac Sheáin-Mac Eochaidh, Seán. (2012) *An Scrúdú i gCáilíocht na Gaeilge sa Bhunscoil*. Baile Átha Cliath: Coisceim
- Murtagh, Lelia (2003) *Retention and Attrition of Irish as a Second Language: A Longitudinal Study ...*. Groningen: Rijksuniversiteit ) (PhD Thesis)
- NCCA. (2012) *Towards an Integrated Language Curriculum in Early Childhood and Primary Education*. Research Report No.16
- Ní Fhrighil, Ríona & Nic Eoin, Máirín (eds) (2009) *Ó Theagasc Teanga go Sealbhú Teanga: Múineadh agus Foghlaim na Gaeilge ar an 3ú Leibhéal*. Baile Átha Cliath: Cois Life
- Ní Ghallachair, A. (2008) 'Teaching and Learning Irish Today.' i Nic Pháidín, C & Ó Cearnaigh, S.(eds) *The New View of the Irish Language*. Dublin: Cois Life, pp191-201
- Ní Ghortaigh, P. (2003) *Siollabas an Teastais Shóisearaigh sa Ghaeilge agus a oiriúnaí is atá sé don chur chuige cumarsáideach*. Tráchtas M.ED., Ollscoil na hÉireann, Má Nuad.
- Ní Nuadháin, N. (2000) 'Cur chuige cumarsáideach, modhanna múinte, straitéisí teagaisc agus foghlama'. *Teagasc na Gaeilge*, Iml. 7, 13-31.
- Ní Thuathail, A. (2003) 'An reitric i gcoinne an réalachais maidir le modhanna múinte na Gaeilge sna hiar-bhunscoileanna'. *Teagasc na Gaeilge*, Iml.8, 27-47.
- Ó Donncha, Diarmaid, (1981) *Sealbhú Teanga agus Múineadh na Gaeilge: Trí Aiste*. Comharchumann Chois Fharraige Teoranta.
- Ó Laoire, M. (2004) *Siollabas Chumarsáide na Gaeilge*. Páipéar Ócáideach 5. An Aimsir Óg
- Ó Laoire, M. (2012) 'An Ghaeilge sa Chóras Oideachais: Pleanáil, Sealbhaithe agus Curaclam' i Ó hIfeárnáin, Tadhg agus Ní Neachtain (eds). *An tSochtheangeolaíocht: Feidhm agus Tuairisc*. Cois Life
- Teagasc na Gaeilge Imleabhar 9 (2010) (Irisleabhar)
- Ushioda, E., Ridley, J. (2002) *Working with European Language Portfolio in Irish post-primary schools*. Baile Átha Cliath: CLCS. Páipéar Ócáideach 61.

### Relevant websites

- [www.muinteoirgaeilge.ie](http://www.muinteoirgaeilge.ie)
- [www.cnmg.ie](http://www.cnmg.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.ncte.org/](http://www.ncte.org/)
- [www.examinations.ie](http://www.examinations.ie)
- [www.tg4.ie](http://www.tg4.ie)
- [www.feachtas.ie](http://www.feachtas.ie)
- [www.gaellinn.ie](http://www.gaellinn.ie)
- [www.rte.ie/rnag](http://www.rte.ie/rnag)
- [www.curriculumonline.ie](http://www.curriculumonline.ie)
- [www.skool.ie](http://www.skool.ie)
- [www.teachnet.ie](http://www.teachnet.ie)
- [www.scoilnet.ie/](http://www.scoilnet.ie/)
- [www.lessonplanet.com](http://www.lessonplanet.com)

[www.free-clipart-pictures.net/](http://www.free-clipart-pictures.net/)

**15. Evaluation**

CAPSL module survey and end of year feedback session to inform the following year's course.

**16. Module Coordinator**

Dr. Noel Ó Mhurchadha

**17. Module Teaching Team**

Dr. Noel Ó Mhurchadha and invited guests and School Placement Team

## Mathematics Pedagogy

### 1. Module Code

ET7906

### 2. Entry Requirements (if applicable)

This is a core module for Mathematics subject majors and minors on the PME course.

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Mathematics pedagogy will introduce students to the many variables relevant to the teaching of Mathematics as well as providing students with a foundational knowledge of the post-primary Mathematics curriculum. The module offers practical and theoretical perspectives on the principles of mathematics education, theories of teaching and learning, syllabus design and evaluation, lesson planning and implementation, classroom management, history of Mathematics as an educational tool and the assessment and recording of pupil's engagement and progress. Students will develop their content knowledge and pedagogical content knowledge. Students will also develop their knowledge and understanding of the Project Maths curriculum (national curriculum) and wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Mathematics in this module.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course facilitate students to reflect on their own as well as their pupils' learning and development in and through Mathematics. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Mathematics.

#### *Aims*

- encourage students to develop a range of strategies to foster Mathematics as both a creative and rigorous subject with their pupils;
- develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence and confidence across of mathematical skills, including problem solving;

- develop an awareness of the usefulness and applicability of various technological resources within the Mathematics classroom;
- encourage students to employ a range of approaches, in particular a constructivist learning approach, to the teaching of Mathematics in the classroom;
- explore the Mathematics classroom as a site for developing pupils' numeracy, literacy and specifically mathematical literacy skills
- develop students' Mathematical content knowledge and their ability to utilise a number of approaches in solving mathematical problems - in particular introducing students with strands and sections of the Project Maths curriculum which are not yet familiar to them
- encourage students to begin to develop a reflective teaching practice and to think critically about approaches of Mathematics teaching and learning
- encourage students to collaborate with one another in their practices (e.g. in Lesson Study), to engage with available professional development courses and to develop their awareness of continuous professional development.

## 7. Learning Outcomes

On successful completion of the PME Mathematics Pedagogy module, students will be able to:

- Devise and implement individual class plans and schemes of work for Mathematics which are appropriate to pupil's levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- Demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- Critically engage with the Project Maths curriculum and introduce problem solving as an integral part of their teaching;
- Differentiate between different forms of pedagogical practice, and use of creative and discursive activities, as a means of developing all aspects of pupils' numeracy skills, procedural skills and relational understanding of mathematics
- Develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the Mathematics curriculum;
- Evaluate the application of inclusive education principles in the Mathematics classroom, and discuss how to promote an inclusive learning and teaching environment showing awareness of and facilitating individual pupil needs;
- Distinguish the philosophical underpinnings and theoretical frameworks of educational research on behaviour and classroom management, and analyse how these influence the Mathematics classroom;
- Engage with and apply best practice principles to manage students' behaviour, organise and engaging and safe teaching and learning environment, and plan, evaluate and report on pupils' learning;
- Evaluate and analyse available sources of external support;
- Develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing professional and academic needs;
- Examine their own thinking and practices and reform these practices in light of new knowledge and insight.

## 8. Course Content and Syllabus

Areas to be covered include:

- Overview of Mathematics Education in Ireland
- Lesson Planning, Schemes of Work and Evaluation
- Teaching and Learning of Mathematics
- Promoting Student Interest in Mathematics



40%

### 13. Method of Supplemental Assessment

Re-submission of the assignment

### 14. Recommended Reading Materials / Indicative Resources

Bennett, J. & Briggs, W. (2015) Using and Understanding Mathematics – A Quantitative Reasoning Approach (6<sup>th</sup> Eds.). Pearson Publishers.

Boaler, J. (2002). Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

Chief Examiners Report (1999; 2003; 2006) Junior Cert Examinations – Mathematics [online], available: <http://www.examinations.ie/index.php?l=en&mc=en&sc=cr>.

Clements, M.A., Bishop, A., Keitel-Kreidt, C., Kilpatrick, J., Leung, F.K.-S. (2013). Third International Handbook of Mathematics education (Eds.), Springer International Handbook of Education.

Close, S., and Oldham, E. (2005) 'Junior Cycle Second level mathematics examinations and the PISA mathematics framework', in Close, S., Dooley, T. and

Corcoran, D. (eds.), *Proceedings of the First National Conference on Research in Mathematics Education*, Dublin: St. Patrick's College, 174 – 192.

Cosgrove, J., Perkins, R., Shiel, G., Fish, R., & McGuinness, L. (2012). *Teaching and Learning in Project Maths: Insights from Teachers who Participated in PISA 2012*, Dublin: Educational research Centre.

Department of Education and Skills (2010). *Report of the Project Maths Implementation Support Group*, Dublin: Department of Education and Skills.

Department of Education and Skills (2011). *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*. Dublin: Department of Education & Skills.

Ellerton, N.F. and Clarkson, P.C. (1996). Language factors in mathematics teaching and learning, in A.J. Bishop et al (Eds.) *International handbook of mathematics education* (pp. 987-1033). The Netherlands: Kluwer Academic Publishers.

English, L. D. (Ed.) (2008). *Handbook of International Research in Mathematics Education*. 2nd Ed. New York & London: Routledge.

Expert Group on Future Skills Needs (2008). *Statement on Raising National Mathematical Achievement*, Dublin: EGFSN.

Gorgorió, N. and Planas, N. (2001). 'Teaching mathematics in multilingual classrooms', *Educational Studies in Mathematics*, 47(1), pp.7-33.

Grouws, D. A. (Ed.) (1992). *Handbook of Research on Mathematics Teaching and Learning*, A Project of the National Council of Teachers of Mathematics. New York: Macmillan.

Jeffes, J., Jones, E., Wilson, M., Lamont, E., Straw, S., Wheater, R. and Dawson, A. (2013). *Research into the impact of Project Maths on student achievement, learning and motivation: final report*. Slough: NFER.

Kyriacou, C. (1998) *Essential Teaching Skills (2nd Edition)*, United Kingdom: Nelson Thornes Ltd.

Lubienski, S. (2011). *Mathematics education and reform in Ireland: An outsider's view of Project Maths*. *Irish Mathematical Society Bulletin*, 67 (Summer 2011), 27-55. Retrieved from <http://www.maths.tcd.ie/pub/ims/bull67/index.php>

Lyons, M., Lynch, K., Close, S., Sheerin, E. and Boland, P. (2003). *Inside Classrooms- The Teaching and Learning of Mathematics in the Social Context*, Dublin: Institute of Public Administration.

Morgan C. and Morris, G. (1999) *Good Teaching and Learning: Pupils and Teachers Speak*, London: Open University Press.

National Council for Curriculum and Assessment (2005a). *Review of Mathematics in Post – Primary Education*, Department of Education and Science, Dublin: The Stationary Office.

National Council for Curriculum and Assessment (2005b). *International Trends in Post – Primary Mathematics Education* [online], available: <http://www.ncca.ie/uploadedfiles/mathsreview/intpaperoct.pdf> [accessed March 2014].

Nickson, M. (2004). *Teaching and Learning Mathematics: a Teacher's Guide to Recent Research and its Applications*. New York: Continuum.

Oldham, E. E. (2007). *A lot done, more to do? Changes in mathematics curriculum and assessment 1986-2006*, In D. Corcoran and S. Breen (Eds.), *Second International Science and Mathematics Conference*, Drumcondra, Dublin, September 2006 (161 – 174). Dublin: Dublin City University.

Perkins, R., Shiel, G., Merriman, B., Cosgrove, J. and Morgan, G. (2013). *Learning for Life: The Achievements of 15 year olds on Mathematics, Reading Literacy and Science in PISA 2103*, Dublin: Educational Research Centre.

Prendergast, M., Johnson, P., Fitzmaurice, O., Liston, M., O'Keeffe, L. and O'Meara, M. (2014) *Mathematical thinking: challenging prospective teachers to do more than 'talk the talk'*, *International Journal of Mathematical Education in Science and Technology*, 45:5, 635-647

Prendergast, M. and O'Donoghue, J. (2014). "Students enjoyed and talked about the classes in the corridors": pedagogical framework promoting interest in algebra', *International Journal of Mathematical Education in Science and Technology*, 45 (6): 795 – 812.



Prestage, S. and Perks, P. (2001). *Adapting and Extending Secondary Mathematics Activities, New Tasks for Old* David Fulton Publishers.

Shiel, G., Perkins, R., Close, S., & Oldham, E. (2007). *PISA Mathematics: A Teacher's Guide* (E. R. Centre, Trans.). Dublin: Department of Education and Science.

Smith, A. (2004) *Making Mathematics Count – The Report of professor Adrian Smith's Inquiry into Post – 14 Mathematics Education*, The Stationary Office Limited.

Tanner, H., & Jones, S. (2000). *Becoming a Successful Teacher of Mathematics*. London and New York: RoutledgeFalmer.

Watson, A. (2004) 'Red Herrings: "Best" Mathematics Teaching and Curricula', *British Journal of Educational Studies*, 52 (4), 359 – 376.

**Websites:**

Project Maths: [www.projectmaths.ie](http://www.projectmaths.ie)

National Council for Curriculum and Assessment: [www.ncca.ie](http://www.ncca.ie)

Examinations: [www.examinations.ie](http://www.examinations.ie)

Irish Mathematics Teachers' Association: [www.imta.ie](http://www.imta.ie)

<http://ie.ixl.com>

[www.artofproblemsolving.com](http://www.artofproblemsolving.com)

[www.coolmath4kids.com](http://www.coolmath4kids.com)

[jmathpage.com](http://jmathpage.com)

[www.mathssupport.ie](http://www.mathssupport.ie)

[www.mathplayground.com](http://www.mathplayground.com)

[www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)

[www.shodor.org](http://www.shodor.org)

[nlbm.usu.edu/en/nav/vlibrary.html](http://nlbm.usu.edu/en/nav/vlibrary.html)

**15. Evaluation**

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

**16. Module Coordinator**

Dr. Aibhin Bray

**17. Module Teaching Team**

Dr. Aibhin Bray

## Modern Languages Pedagogy

### 1. Module Code

ET7907

### 2. Entry Requirements (if applicable)

Core module for students taking modern languages as major and minor

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

4 hours per week over one semester (4 x 11 weeks) for major students

2 hours per week over one semester (4 x 11 weeks) for minor students

125 hours of total student effort

### 5. ECTS Value

10 ECTS for major students

5 ECTS for minor students

### 6. Rationale and Aims

#### *Rationale*

Modern Languages Pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with a modern language major and minor. It sets out practical and theoretical perspectives on language teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for Modern Languages, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Modern Languages in this module. The module will enable students to explore how people learn languages, what methods facilitate learning languages, particularly in a classroom environment, and how to apply this knowledge in activities in the classroom.

In-class tasks, related school-based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through Modern Languages. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Modern Languages education.

#### *Aims*

- To prepare students for planning, teaching and assessing pupils' learning within the framework of the Junior Cycle syllabus for modern languages.
- To begin to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students' practice as teachers.

- To explore current accepted best practice and relevant theory in second language teaching and learning in order to inform the students' own teaching practice.
- To develop the students' knowledge of how languages are learnt in order to inform their own teaching practices.
- To re-engage students, who are expert language learners, with the challenges, excitement and frustration of novice language learners and so orient students to a learner-centred perspective on the language classroom;
- To explore the modern language classroom as a site for developing pupils' literacy and numeracy skills.
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of language teaching and learning.

## 7. Learning Outcomes

On successful completion of the PME modern languages pedagogy module, the students will be able to:

- devise and implement individual class plans and schemes of work for modern languages which are appropriate to pupils' level and interests, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Modern Languages classroom, in particular in relation to the building a culture of target language use within and across class groups;
- demonstrate an enthusiasm for the language and culture of the communities in which their modern language are used which will enliven and enrich their classroom teaching;
- critically evaluate a range of teaching methods and styles for modern language teaching;
- critically evaluate a range of pedagogical tasks and materials for language teaching, in particular in relation to building opportunities for authentic communication in a classroom context;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the modern languages curriculum;
- synthesise past and present, personal and peer experiences of language learning to generate an evidence-based understanding of the nature and processes of language learning;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.

## 8. Course Content and Syllabus

### ***Pedagogy sessions***

- Planning: short, medium and long term planning (programme/scheme of work) and lesson planning
- Classroom management
- Authentic communication in the language classroom:
- Target language use in the classroom
- Materials for language learners
- Task-based learning
- ICT for authenticity in the language classroom – resources and methods
- Teaching/Learning vocabulary
- Teaching/Learning grammar

- Literacy and numeracy in the modern language context

Some of the topics above are spread over a number of sessions.

***New Language for beginners' language course***

A three-week language learning experience which requires the students to reflect on the processes of language learning, particularly as a novice learner. They encounter the challenges their own students face when learning a new language, and are encouraged to reflect on issues such as strategies for learning, motivation, effective teaching methods, variety in teaching methods and so on, and complete reflective journals on their experiences.

**9. Teaching and Learning Methods**

The teaching and learning strategies on the course aim to embody the principles of language teaching and learning which the course espouses. All sessions are conducted in a seminar style in which group work is a key component. A common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic at issue in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, with relevant research findings being presented on that topic. Each session focuses on a different aspect of modern languages pedagogy, building from fundamentals such as the use of the target language in the classroom, the four language skills, collaborative learning, through to a range of topics such as the use of authentic texts, differentiated teaching/learning, etc.

To further the aims of the inclusive curriculum, the content of each seminar session and where appropriate a synopsis of the output of each session is recorded on PowerPoint and made available to all students. The intention here is to facilitate self-paced study and to provide students with an additional/alternative mode of access to the course content. As regards the materials used in the seminar sessions, we aim to embody the principles of differentiated learning in our use of materials by using visuals where possible, always using large fonts and varying the types of materials used.

**10. Required Equipment and Resources (if applicable)**

N/A

**11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)**

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Re-submission of the assignment

## 14. Recommended Reading Materials / Indicative Resources

### **Books of practical use: General** (see also library catalogue)

Cohen, L., Manion, L. & Morrison, K. (2010). *A guide to teaching practice*. London: RoutledgeFalmer.

Department of Education and Science: Rules and Programme for Secondary Schools.

Gower, R., Phillips, D., Walters, S. (1995). *Teaching Practice Handbook*. Oxford: Macmillan Heinemann.

McRae, J. (1985). *Using drama in the classroom*. Oxford: Pergamon Institute of English.

Petty, G (2006). *Evidence based teaching: a practical approach*. Cheltenham: Nelson Thornes.

Scrivener, J. (1994). *Learning teaching*. Oxford: Macmillan Heinemann

Walsh, B. & Dolan, R. (2009). *A guide to teaching practice in Ireland*. Dublin: Gill & Macmillan

### **Books of practical use: For language classrooms** (see also library catalogue)

Devitt, S. (1986). *Learning a foreign language through the media*. CLCS Occasional Paper No. 18. Dublin, CLCS, Trinity College.

Grellet, F. (1981). *Developing reading skills: a practical guide to reading comprehension exercises*. Cambridge: C.U.P.

Harmer, J. (1998). *How to teach English*. Harlow: Longman.

Klippel, F. (1984). *Keep talking: Communicative fluency activities for language teaching*. Cambridge: C.U.P.

Maley, A. & Duff, A. (1978). *Drama techniques in language learning: A resource book of communication activities for language teachers*. Cambridge: C.U.P.

Maley, A. & Duff, A. (1978). *Variations on a theme: Resource material for listening comprehension and fluency practice*. Cambridge: C.U.P.

Morgan, J. & Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: C.U.P.

Nuttall, C. (1982). *Teaching reading skills in a foreign language*. London: Heinemann.

Pattison, P. (1987). *Developing Communication Skills: A practical handbook for language teachers, with examples in English, French and German*. Cambridge: C.U.P.

Silberstein, S. (1994). *Techniques and resources in teaching reading*. New York: O.U.P.

Trim, J. (Ed) (2002). *Common European Framework of Reference for Languages: Learning, teaching, assessment: A guide for users*. Strasbourg: Council of Europe ([http://www.culture2.coe.int/portfolio/documents\\_intro/common\\_framework.html](http://www.culture2.coe.int/portfolio/documents_intro/common_framework.html)).

Ur, P. (1981). *Discussions that work: Task-centred fluency practice*. Cambridge: C.U.P.

Ur, P. (1982). *Grammar practice activities*. Cambridge: C.U.P.

Ur, P. (1996). *A course in language teaching*. Cambridge: C.U.P.

### **Books on second language acquisition**

- Bardovi-Harlig, K. (2000). *Tense and aspect in second language acquisition: Form, meaning, and use*. *Language Learning* 50 [Supplement 1].
- Cohen, A. D. & Ernesto Macaro, E. (2007). *Language learner strategies: Thirty years of research and practice*. Oxford: Oxford University Press.
- Doughty, C. & Long, M. (2003). *The Handbook of Second Language Acquisition*. Malden MA: Blackwell Publishing.
- Dulay, H., Burt, M. & Krashen, S. D. (1982). *Language Two*. New York & Oxford: OUP.
- Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon Avon: Multilingual Matters.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.
- Larsen-Freeman, D. & Long, M. H. (1991). *An introduction to Second Language Acquisition Research*. London and New York: Longman.
- Lightbown, P. M. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- Mitchell, R. & Myles, F. (1998). *Second language learning theories*. London: Arnold.
- Perdue, C. (1993). *Adult language acquisition: cross-linguistic perspectives: Volume 2: the results*. Cambridge: CUP.
- Saville-Troike, N (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

#### 15. Evaluation

CAPSL module survey and end of year feedback session to inform the following year's course.

#### 16. Module Co-ordinator

Dr. Ann Devitt

#### 17. Module Teaching Team

Dr. Ann Devitt, School Placement team and occasional invited speakers.

School Placement Team: Silvia Bertoni, Ann Devitt, Claire Redmond, Mary-Elaine Tynan, Maura Clancy, Triona Barrett, Una Murray

## Music Pedagogy

### 1. Module Code

ET7908

### 2. Entry Requirements (if applicable)

This is a core module for those majoring in Music Education on the PME course

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Music pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with a music major and minor. It sets out practical and theoretical perspectives on music teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for music, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements for music in this module. The module will enable students to explore how people learn music, what methods facilitate learning music in school, particularly in a classroom environment, and how to apply this knowledge to a variety of activities in the classroom.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through music. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of music education.

#### *Aims*

The aim of the course is to educate teachers of music for Second-Level schools, who will:

- appreciate the role and value of music in the curriculum ;
- develop a personal philosophy of music education;
- reflect on and evaluate their own music-teaching practices;
- develop an awareness of the nature of music-learning, in particular the practical and participative nature of classroom music

- competently deliver all aspects of the music curriculum, including Junior Cert long and short courses incorporating appropriate teaching methodologies and skills;
- facilitate and support music performance activities in school including; liturgical services, graduation ceremonies, concerts, musicals, *feiseanna* etc.;
- re-engage students, who are expert musicians, with the challenges, excitement and frustration of novice musicians and so orient students to a learner-centred perspective on the music classroom;
- explore a range of teaching styles and methods and assess their strengths and weaknesses within the context of the students' practice as teachers;
- explore current best practice and relevant theory in relation to the teaching of music.

## 7. Learning Outcomes

On successful completion of the PME music pedagogy module, the students will be able to:

- articulate a sound personal philosophy in relation to the role of music in education;
- devise and implement individual class plans and schemes of work for music which are appropriate to their pupils' level and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods;
- demonstrate a critical awareness of a range of teaching methods and styles in their lesson plans, teaching practice, seminar contributions and written assignments;
- apply their knowledge, comprehension, critical awareness and problem solving abilities through their lesson plans, teaching practice, seminar contributions and written assignments;
- demonstrate music skills needed to support a diverse curricular and extra-curricular music programme;
- develop a research-informed approach to the theoretical and practical aspects of music education;
- develop a research-informed approach to teaching literacy and numeracy which can be implemented through the teaching of music;
- evaluate the application of inclusive education principles in the music classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- critically evaluate a range of pedagogical tasks and materials for music teaching, in particular in relation to providing opportunities for music making in the classroom;
- synthesise past and present, personal and peer experiences of learning music to generate an evidence-based understanding of the nature and processes of music learning;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices and reform these practices in light of new knowledge and insight.

## 8. Course Content and Syllabus

### **Pedagogy sessions**

*A two-pronged approach is adopted throughout the year; the course addresses general teaching techniques as well as the teaching of music in Secondary School.*

#### 1 **General teaching techniques**

- Creating a safe and caring environment
- Motivating young learners
- Lesson planning and schemes of work,
- Discipline, classroom management



- Sequencing of lessons
- Formal and informal assessment techniques
- Self appraisal
- Contemporary educational issues
- Literacy and numeracy awareness in the context of the music class

## 2 **All Aspects of the teaching of music at second level**

- Analyzing and exploring the secondary school music syllabi, identifying key concepts
- Devising short medium and long-term plans
- Authentic music making
- Developing an integrated approach to *listening, composing, and performing*,
- Basic skill acquisition including keyboard, guitar, percussion, recorder.
- Directing ensembles.
- Focusing on relevant literature, including syllabi, standard texts, and contemporary resources.
- Continued professional development, PPMTA.
- Teaching/Learning the music vocabulary

### **Tin whistle for beginners' music course**

This is a four-week music learning experience which requires the student to reflect on the processes of music learning, particularly as a novice learner. The student-teachers encounter the challenges that their own pupils face when learning a new music concept or skill and they are encouraged to reflect on issues such as learning strategies, motivation, teaching methods etc

All aspects of the course will involve class performance and demonstration and exploration of materials which will shed further light on the topic under discussion.

Ongoing reference will be made to the Revised Primary School Curriculum, the Rebalanced Junior Certificate Music Syllabus the new short courses in Arts Education and the most recent State examinations.

## **9. Teaching and Learning Methods**

The teaching and learning strategies on the course aim to embody the principles of music teaching and learning which the course espouses. All sessions are conducted in a seminar style in which group work is a key component. A common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, often with relevant research findings being presented on that topic. Each session focuses on a different aspect of music pedagogy, building from fundamentals such as *learning by ear* and *sound before symbol* incorporating the key skills of *listening, composing and performing*, collaborative learning, differentiated learning and using authentic music scores and instruments in the classroom. To further the aims of the inclusive curriculum, the content of each seminar session ( where appropriate) is recorded on PP and made available to each student. The intention here is to facilitate self-paced study and to provide students with an additional mode of access to the course content. As regards the materials used in the seminars, we aim to employ the principles of differentiated learning in our use of materials by using ear and eye as well as visuals and large font and varying the methods and materials used.

## **10. Required Equipment and Resources (if applicable)**

N/A

### 11. Methods of Assessment

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

### 12. Pass Requirement

40% overall

### 13. Method of Supplemental Assessment

Re-submission of failed element.

### 14. Recommended Reading Materials / Indicative Resources

#### **Reading List**

Bennett, R: *A Philosophy of Music Education*, Apprentice Hall, 1989

Bennett, R: *Fortissimo*, Students' Book. OUP, 1996

Cohen, Manion and Morrison: *A Guide to Teaching Practice*, 5th Edition, 2004

Costello & Kerin, *Bravo!*, Music for Junior Cert, Folens, 2009

Costello, M: *Prelude 2*, Dublin: Folens, 2002

Costello, M: *Prelude*, Dublin: Folens, 1997

Dewey, *Democracy in Education; an Introduction to the Philosophy of Education*. New York: McMillan, 1916

Dewey, *The School and Society*, Chicago: University of Chicago Press 1900 / 1990

*Drudy S and Ui Chathain M;*, *Gender Equality in Classroom Interaction*, NUIM, 1999

Durant, C. and Welch, G: *Making Sense of Music*. London: Cassell, 1995

Elliott, *Music Matters: A New Philosophy of Music Education*, New York: Oxford University Press, 1995

Green, L; *How Popular Musicians Learn*, Cambridge, UK: Ashgate Publishing Limited, 2001

Green, L; *Music, Gender, Education*, Cambridge, UK: Cambridge University Press, 1997

Hiscock and Metcalfe: *New Music Matters 3*, Heinemann, Oxford, 2000

- Hunt, P: *Voiceworks 2, A further handbook for Singing*, OUP, 2003
- Kelly, A *Tempo, an introduction to Music for First-Year Students*, Folens, 2008
- Lines, D: *Music Education for the New Millennium: Theory and Practice. Futures for Music Teaching and Learning*, Blackwell Publishing, 2006.
- Marland, M: *The Craft of the Classroom*, Heinemann Educational, 1993.
- McFadden, Kearns, *Sounds Good*, The educational Company, 2007
- Porter, L: *Behavior in Schools, theory and practice for teachers*. Open University, 2000
- Post Primary Music Teachers' Association, *Leaving Certificate Music, Teachers' Workbook*. Dublin, 2002
- Reamer B, A *Philosophy of Music Education* [2<sup>nd</sup> Ed.], Englewood Cliffs, NJ: Prentice Hall, 1989.
- Swanwick, K: *A Basis for Music Education*. London: NFER-NELSON, 1979
- Swanwick, K: *Teaching Music Musically*. London and New York: Routledge, 1999
- Tubbs, N: *The New Teacher*. Fulton Publishers, London, 1996.
- Walsh and Dolan, *A Guide to Teaching Practice in Ireland*, Gill and McMillan, 2009
- Wright, T: *How to be a Brilliant Trainee Teacher*. Routledge, 2007.

#### 15. Evaluation

CAPSL module survey and end of year feedback session to inform next year's course.

#### 16. Module Coordinator

Dr. Marita Kerin

#### 17. Module Teaching Team

Marita Kerin and School Placement team and occasional guest speakers

School Placement Team: Helen Doyle, Padraig O'Cuinneagain, Rosaleen O'Doherty, Jonathan Browner, Robert Harvey

## Science Pedagogy

### 1. Module Code

ET7910

### 2. Entry Requirements (if applicable)

Core module for students taking science as major and minor on the PME course

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

2 hours per week over one semester (3 x 11 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Science pedagogy will introduce students to the teaching of science and will provide a foundational knowledge of the post-primary science curriculum. The module explores theoretical and practical on science education, with a focus on the Junior Cycle, especially relating to its reform. Students will develop both their content knowledge and pedagogical content knowledge (PCK). They will be introduced to research in science education as it applies to student learning in the classroom and to science teacher professional development in initial and later stages.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course facilitate students to reflect on their own as well as their pupils' learning and development in and through science. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of science.

#### *Aims*

*To encourage students to:*

- broaden their understanding of science as a key cultural force in modern society and its place in the general education of young people;
- acquire and develop practical teaching skills that motivate and inspire young people to further their study of the sciences;
- collaborate with their peers to develop further their pedagogical skills, for example: planning and running practical and inquiry-based science lessons; questioning; assessment (including assessment for learning (AFL) techniques;

- collaborate with one another in their practices (e.g. in Lesson Study), to engage with available professional development courses and to develop their awareness of continuous professional development;
- adopt a critical attitude to their own practice as teachers of science and as members of the teaching profession in general.
- develop a range of strategies to teach science as both a creative and rigorous subject;
- employ a range of approaches, particularly constructivist learning approaches, to the teaching of science in the classroom;
- explore the science classroom as a site for developing students' numeracy, literacy and mathematical literacy skills;
- develop students' scientific content knowledge and their ability to utilise a number of approaches in solving scientific problems;
- begin to develop reflective teaching practice and to think critically about approaches of science learning and teaching.

## 7. Learning Outcomes

On successful completion of this module, students will be able to:

- explain the key tenets of constructivist and other views of students' learning in science;
- plan and safely conduct practical science classes;
- select from, and apply, a wide range of teaching approaches that are designed to motivate students and improve their learning;
- demonstrate an awareness of the place of science in the general education of young people
- devise and implement individual class plans and schemes of work for science which are appropriate to students' interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- engage with the science curriculum and introduce problem solving as an integral part of their teaching;
- differentiate between forms of pedagogical practice, and use of creative, discursive, practical and problem-based activities, as a means of developing students' literacy and numeracy skills
- develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the science curriculum;
- evaluate the application of inclusive education principles in the science classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- distinguish the philosophical underpinnings and theoretical frameworks of educational research on behaviour and classroom management, and analyse how these influence the science classroom;
- engage with and apply best practice principles to manage students' behaviour, organise and engaging and safe teaching and learning environment, and plan, evaluate and report on pupils' learning.
- evaluate and analyse available sources of external support;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing professional and academic needs;
- examine their own thinking and practices and reform these practices in light of new knowledge and insight.

## 8. Course Content and Syllabus

- Approaches to teaching the theoretical and practical aspects of science courses in second level schools in Ireland, particularly at junior cycle level.

- The place of science education in the school curriculum.
- The roles of practical work and ICT in science teaching and learning.
- Theories of learning in science.
- Student attitudes to science in school.
- Lesson planning / schemes of work / assessment / reflection and evaluation.
- 'Platy' activities in the science classroom which encourage learning and foster engagement.
- Focus on questioning to develop student learning in science.
- Curriculum planning and junior cycle science
- Formative (AfL) & summative assessment & grading.
- Numeracy and literacy in the context of science.
- Developing learning communities in the science classroom.
- Methods of collaboration in learning and teaching science.

#### 9. Teaching and Learning Methods

- Seminars, including small group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.
- Peer teaching and micro-teaching
- Use of ICT to support learning.
- Visiting sessions by practising teachers (some co-taught with TCD colleagues) and special needs assistants (SNAs).

#### 10. Required Equipment and Resources (if applicable)

Science laboratory equipment and occasional access to a laboratory.

#### 11. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

#### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Resubmission of the assignment

### 14. Recommended Reading (Books)

Bishop, K. and Denley, P. (2007) *Learning Science Teaching*. Berkshire: Open University Press.

Black, P. and Harrison, C. (1990) *Science inside the Black Box*. King's College London. (booklet)

Driver, R. (1983) *The Pupil as Scientist?* Milton Keynes: Open University Press.

Fraser, B., Tobin, K. and McRobbie, C. (Eds.) (2012) *Second International Handbook of Science Education, Volumes 1 and 2*. London: Springer.

Gilbert, J. (Ed.) (2004) *The RoutledgeFalmer Reader in Science Education*. London: RoutledgeFalmer.

Goldacre, B. (2009). *Bad science*. London: Fourth Estate Press.

Keeley, P. D. (2008) *Science Formative Assessment*. Corwin Press.

Kind, V. (2008) *Teaching Secondary How Science Works*. London: Hodder.

Lionni, L. (1974) *Fish is Fish*. Random House Publications.

Monk, M. and Osborne, J. (eds) (2000) *Good Practice in Science Teaching*. Buckingham: Open University Press.

Mortimer, E. F. & Scott, P. H. (2003) *Meaning Making in Secondary Science Classrooms*. Maidenhead: Open University Press.

Osborne, J. and Dillon, J. (2010) *Good Practice in Science Teaching: what research has to say*. London: Open University Press.

Parkinson, J. (2002) *Reflective Teaching of Science 11-18*. London: Continuum.

Ratcliffe, M. and Grace, M. (2003) *Science Education for Citizenship*. Maidenhead: Open University Press.

Reiss, M. (2011) *Teaching Secondary Biology*. London: Hodder.

Sang, D. (2011) *Teaching Secondary Physics*. London: Hodder.

Taber, K. (2012) *Teaching Secondary Chemistry*. London: Hodder.

Toplis, R. (Ed) (2010) *Learning to Teach Science in the Secondary School*. London: Routledge.

Wellington, J. & Osborne, J. (2001) *Language and Literacy in Science Education*. Buckingham: Open University Press.

Wellington, J. & Ireson, G. (2012) *Science Learning, Science Teaching*. London: Routledge.

Willingham, D. T. (2012) *When Can You Trust the Experts?* New York: Wiley.

**Journal articles and web references will be supplied during sessions**

### 15. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

### 16. Module Co-ordinator

Olivia Derwin

### 17. Module Teaching Team

Olivia Derwin

## Advanced Pedagogy and Research

### 1. Module Code

ET 8901-8910 (related to pedagogy major)

### 2. Entry Requirements (if applicable)

This is a mandatory module for all PME students

### 3. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

### 4. Module Size (hours and number of weeks)

Research methods at the beginning of Year 2 (lectures, tutorials and guided study and research practice);  
Including seminars and workshops during the induction programme.

400 hours of total student effort

### 5. ECTS Value

20 ECTS

### 6. Rationale and Aims

#### *Rationale*

This module focuses on the development of a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on a specific research area of pedagogy or theory as identified by the student within programme guidelines.

This module has been designed to provide students with a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on its effect on policy and practice in the domain of education. The knowledge, skills and understanding and in particular, the competence to engage critically with empirical and non-empirical research which students will gain from this section of the module, will be directly transferable to their pedagogical studies as developing subject experts. More generally, the development of educational practitioners' abilities to critically reflect on and deconstruct secondary research has long been a core set of competencies in the area of continuing professional development since the late 1960s. In developing this tradition, it is intended to provide students with the capacity to undertake their own research, but to do so from a theoretically and methodologically informed perspective. It also essential that this is situated with the reflective and reflexive practitioner tradition, to provide a meaningful link between theory, research and practice within the post-primary school context.

#### *Aims*

- To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education (e.g. medicine, social work, nursing);
- To introduce students to the range of research methodologies and research tools applied by research-based evidence practitioners;



- To develop students' critical understanding of the reflexive dimensions associated with research-based evidence;
- To develop students understanding of the analytical techniques applied in the context of evidence-based research;
- To develop students' capacity to interpret and critique, from a methodological perspective, empirical and non-empirical forms of evidence.

## 7. Learning Outcomes

On successful completion of the PME Advanced Business Studies Pedagogy and Research module, students will be able to:

- show a critical understanding of the range of methodological approaches (e.g. case study, life history, quasi-experimental, evaluation, narrative, ethnography) that can be applied in the domain of educational research;
- articulate an informed awareness of the different research traditions (e.g. feminism, critical theory, critical realism, historiography) which inform the domain of research-based education policy and practice;
- comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence;
- evaluate the interrelationship between research questions, methodologies and the generation of evidence;
- appraise the range of research methods used in the generation of evidence;
- comprehend the ethical and political dimensions of research-based evidence;
- deconstruct published educational research in its application to educational policy and practice
- construct a research thesis which critically applies the key concepts covered in the module.

## 8. Course Content and Syllabus

Areas to be covered include:

### *A. Deconstructing the underpinning principles of research-based policy and practice*

This work will provide students with the foundational concepts associated with research based policy and practice. More specifically within these sessions, students will explore the political and societal functions of this form of research, its methodological underpinnings in terms of research approaches and concomitant research traditions. Students will be introduced to the ethical dimensions of research more generally and given an introductory guide to some of the philosophical debates around reflexivity, epistemology, ontology and axiology which also underpin research-based evidence. Lastly, students will initially explore the interrelationship between the above and the construction of research designs.

### *B. Critically exploring the tools & techniques of data generation*

Placed within the context of the range of methodologies discussed in section A of this module, students will explore the role of different research methods (numerical & non-numerical) available to researchers. Additionally, this will also include discussions concerning the construction of research designs built around the use of single and mixed methods and the implications of this for sampling, ethics, all forms of triangulation and sufficiency of evidence.

### *C. Fabricating evidence? The role of analysis and data representation within research-based evidence policy and practice*

Building from the content in B above, these sessions will provide students with an introduction to the techniques of data analysis commonly applied to numerical, textual and visual forms of data. Following on from this, students will be introduced to the issues around the selection and representation of data put forward as evidence.

## 9. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

All research session materials are housed on 'my blackboard'. Students are expected to read this prior to each session. A key feature of this module is to build the content around key readings. In particular the use of published studies as material to be deconstructed via the students' critical use of the foundational concepts they will encounter. This process of 'reverse engineering' will provide students with an understanding as to how evidence is generated, analysed and reported. This will support them in their process of becoming critical readers of secondary research material.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images are used to increase flexibility and variety in teaching and learning methods and materials.

The thesis research and writing work will be conducted in collaboration with a supervisor. Student and supervisor will engage in dialogue to develop research ideas, implement these in practice, analyse data and develop the final thesis.

#### 10. Required Equipment and Resources (if applicable)

PowerPoint and audio-visual facilities, web based learning using *Blackboard* and its online fora

A room with a screen, PowerPoint, overhead and blackboard. The room should be bright and airy with flexible furniture that can facilitate group work.

#### 11. Methods of Assessment

##### **Summative Assessment**

Module assessment will be a research dissertation of approximately 10,000 words (or word equivalent) in their chosen area. Students will choose to research a topic or theme which emerges strongly as an area of interest or concern to them from their on-going portfolio work in first and/or second year of the PME course, concentrating on an aspect of the student's School Placement experience and/or their professional and academic studies. As such, it is considered a significant piece of work and the culmination of two years professional and research engagement in education.

The project aims to develop in students the ability to apply the research skills necessary to conduct a small-scale research study in their chosen area.

##### *Criteria for Assessment*

Students will be expected to:

- plan, design and carry out relevant research in their chosen area, taking into account its relevance to teachers and pupils, and their own professional and academic development as educators;
- critically evaluate the theoretical underpinnings of their chosen research area and selected methodology;
- demonstrate a critical and skilled selection of material from the literature, professional practice and personal experience that allows for an in-depth examination of the topic;
- demonstrate an excellent use of a theoretical framework to support the development of their discussion;
- present, discuss and evaluate their study findings within the context of the existing literature;
- extrapolate and address the ethical issues in their study, as relevant;
- show an ability to reflect analytically upon their own practice, recognising both strengths and weaknesses;

- highlight the wider implications of the study for the education profession, and identify possible future trends in policy, practice and research;
- achieve a high standard in overall presentation.

### **Formative Assessment**

Students will receive support from and be guided through the research process by their thesis supervisors. As some of the sessions will be workshop and task based, the interaction between the lecturer and the student will provide opportunities to assess student learning.

### **12. Pass Requirement**

40% overall

### **13. Method of Supplemental Assessment**

Re-submission of failed component

### **14. Recommended Reading Materials / Indicative Resources**

#### Reading Materials

Dillon, Justin. and Maguire, Meg. (2011). *Becoming a Teacher: Issues in Secondary Education*, 4<sup>th</sup> edition.

England: McGraw Hill Educational.

Mcgregor, Debra. And Cartwright, Lesley.(2011). *Developing Reflective Practice: A Guide for Beginning teachers*, 1st edition. England: McGraw Hill Education.

Thomas, Gary. (2009). *How to do your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage Publications.

Waring, Mike and Evans, Carol (2014). *Understanding Pedagogy: Developing a Critical Approach to Teaching and Learning*. London: Routledge

Whitacker, Todd. (2012). *What Great Teacher do Differently*, 2<sup>nd</sup> edition. USA:Eyeoneducation.

Wragg, E. C. and Brown, G. (2001). *Questioning in the Secondary School*. London: RoutledgeFalmer.

Wragg, E. C. and Brown, G. (2001). *Explaining in the Secondary School*. London: RoutledgeFalmer.

Online relevant journals accessible via TCD library

Students are strongly encouraged to use some of the following journals as part of their time on the module, which they should also use during their research project work.

International journal of social research methodology

Sociological methodology

Journal of Mixed Methods Research

Sociological methods & research

Survey Research Methods

Forum, qualitative social research

Harvard Educational Review

International journal of qualitative methods

International Journal of Qualitative Studies in Education

International Journal of Qualitative Studies on Health and Well-Being

Journal of Ethnographic & Qualitative Research

Journal of Visual Communication and Image Representation  
Journal of Visual Culture  
Visual Anthropology  
Visual Anthropology  
Qualitative Health Research  
Qualitative Inquiry  
Qualitative Research  
Qualitative Research in Organizations and Management  
Qualitative Research in Psychology  
Qualitative Research Reports in Communication  
Qualitative Social Work  
Qualitative Sociology  
Qualitative sociology review  
Visual Culture & Gender  
Visual Culture in Britain  
Visual Studies

<http://www.soc.surrey.ac.uk/sru/Sru.html>

<http://www.nova.edu/ssss/QR/index.html>

<http://www.uwm.edu:80/People/brodg/qualres.htm>

<http://www.soc.surrey.ac.uk/sru/Sru.html>

<http://www.nova.edu/ssss/QR/index.html>

<http://www.uwm.edu:80/People/brodg/qualres.htm>

#### 15. Evaluation

A written customised survey is administered at the end of the year, and the results are considered by the module team.

#### 16. Module Coordinator

Dr. David Limond

#### 17. Module Teaching Team

Various

## Contacts:

### Course administration:

Dearbhail Gallagher	<a href="mailto:pmeadmin@tcd.ie">pmeadmin@tcd.ie</a>	+353 1 8961488
Linda Mc Hugh	<a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a>	+353 1 8963492

### Programme Co-ordinators:

John Walsh	<a href="mailto:walshj8@tcd.ie">walshj8@tcd.ie</a>	+353 1 8964855 (Registrar)
Melanie Ní Dhuinn	<a href="mailto:mnidhuin@tcd.ie">mnidhuin@tcd.ie</a>	+353 1 8963488 (School Placement)
David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>	+353 1 8963152 (Thesis)

