

Master in Education Studies

Handbook: Year 1

2019-2020

MES (*Visual Arts*)

MES (*Inquiry Based Learning*)

MES (*Leadership in Christian Education*)



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Message from the President of Marino Institute of Education



Dear Students,

On behalf of my colleagues I extend a warm welcome to you to Marino Institute of Education (MIE). To our students, for whom this is their first encounter with MIE, we are delighted that you have selected to undertake your postgraduate programme with us. To our returning graduates, welcome back! It is wonderful to have you back with us as you continue your educational journey, and we look forward to catching up on all that you have achieved since your graduation.

MIE is a national centre for teaching, learning and research. Education, and in particular teacher education, is core to the mission of MIE. We also provide a wide range of additional services to the education sector. MIE is an ambitious and growing institute, and we now have more than one thousand registered students on campus. Programme provision includes the Bachelor of Education Degree, the Bachelor of Science (Education Studies), the Bachelor in Science (Early Childhood Education), the Professional Diploma in Education (Further Education), the Professional Master of Education (Primary teaching) and the Trinity International Foundation Programme. Our suite of masters programmes are particularly designed to respond to the emerging needs in Irish schools; whether you are registered on our Master in Education Studies programme in Intercultural Education, Early Childhood Education, Visual Arts, Inquiry-Based Learning, or Leadership in Christian Education, we trust that you will enjoy the intellectual challenges and professional engagement which are at the heart of your programme. Engaging in research and study in your selected field is a very rewarding process and given the commitment to quality at MIE, which is recognised in the award of a Trinity College Dublin degree, your decision to undertake this programme will stand you in good stead into the future.

As a student of MIE you are a member of a vibrant and innovative community which is continuing to grow and develop. We are currently preparing a new Irish medium B.Ed (primary teaching) and our first cohort on this programme will enrol in September 2019. Táimid ag tnúth go mór leis an gclár fochéimithe nuálaíoch seo a bheidh ag freastal go sonrath ar oideoirí tumoideachais.

We are proud of our tradition of excellence at MIE and we take pride in having a dynamic, supportive and creative staff who strive to ensure that all students experience a sense of belonging in our learning community. I wish you well in your studies and I hope that your time at MIE will prove both enjoyable and rewarding.

Guím gach rath ar an uile dhuine agaibh, ar bhur gcúram agus ar bhur saothar.

Teresa O'Doherty

Dr Teresa O'Doherty, President MIE

Programme Organisation and Administration¹

Programme Staff

MES Programme Coordinator

Dr. Rory McDaid

MES (Visual Arts) Coordinator

Dr. Michael Flannery

Lecturer

Dr. Gerry Dunne

Lecturer

Dr. Margaret Fitzgibbon

Lecturer

Dr. Mary Grennan

Lecturer

Ciara Brennan

MES (Inquiry Based Learning) Coordinator

Dr. Karin Bacon

Lecturer

Dr. Gerry Dunne

Lecturer

Dr Sandra Austin

Lecturer

Ciara Brennan

MES (Leadership in Christian Education) Coordinator

Dr. Denis Robinson

Lecturer

Dr. Gerry Dunne

Lecturer

Dr. Aiveen Mullally

Lecturer

Dr. Michael Redmond

Lecturer

Dr. Seán Ruth

Lecturer

Anne McCarthy

Lecturer

David Ruddy

Lecturer

Dr. John-Paul Sheridan

¹ The programme staff reserve the right to alter the programme during the year

Delivery Formats and Credit Weighting

The format of delivery will be over two academic years, part-time. The total credit weighting for the Master's programme is 90 ECTS credits. These credits are distributed among taught components and the dissertation. The taught component carries 60 ECTS credits consisting of four modules (15 ECTS credits each). The remaining 30 ECTS credits are allocated to the research dissertation. Typically, the teaching activities are organised on Friday evening and Saturday, and classes are normally held at MIE.

In summary:

	ECTS Credits
Year 1	
Module 1	15
Module 2	15
Module 3	15
Module 4	15
Year 2	
Dissertation Module	30
TOTAL	90

Student Services

A range of student services and facilities are in place in MIE to enhance the student experience. These include:

(a) Library

Students will have full access to TCD library facilities. The library in MIE provides a range of services and facilities to support student learning. The main collection consists of over 30,000 items and is focused on meeting the reading requirements of all students. The library subscribes to journals on education. An introduction to the library facilities at MIE will form part of the student induction in September 2016 and students will also be shown how to access electronic journals from the Trinity database. The library in MIE opens until 6pm on Fridays and until 2pm on Saturdays.

(b) Virtual Learning Environment

Moodle is the virtual learning environment (VLE) used to support teaching and learning on this Master's programme. This VLE will contain all course materials and will be used to keep students informed and involved with all aspects of their course. It will also contain supplementary lecture material which is additional to the face-to-face contact. Moodle will be used as the forum for asynchronous discussion and engagement. A training session on using Moodle as a VLE will be offered as part of the induction to the MES.

(c) Academic Support

Students will receive formal sessions and feedback on the skills of academic reading and writing in Year one of the MES. They will also receive guidance on the use of on-line search engines.

(d) Students from English as a Second or Other Language (ESOL) backgrounds

Students from ESOL backgrounds will, where necessary, be assigned an academic tutor who will be available to provide additional tutorial support up to five occasions (1-hour sessions) during each academic year.

(e) Registrar's Office

The Registrar's Office supports students in relation to admissions, registration, examinations and records

Calendar of dates, 2019-2020

Friday lectures take place from 6pm to 9pm and Saturday lectures take place from 9am to 4pm unless a lecturer makes other arrangements

Registration and Induction

Friday 6th September, 4-7pm
Saturday September 7th 10-1

Module 1

Friday 20th and Saturday 21st September
Friday 4th and Saturday 5th October
Friday 18th and Saturday 19th October

Module 2

Friday 8th and Saturday 9th November
Friday 22nd and Saturday 23rd November
Friday 6th and Saturday 7th December

Module 3

Friday 10th and Saturday 11th January, 2020
Friday 24th and Saturday 25th January
Friday 7th and Saturday 8th February

Module 4

Friday 6th and Saturday 7th March
Friday 20th and Saturday 21st March
Friday 3rd and Saturday 4th April

Assessment and Marking Procedures

Students will receive grades for assignments within one month of submission, where possible, along with detailed formative evaluation. This process ensures that students receive comprehensive feedback about their strengths and areas for improvement. The timescale ensures that this feedback informs students' work as they engage with their subsequent assignment(s). Individual tutorials will be offered to students who have particular difficulties with academic writing.

- Assignments for individual modules will be graded as distinction, pass or fail. The pass mark for each module will be 50%.
- The pass level for the overall course will be set at 50%

- In order to complete the course, students must pass each module of the programme including the dissertation module.
- A student who fails to meet the passing grade for one module may be permitted to resubmit the module assignment. The grade on a resubmission is capped a pass level only. A student who fails on resubmission will be required to withdraw from the course. Compensation between modules is not permitted.

In calculating the end of year result for first year, the average of the three highest assignment marks are counted.

Students will be provided with a provisional grade for each assignment, which will be subject to confirmation at the Court of Examiners. This Court will take place in MIE at the end of the academic year and will be attended by the staff team, the MIE Director of Teaching and Learning (Postgraduate) and the MIE Registrar. At this Court, students' grades will be discussed and confirmed before being sent to the external examiner.

Submission of course work

All course work must be submitted by the due date to avoid imposition of penalties. Should work not be submitted by the due date, the penalties that apply are as follows:

- Ten percent of the marks awarded will be deducted from work which is submitted up to one week after the submission due date
- Twenty percent of the marks awarded will be deducted from work that is submitted between one and two weeks after the submission due date
- Assignments will not be accepted more than two weeks after the due date and the student will be returned as fail

With advance notice and with good reason, due dates may be extended by the lecturer concerned at her / his discretion in consultation with the particular student and the Registrar as appropriate. Requests for an extension must be made in writing to the lecturer and may be gained on medical grounds (supported by a certificate from a medical doctor) or in respect of *ad misericordiam* situations (with the approval of the programme director).

Assignment Due Dates, Year One

Assignment titles are usually given on the second weekend of each module. Local arrangements may be made from time to time to allow a change in the dates below.

MES Visual Arts

Module 1:	Friday, 8 th November, 2019
Module 2:	Saturday, 7 th December, 2019 (10%) co-curation of studio work Friday, 13 th December, 2019 (30%) Friday, 10 th January, 2020 (60%)
Module 3:	Saturday, 8 th February, 2020 (10%) co-curation of studio work Friday, 14 th February, 2020 (30%) Friday, 6 th March (60%)
Module 4:	Friday, 1 st May (100%)

MES Inquiry Based Learning

Module 1:	Friday, 8 th November, 2019
Module 2:	Friday, 10 th January, 2020
Module 3:	Friday, 6 th March, 2020
Module 4:	Friday, 1 st May, 2020

MES Leadership in Christian Education

Module 1:	8 th November 2019 Essay and Learning Journal
Module 2:	10 th January 2020 Essay and Learning Journal
Module 3:	6 th March 2020 Essay and Learning Journal
Module 4:	8 th May 2020 Essay (Group Presentation - A date has yet to be determined for the Group Presentation)

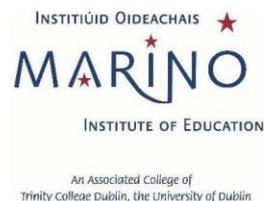
Appeals Procedure²

Policy Identifier:

Version:

Date of Issue:

Date of Revision:



Postgraduate Appeals' Process

1 Context

Marino Institute of Education recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress.

2 Purpose

The purpose of this policy is to outline the circumstances in which students on taught postgraduate programmes are allowed to ask for a review of a decision relating to their academic progress.

3 Benefits

This procedure and related documents referred to in [Section 9](#), support the management and conduct of academic appeals in a transparent and equitable way.

4 Scope

4.1 This procedure applies to all students registered on postgraduate taught programmes in MIE and to those who have gone off the register, provided they bring their appeal within a three-month period. Appeals concerning events occurring, or decisions made more than four months previously will only be considered in the most exceptional circumstances.

4.2 Requests for re-checking/re-marking of examinations and assessments are not covered by this policy.

² Please note that due to an organisational review which is being implemented for the first time in the academic year 2019-2020, some of the roles named here may be replaced by other roles as these changes are applied across all policies and procedures. As policies are changed, they will be published in the relevant fora. If you have any queries, please contact the module coordinator.

Policy Identifier:

Version:

Date of Issue:

Date of Revision:

5 Principles

5.1 MIE is committed to ensuring that the management and conduct of appeals is equitable and consistent

5.2 The procedure for any appeal will comply with the laws of natural justice

6 Definitions

***Ad misericordiam* appeal** refers to an appeal based on compassionate grounds.

7 Levels in the Appeals' process

7.1 There are three levels to the appeals process:

- I. Course Board
- II. The Postgraduate Appeals' Committee and
- III. The Institute Appeals' Committees.

7.1.2 Course Committee:

Students who wish to appeal either decisions or grades, should in the first instance do so in writing to the course leader of their programme. The grounds for the appeal should be clearly stated and supported where necessary by documentary evidence. The course leader will discuss the request with the relevant student and the Course Board and attempt to find a resolution.

7.1.3 Postgraduate Appeals' Committee

If the problem is not resolved, the course leader refers the case to the Postgraduate Appeals' Committee. This committee consists of

- i Chair – a senior lecturer in MIE
- ii A course leader on another postgraduate programme in MIE
- iii A student representative on the Governing Body.

Policy Identifier:

Version:

Date of Issue:

Date of Revision:

This committee shall convene as and when necessary. Appellants should submit their case in writing to the chair of the committee outlining the grounds for the appeal and supported where necessary by documentary evidence.

The recommendation of the Postgraduate Appeals' Committee is forwarded to the Dean of Education, who may approve or reject any such recommendation.

7.1.4 the Institute Appeals Committee

Students are entitled to appeal the decision of the postgraduate Appeals' Committee to the Institute Appeals' Committee. This committee consists of:

- i Principal lecturer in MIE (non-voting chair)
- ii Senior Lecturer in MIE
- iii Student representative
- iv A member of MIE Governing Body

7.1.4.1 Decisions of the relevant Institute Appeals' Committee are presented to MIE Governing Body for approval.

7.2 Any student who has an appeal in progress that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the appeal has been confirmed.

8 Responsibility

The responsibility for the Postgraduate Appeals' Process lies with the Registrar and Vice President for Academic Affairs.

9 Related Documents

This document should be read in conjunction with the following documents.

9.1 Appeals Policy (Academic Progression)

9.2 Re-check/Re-mark of Examination scripts

Policy Identifier:

Version:

Date of Issue:

Date of Revision:

9.3 Appeals and recheck form

9.4 Guidelines on evidence in support of an *ad misericordiam* appeal.

9.5 Annual Examination Dates and Deadlines Calendar

Academic Progression

(i) All students register on the MES programme. Students must successfully pass all the requirements of their first year in order to progress to the second year of the Master's programme.

(ii) Progression to Year 2: The Court of Examiners, including the external examiner and the programme committee, will meet at the end of Year 1 to moderate assignment marks from the taught modules of the course, and in order to record end-of-year results and to confirm each student's progression from Year 1 to Year 2.

Students wishing to progress to the dissertation year must have all of their completed coursework for the taught component of the programme (4 modules) submitted by July 31st of the year following entry to the programme, and must have achieved at least a 'pass' in each module.

Some students may choose to stagger the completion of the MES by leaving an interval of one year between successfully passing the four modules of Year 1 and completing the research requirements of Year 2. In this way these students will complete the MES over a three-year period.

(iii) Exit award after Year 1: Students who have successfully passed the four taught modules of the course and accumulated 60 ECTS credits and who do not wish to proceed to the dissertation stage in Year 2, will be considered for a Postgraduate Diploma (exit award). Should a student wish to exit the course with a postgraduate diploma award, this should be notified to the Registrar's office prior to the annual court of examiners in June. Students may apply to defer proceedings to the second year of the MES course up to 31 July following completion of their first year of the course. Any such student who wishes to return to the Master's course at some future date will be required to rescind the exit award of the Postgraduate Diploma before graduating with the Master's degree (this is in accordance with procedures in Trinity College). Following successful completion of the Master's requirements, the student will inform the Registrar of his or her intention to rescind the Postgraduate Diploma and have the credit obtained during the Postgraduate Diploma integrated into the Master's degree. A time limit for re-registering to complete the credits required for the Master's degree will normally be five years following completion of the Postgraduate Diploma. An application for re-entry will be considered by the course committee, taking into account course quotas, the calibre of the candidate and the supervisory capacity for research dissertations.

(iv) Exit award with distinction: Students who have achieved an aggregate of at least 70% of the available marks in all taught modules passed will be eligible for consideration of the award of Postgraduate Diploma with distinction. Postgraduate Diploma with distinction cannot be awarded if a candidate has failed any assignment during the period of study. Postgraduate Diploma with distinction is only awarded on exit from the programme.

(vi) Master's Degree with distinction: The Pass award of a Master's Degree with distinction shall require the achievement of a distinction for the dissertation, and an aggregate of at least 70% of the available marks in all of the four taught modules. A distinction cannot be awarded if a candidate has failed any assignment during the period of study.

Study requirements

Use of Moodle

As stated, Moodle is the virtual learning environment (VLE) used to support teaching and learning on the MES. It contains course materials and is used to keep students informed and involved with all aspects of their course.

Moodle will also contain supplementary lecture material which is additional to the face-to-face contact. This includes a sample of papers and articles relevant to the module topic. Nevertheless, it is essential that students do not limit their study to the material available on Moodle. It is expected at Master's level that students will carry out their own research using the TCD search engines and that course assignments and research dissertations will reflect this in-depth engagement with literature in the field.

Self-directed learning

Self-directed learning is an essential element of the MES. Lecturers will ask students to read material or progress their studio work between weekends and to present their views on their reading during the face-to-face sessions.

Appendix 1: MES (Visual arts): Programme Content (Year One)

Module 1: Introduction to Education Studies

Module 1 credits: 15

Module 1 Co-ordinator: Gerry Dunne

Module 1 Lecturers: Gerry Dunne.

This module comprises six themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

This module attempts to give a broad overview of education studies to students as they embark on the Masters course. They will deepen their knowledge in a specific subject area of interest and will combine and integrate this knowledge with a broad survey of important ideas in education today. The module will strike notes that should resonate with students as they engage in subsequent course modules.

Module philosophy

For anyone who has engaged in or thought about education as a student, a teacher or a citizen, this module offers an opportunity to explore at an introductory level some deep ideas about education, its purpose, its vision, and its place in society. Students will consider the relationship between education and schooling. They will also consider how answers to the questions raised in the module have changed over time.

This module will orientate students to postgraduate study in education by helping them write about education matters in light of their experience and their response to reading a diverse range of seminal texts in education. They will also begin to develop their ability to analyse research in education with a view to conducting their own research later in the course.

Structure of module

This module will take place face to face over three weekends of Friday evenings and Saturdays. It will consist of writing and reading in and about education around the six themes of the module. The themes reflect key ideas in education. Throughout the module students will write about education and seek response from peers and from the instructors; they will also critique their own writing in light of their reading. Students will be expected to engage in substantial writing and reading prior to, during and following the classes.

Aims of Module

- To prepare students for deep engagement with the Master in Education Studies course.
- To encourage students to write about education, inspired by experience and by reading.
- To identify and engage with contemporary issues in education and reflect on them through various perspectives such as history, philosophy, psychology, sociology and experience, and using multiple media, such as film, visual arts, music and poetry.
- To analyse the relationship between pedagogy and education
- To explore the purpose of education and how this has changed over time

Learning outcomes

On successful completion of Module 1: Introduction to Education Studies, students should be able to:

- (i) Compare contemporary education structures and philosophies to specific educational structures and philosophies from the past (CLO 1, 2)
- (ii) Articulate a personal purpose for education that is informed by purposes that have been described by previous educators, scholars and policymakers (CLO 2, 5, 7)
- (iii) Describe and critique the relationship between virtues and skills in education (CLO 1, 2)
- (iv) Identify criticisms of contemporary education and assess the validity of such criticisms (CLO 7)
- (v) Interpret the ideas of others and express their own ideas clearly (CLO 6, 7)

Module length and structure

Module 1 is made up of six separate themes, and comprises 35 hours of contact time.

Outline of Module 1:

THEME 1: Introduction to Postgraduate Reading and Writing

THEME 2: Pedagogy, Learning and Education

THEME 3: What is education for?

THEME 4: The relevance of virtues

THEME 5: Education under pressure in our culture

THEME 6: Contemporary Issues in Educational Research

Content of module themes

Although the themes are laid out separately, there will be much crossover and integration in how they are introduced in class.

Theme I: Pedagogy, Learning, and Education

Is learning a science? What is the relationship between pedagogy and learning? Are personalised learning styles evidence based? The term ‘pedagogy’ itself derives from the Greek paidagōgia, and in its loosest sense, refers to the method and practice of teaching as an academic subject or theoretical concept. Pedagogical techniques tend to be broadly classified as follows: (i) conditioning (the use of stimulus-response techniques); (ii) training or instructionism – (direct conveyance of information); (iii) supervision (learning overseen and regulated); (iv) facilitation (providing opportunities and resources for learning); (v) modelling (providing an example for a student to follow), and, (vi) erotetics (use of questions to elicit more informed justifications for knowledge claims. Conceptual questions about pedagogy are, for the most part, rarely technical questions, since education itself is a moral activity. Expediency and maximising the probability of successful learning outcomes are not the only considerations facing the pedagogue. For instance, a twelve year old smoker might be dissuaded from persisting with his habit by a quick trip to an oncology ward, where he will see and chat with a former smoker dying of lung cancer. Here we encounter the ethical dimension of teaching -the centrality of *phronesis* -of choosing the rights means and ends.

Similarly, pedagogy is often based on a ‘means/ends’ approach, where the efficacy of the method directly correlates to the probability of targeted learning occurring within a certain setting. This assumption is frequently based on an uncritical understanding of ‘neuromyths and learning styles’. Learning styles, and the so-called ‘science of learning’ are contested topics in educational research (Howard-Jones, 2007; Kirschner, 2009). In this module, we will examine the efficacy of different types of learning styles/models in both formal and non-formal educational settings. We will also critically evaluate the importance of practitioners exercising ‘pedagogical tact’ when deciding which ‘means’ and ‘ends’ ought to be pursued in educational settings.

Recommended Reading

- Anderson, J. R. *Learning and Memory: An Integrated Approach*. 2nd ed. New York: John Wiley, 2000.
- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). Learning styles and pedagogy in post-16 learning: A systematic and critical review. London: Learning and Skills Learning Research Centre. Report retrieved from <http://skills.nl/lerenlerenu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf>
- Dekke, S., Lee, N. C., Howard-Jones, P., & Jolles, J. (2012). Neuromyths in education: Prevalence and predictors of misconceptions among teachers. *Frontiers in Psychology*, 3. doi: 10.3389/fpsyg.2012.00429
- Geake, J., (2008) Neuromythologies in education Educational Research Vol. 50, No. 2, June 2008, 123–133 <http://amyalexander.wiki.westga.edu/file/view/neuromythologies-p.pdf/237921127/neuromythologies-p.pdf>
- Goldhill, O. (2016). The concept of different “learning styles” is one of the greatest neuroscience myths. *Quartz*. Retrieved from <http://qz.com>
- Goswami, U. 2004. Neuroscience and education. *British Journal of Educational Psychology* 74: 1–14. Hellige, J.B. 2000. All the king’s horses and all the king’s men: Putting the brain back together again. *Brain and Cognition* 42: 7–9.
- Howard-Jones, P. A. (2014). Neuroscience and education: Myths and messages. *Nature Reviews Neuroscience*, 15, 817-824. Retrieved from <http://www.nature.com/nrn/index.html>

- Kirschner, P. A. (2009). Epistemology or pedagogy, that is the question. In S. Tobias & T. M. Duffy. *Constructivist theory applied to instruction: Success or failure?:* Routledge.
- Paul A. Kirschner & Jeroen J.G. van Merriënboer (2013) Do Learners Really Know Best? Urban Legends in Education, *Educational Psychologist*, 48:3, 169-183, DOI: 10.1080/00461520.2013.804395
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119. Retrieved from https://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
- Stahl, S. A. (1999). Different strokes for different folks? A critique of learning styles. *American Educator*, 23(3), 1-5. Retrieved from <http://www.aft.org/sites/default/files/periodicals/DiffStrokes.pdf>
- Kavale, K. A., Hirshoren, A., & Forness, S. R. (1998). Meta-analytic validation of the Dunn and Dunn model of learning-style preferences: A critique of what was Dunn. *Learning Disabilities Research & Practice*, 13(2), 75-80.
- Singal, J. (2015). One reason the 'learning styles' myth persists. *New York Magazine*. Retrieved from <http://nymag.com>

Theme II: What is Education for?

What is worth knowing? How do we decide? What is education for? Must education serve the economy? Is education about helping us to become better human beings? Question such as these are central to any worthwhile debate about the nature and purposes of education in the 21st century. Taking these questions as our guide, this module focuses on four key aims of education:

- Autonomy and Authenticity (Taylor, 1992)
- Happiness and Flourishing (Brighouse, 2008; Dunne, 1993)
- Critical Self-Reflection/Self-Regulation & Action
- Relationality – forming positive relationships through emotional literacy and empathy

Drawing on recent work in the area, we will explore the crucial role each of these elements play in educational settings (loosely interpreted), both nationally and internationally.

Recommended Reading

- Curren, R. (2003). *A Companion to the Philosophy of Education*, Blackwell Press
- Gadamer, G., H. (2001) Education is Self-Education, *Journal of Philosophy of Education* DOI: 10.1111/1467-9752.00243
- Haydon, G. (1983), Autonomy as an Aim of Education and the Autonomy of Teachers, *Journal of Philosophy of Education*, 17: 219–228. doi:10.1111/j.1467-9752.1983.tb00032.x
- Layard's, R., (2005). *Happiness: Lessons from a New Science* (London, Penguin)
- Miller, Alastair, 'A Critique of Positive Psychology – or "The New Science of Happiness."' All these are in *New Philosophies of Learning* edited by Ruth Cigman and Andrew Davis (42:3/4, 2008).
- Kristjánsson's K. (2017). Flourishing as the Aim of Education: A Critical Review' in *The British Journal of Educational Studies*, Vol. 65, Iss. 1
- Peters, R. S. (1970). Education and the Educated Man' *Journal of Philosophy of Education*, 4: 5–20. doi:10.1111/j.1467-9752.1970.tb00424.x
- Phillips, C., D. (2014). *Encyclopedia of Educational Theory and Philosophy*, Sage Publications
- Peters. S., M. (2017). *Encyclopedia of Educational Theory and Philosophy*, Springer

- Schunk D, H., & Zimmerman B, J (Eds) (1990) *Self-Regulated Learning: From Teaching to Self-Reflective Practice*, New York: Guilford Press
- Smith, R. (2008). The Long Slide to Happiness. *Journal of Philosophy of Education*, 42: 559–573. doi:10.1111/j.1467-9752.2008.00650.x
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- Taylor, C (1992). *The ethics of Authenticity*, Harvard University Press
- White J. (2011). *Exploring Well-being in Schools*, Routledge.
- Winch, C., & Gingell, J., (2008). *Philosophy of Education: The Key Concepts*, Routledge Key Guides
- Zimmerman, B., J, & Schunk D. H., (Eds) (2011). *Handbook of Self-Regulation of learning and performance*

Theme III: The Relevance of Virtues

What are virtues? And why are they important to the study of education? In this module, we examine the role of character virtues, into which children are to be educated - initially through a process of training, and then subsequently through reflective practice. Scholars argue that virtues such as courage, temperance, fortitude, justice, fairness, compassion, criticality, resilience, practical wisdom, and so on, are desirable learning outcomes, but several disagree to what extent learning milieus should foster them (Hand, 2017). Drawing on both sides of this debate, this module interrogates the conceptual and ethical assumptions underpinning this view of virtue theory.

Recommended Reading

- Arthur, J., Kristjánsson, K., Cooke, S., Brown, E. & Carr, D. (2015). *The Good Teacher: Understanding virtues in practice*. Birmingham: University of Birmingham. Available via: http://www.jubileecentre.ac.uk/user/les/jubileecentre/pdf/Research%20Reports/The_Good_Teacher_Understanding_Virtues_in_Practice.pdf (accessed 20th July 2015).
- Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., and Wright, D. (2017). *Teaching Character and Virtue in Schools*. London: Routledge.
- Arthur, J. (2010). *Of Good Character; Exploration of Virtues and Values in 3-25 Year-Olds*. Exeter: Imprint Academic.
- Carr, D. (1991). *Educating the Virtues. Essay on the philosophical psychology of moral development and education*. London: Routledge.
- Carr, D. (2007). 'Character in Teaching', *British Journal of Educational Studies*, 55(4): 369-389.
- Carr, D. (2016). 'Virtue Ethics and Education', in N. Snow (Ed.) *Oxford Handbook of Virtue*. Oxford: Oxford University Press.
- Cooke, S. & Carr, D. (2014) 'Virtue, Practical Wisdom and Character in Teaching', *British Journal of Educational Studies*, 62(2), 91-110.
- Kristjánsson, K. (2017). *Aristotelian Character Education*. London: Routledge.
- Kristjánsson, K. (2013). 'Ten Myths about Character, Virtue and Virtue Education - and Three Well-Founded Misgivings', *British Journal of Educational Studies*, vol. 61, no. 3, pp. 1-19.
- Seider, S. (2012). *Character Compass - How powerful school culture can point students towards success*. Cambridge: Harvard Education Press.
- Lickona, T. (2005) *Character Matters: How to Help Children Develop Good Judgment, Integrity and other Essential Virtues*. New York, NY: Touchstone.

- Populus (2013) 'A Framework for Character Education: Jubilee Centre Parents' Survey'. Available via: <http://jubileecentre.ac.uk/user/les/jubileecentre/pdf/character-education/Populus%20Parents%20Study%20-%20short.pdf> (accessed 29th July 2015).
- Puurula, A., Neill, S., Vasileiou, L., Husbands, C., Lang, P., Katz, Y. J., Romi, S., Menezes, I. & Vriens, L. (2001) 'Teacher and student attitudes to affective education: A European collaborative research project', *Compare*, 31(2), 165–186.
- Walker, D., Roberts, M., & Kristjánsson, K. (2015) 'Towards a new era of character education in theory and in practice', *Educational Review*, 67(1), 79-96.

Theme IV: Education under pressure in our culture

This module critically assesses the preoccupation with learner outcomes in educational discourse. Traditionally understood, learning outcomes are 'statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning' (Adam, 2008, p.4). For understandable reasons, pressures to achieve these learner outcomes stem from myriad sources, from students themselves and their parents, to relevant stakeholders and so on. Amidst this sometimes tumultuous environment, students' mental health might begin to suffer. In this module, we will examine some of the literature documenting the experiences of people suffering with mental health issues. As part of a broader dialogue, we will also look to what supports and barriers face those suffering with mental health issues.

Recommended Reading

- Adam S (2004). Using learning outcomes – a consideration of the nature, role, application and implications for European education of employing learning outcomes at the local, national and international levels, Scottish Executive. <http://www.scotland.gov.uk/library5/lifelong/tehea-00.asp>
- Adams, (2002). Using Learner Outcomes, via: http://www.aic.lv/bologna/Bologna/Bol_semin/Edinburgh/S_Adam_Bacgrerep_presentation.pdf
- Bates, T., Illback, R. J., Scanlan, F. & Carroll, (2009). Someone to Turn to, Someone to Talk to, retrieved from: <http://archive.headstrong.ie/wp-content/uploads/2014/12/Somewhere-to-Turn-to-....pdf>
- Mental Health Ireland Strategic Plan, (2015-17). <http://www.mentalhealthireland.ie/wp-content/uploads/2015/09/Mental-Health-Ireland-Strategic-Plan-2015-17.pdf>
- My World Survey, (2012). Jigsaw, https://www.jigsaw.ie/content/images/News__Events_/Research/MWS_Full_Report_PDF.pdf
- O'Reilly, A., Barry, J., Neary, M. L., Lane, S., & O'Keeffe, L (2016). An evaluation of participation in a schools-based youth mental health peer education training programme. *Advances in School Mental Health Promotion*, 9(2), 1-12
- Peiper, N., Illback, R. J., O'Reilly, A. and Clayton, R. (2017). Latent class analysis of need descriptors within an Irish youth mental health early intervention program toward a typology of need. *Early Intervention in Psychiatry*, 11: 37–46. doi:10.1111/eip.12213

Theme V: Contemporary Issues in Educational Research

What constitutes evidence? How do we decide between equally compelling arguments? How does one appropriately contest evidential claims? To what extent is evidence in the social sciences a robust and valid construct? In the module, we move to critically evaluate the role of *evidence* in education. For this task, we turn to the phenomenon of critical thinking. Taking a series of practical case studies as our guide, we will explore how often evidential claims are not as compelling or cogent as once thought. We might appraise the criteria used to distinguish ‘good’ and ‘bad’ schools, optimal class size, or mixed ability grouping. In each case, we will stress-test the strength of the reasons used in support of each of these positions.

Recommended Reading

- Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. Edmonton: Author. Retrieved from: <http://education.alberta.ca/media/6581166/framework.pdf>.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries. OECD Education Working Papers, No. 41. Paris: OECD Publishing. Retrieved from: <http://dx.doi.org/10.1787/218525261154>.
- Dunne, G. (2018). The Dispositions of Critical Thinkers, *Think*, 17(48), 67-83. doi:10.1017/S1477175617000331
- Flannelly, L.T. & Flannelly, K. J. (2000). Reducing people’s judgment bias about their level of knowledge. *Psychological Record*, 50, 587-600.
- Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence*, (pp. 231-235).
- Hillsdale, NJ: Lawrence Erlbaum. Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive- developmental inquiry. *American Psychologist*, 34(10), 906–911.
- Halonen, J. S. (1995). Demystifying critical thinking. *Teaching of Psychology*, 22(1), 75–81.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455.
- Halpern, D.F. (2014). *Thought and knowledge: An introduction to critical thinking*. 5th edition. Mahwah, NJ; Lawrence Erlbaum Associates.
- Moon, J. (2004). *Critical thinking: An exploration of theory and practice*. London: Routledge
- Harman, G. (2013). *Change in View: Principles of Reasoning*. Cambridge, Massachusetts: M.I.T. Press/Bradford Books.
- Passmore, J. (1967). On teaching to be critical. In R. S. Peters (ed.), *The concept of education*. (pp.192-212). London: Routledge
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Santa Rosa, CA: The Foundation for Critical Thinking.
- Paul, R. W. & Elder, L. (2007). *The thinker’s guide to the art of Socratic questioning, based on critical thinking concepts & tools*. Dillon Beach, California: The Foundation for Critical Thinking.
- Paul, R. W. & Elder, L. (2009). *The miniature guide to critical thinking – concepts and tools*, Dillon Beach, California: The Foundation for Critical Thinking.
- Sternberg, R. J. (1986). *Critical thinking: Its nature, measurement, and improvement*. Retrieved from <http://eric.ed.gov/PDFS/ED272882.pdf>.
- Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York, NY: Teachers College Press.

- Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator*, 8–19.

Theme VI: Postgraduate Reading and Writing

This module reintroduces us to the planning, preparation and activity of academic writing. Scholarly conventions, targeted reading; accessing journals; being critical; being clear; arguing cogently; using the language of argumentative discourse; writing literature reviews, and appropriately scaffolding essays will all be examined in detail. The aim of this module is to reacquaint ourselves with the discipline of academic writing. Structured learning tasks will be used throughout to continuously refine our writing and communication skills.

Recommended Reading

- Creme, P. and M. Lea. 2008. *Writing at University: A guide for students*. Open University Press.
- Hamp-Lyons, L. and Heasley, B. 2006. *Study Writing*. Cambridge University Press.
- Swales, J. and C. Feak. 2012. *Academic Writing for Graduate Students: Essential Skills and Tasks*. Michigan University Press.
- Wallace, M., & Wray, A., (2016). *Critical Reading and Writing for Postgraduates*, Sage Publications

Module assessment

Formative assessment:

Formative assessment will involve students engaging in short quizzes in class and free-writing on topics related to education. This assessment does not contribute to a student's final module grade.

Summative assessment:

Students will write a written response to five of the six themes on the module. Students may choose themselves which of the five themes they will respond to in writing. They may also choose any format they wish for this writing (e.g. journal entry, blog post, letter, memo). Each written response will be 400 words in length. For the purpose of module assessment, the responses are treated collectively (i.e. a student may fail one or two of the papers but the assessment only needs to be repeated if the overall result of the papers is at a fail level, in which case all five components must be repeated).

In addition, students will write a final essay on a topic related to the module and of relevance to their lives. The essay will be 3,000 words long. In this essay students will be required to use a formal academic approach.

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 2: Visual Arts; Inspiration and Imagination

Module 2 credits: 15

Module 2 Co-ordinator: Dr. Michael Flannery

Module 2 Lecturers: Dr. Michael Flannery, Dr. Margaret Fitzgibbon and specialist presenters

This module comprises six themes: It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

Teaching drawing, painting and print making in visual arts

While teachers are quite comfortable with these curriculum strands, research indicates that many teachers adopt laissez faire or highly prescriptive approaches. Consequently, many older children become disillusioned in their capacity to draw, paint or print as their skills level plateau due to a lack of teaching of more complex concepts and skills development by the class teacher or very rigid and repetitive lessons. This module will extend students' ITE repertoire of techniques and experiences of these strands and related subject connoisseurship regarding past and present visual artists who work with that media.

Part of the module will examine the key challenges encountered in classrooms regarding those specific visual arts strands and elicit creative solutions to address those pedagogical issues informed by relevant and current research. Practical projects will use theory encountered as a source of inspiration for practicum work so that students can explore visual arts as methodology of metaphorical and analogical thinking as well as self-expression and aesthetic.

Ideology

As with any other subject domain, many perspectives and paradigms have evolved over time with respect to the nature of visual arts, its impact on humanity and its contribution to one's education. It is important that teachers and teaching artists understand and appreciate the emphases, perceived strengths and limitations of different visual arts education paradigms and what each have to offer in terms of developing a progressive and creative visual arts practice. Students will self and peer evaluate their own practice from an ontological, ideological and pedagogical perspective. They will critically examine visual arts curricula and visual arts in education programmes in light of such ideological insights.

Inspiration

Visual artists constantly seek new sources and resources as inspiration for their work. Conversely, much visual art has inspired viewers aesthetically, emotionally and conceptually through content and form. The histories of visual arts' evolution evidence what, who and where inspired artistic work over the centuries. Similarly, generalist and specialist teachers of visual arts as well as teaching artists aspire to inspire their students using a variety of stimuli. All students, teachers and artists struggle to some extent with inspiration; and any dearth impedes the quality of subsequent work. Part of this module

examines what inspires artists to create their work and unpacks inspiration possibilities for vibrant visual arts teaching in the classroom.

Imagination

Imagination, for many, is one of the most precious cognitive capacities and can be perceived as the vehicle of active creativity (Liang, Hsu, Chang & Lin, 2013). Although there have been an enormous number of studies done in the subject of creativity, more efforts need to be put into the study of imagination (Liang, Chang, Chang & Lin, 2012). Defined as a creative faculty of the mind (Perdue, 2003) that transcends conventional thinking, it allows us to envision possibilities in or beyond the actualities in which we are immersed (Hanson, 1988). Imagination is viewed as the basis for cultivating creative thinking and thus the driving force of innovation addressed in module four. Part of this module will unpack types, levels and ways of both nurturing and assessing imagination within visual arts and investigates the special contribution the visual arts can make in developing imaginative thinking.

Module philosophy

This module will strengthen educators' capacity to promote, cultivate and critique students' artistic and imaginative development in visual arts with respect to making and responding to drawings, paintings and prints. Through creative and critical activity, they will achieve greater understanding of, and appreciation for the aesthetic dimension of learning as well as the cognitive and creative outcomes from visual arts education. The module will assist in the development of imaginative and critical visual arts practitioners who can find inspiration and inspire imagination for visual arts-in-education contexts. They will have requisite knowledge, skills and capacities to stimulate, mediate, orchestrate and evaluate learning in relation to drawing, paint and print.

Structure of module

Informed by visual arts-based pedagogies, this module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and some distance learning. The module will embrace the expressive/productive; the perceptual; the analytical/ critical and historical/cultural dimensions of arts education (Alison in Hickman, 2004). The six module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives concerning drawing, painting, print-making within a variety of arts-in-education settings.

Aims of Module

- To provide students with a critical understanding of theory pertaining to visual arts, inspiration and imagination in diverse educational settings
- To familiarize students with a variety of arts educational models in formal and informal contexts
- To assist students in identifying the resources necessary to create a visual arts rich environment whereby artistic, aesthetic and imaginative development can take place for the learner
- To exemplify arts orientated pedagogies through visual arts
- To promote reflective practice with respect to cultivating imaginative capacities
- To further the students' continuing pedagogical content knowledge with respect to teaching drawing, painting and print

Learning outcomes

On successful completion of this Module on Visual Arts; inspiration and imagination, students should be able to:

- (i) Scrutinise the key characteristics of different visual arts education ideologies and paradigms in light of their current or previous visual arts education practices (CLO 1 & 2);
- (ii) Critically evaluate how methodological approaches from different philosophies of visual arts education impact teaching and learning outcomes and emphases in visual arts (CLO 1 & 2);
- (iii) Critically reflect on strategies and methodologies particular to planning, teaching and assessing drawing, painting and print making in diverse visual arts in education contexts (CLO 4);
- (iv) Critically reflect on the implications of recent and current visual arts-in-education policy and proposal on teaching visual arts (CLO 1, 5, 6 & 7);
- (v) Illustrate by visual/ tangible means imaginative creative application of techniques and concepts presented or researched in relation to drawing, painting and print making (CLO 8);
- (vi) Exemplify rigorous reflective practice in relation to students' working situations and mediate knowledge on reflective practice to other professionals in a way that promotes life-long learning (CLO 1, 6 & 7);

Module length and structure

This Module is made up of six separate themes, and comprises 35 hours of contact time.

Outline of Module Themes:

THEME 1: Inspiration for visual artists

THEME 2: Theory, practice and challenges pertaining to teaching making and responding to drawing

THEME 3: Changing ideologies and paradigms in visual arts education

THEME 4: Theory, practice and challenges pertaining to teaching making and responding to painting

THEME 6: Visual arts and imaginative thinking

THEME 6: Theory, practice and challenges pertaining to teaching making and responding to print

Lecturers reserve the right to alter the course at any stage during the year.

Core texts

Amabile, T. M. (1996) *Creativity in context*. Oxford: Westview Press.

Arts Council (2007) *Points of Alignment Report of the Special Committee on the Arts and Education*.
Dublin: Author

Carlile, O. & Jordan, A. (2012) *Approaches to creativity. A guide for teachers*. Berkshire: Open University Press.

Craft, A. (2000). *Creativity across the primary curriculum*, London: Routledge.

Davis, J. (2008). *Why our schools need the arts*. New York: Teachers College Press.

Desailly, J. (2012) *Creativity in the Primary Classroom*. Thousand Oaks: Sage Publications.

Driscoll, P. Lambirth, A & Roden, J. (eds) (2012) *The Primary school curriculum: A creative approach*.
London: Sage Publications.

- Eisner, E. (2002) *The arts and the creation of mind*. New Haven: Yale University Press.
- Findlay, M. (2012). *The value of art*. Munich: Prestel Verlag.
- Fisher, E. (2010). *The necessity of art*. London: Verso.
- Granville, G. (2012). *Art education and contemporary culture. Irish experiences and contemporary culture*. Bristol: Intellect.
- Herne, S., Cox, S. & Watts, R. Eds. (2009) *Readings in primary art education*. Malta: Gultenburg Press.
- Hickman, R. (2004). Ed. *Art education 11-18 2nd edition*. London: Continuum.
- Winner, E., Goldstein, E. & Vincent-Lancrin, S. (2013). *Art for art's sake? The impact of arts education*, Education Research and Innovation OECD Publishing.

Module assessment

Summative assessment

- Students will curate a joint exhibition based on course theory. The exhibition will illustrate the power of visual metaphor and visual arts as mode of conveying meaning in a self-expressive manner. Each student will submit two pieces (drawing, painting or print) accompanied by a succinct critical written reflection (40%). The assignment will be equivalent to a 2,000-word essay.
 - 10% for quality of joint curation (*Exhibition and 300 words*)
 - 30% for quality individual submission (*Photos and 600 words*)

- In addition, students will design a project proposal for a particular educational context that explores making and responding to drawing, painting and print (60%). Informed by reading, research and relevant site visits, they will include a critical contextual prologue for that specific educational context followed by their project planning. The project may be bounded by a specific 'sponsor' brief. The workload will be equivalent to that of a 3,000-word essay.
 - 20% for quality of critical prologue
 - 40% for quality of project planning

Module 3: Visual Arts, Ideation and Integration

Module 3 credits: 15

Module 3 Co-ordinator: Dr. Michael Flannery

Module 3 Lecturers: Dr. Michael Flannery, Dr. Margaret Fitzgibbon and specialist experts

This module comprises six themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

Teaching collage, creative textiles and construction in visual arts

Visual arts education should comprise of a broad and balanced curriculum whereby learners engage with three dimensional as well as two dimensional art. Some critics of contemporary curricula would posit that craft and design have been somewhat left in the shade in preference for more expressionistic work. This module addresses 3D work and what some might describe as the more craft/ design orientated strands of collage, creative textiles and construction. However, students will appreciate from this module that the divisions between art, craft and design have long disappeared.

Anecdotal studies find that some teachers steer away from these strands because they perceive creative textiles to be expensive, time consuming and challenging in terms of skills demonstration and transfer. Collage (2D construction) is somewhat undervalued as it is not a strand in its own right and yet has so much potential for learning. Construction is perceived to be cumbersome in the classroom and frequently taught in a prescriptive manner.

Students' repertoire of techniques and experiences of these strands and related subject connoisseurship regarding past and present visual artists who work with that media. Part of the module will examine the key challenges encountered in classrooms regarding those specific visual arts strands and elicit creative solutions to address those pedagogical issues informed by relevant and current research. Practical projects will use visual arts education theory as a source of inspiration for practicum work so that students can explore visual arts as methodology of metaphorical and analogical thinking as well as self-expression and aesthetic.

Ideation

One of the key impediments to educators' creativity is ideation (Jesson, 2012) and yet developing ideas is something, which occupies that profession continuously in order to maintain a genuinely vibrant and engaging practice (Barnes, 1990). So many summer CPD courses concern themselves with providing ideas for teachers as opposed to developing teachers' ideation capacity and confidence to ideate meaningful visual arts experiences for their learners. Following previous learning on inspiration and imagination, students will explore what makes a good idea for visual arts. Students will critically examine the potential of all four suggested 'starting points' and why teachers tend to over rely on 'experience and imagination'. They will self-evaluate their practice in terms of their preferred or neglected starting points and how that impacts on children's learning.

Integration

Integration or cross-curricular learning has a long pedigree in education (Barnes, 2011). Yet despite many educators advocating for integrated approaches to teaching, learning and assessment, the practice of cross-curricular approaches can be of varying quality (Davis, 2008). Cross-curricular connections can be tokenistic or contrived and sometimes more vulnerable or peripheral subjects such as visual arts are subsumed through the process. Students will investigate the potentiality of visual arts as priori integrated (Bloomfield & Childs, 2000; Davis, 2008; Eisner, 2002) and evaluate the authenticity and richness of visual arts integration exemplars from a number of arts-in-educational contexts. They will explore how the scope of their integrative nature also makes arts in education vulnerable – open to dilution and subsumption through skewed hierarchical integration. Students will

critically examine the rationales, types, implications, challenges and opportunities of arts integrated approaches (Alexandar, 2010; Barnes, 2011; Fogarty, 1991; Rose 2009).

Interdisciplinarity

Key advocates for the inclusion of visual arts in education posit that making and responding to visual arts develops a range of interdisciplinary skills that can be applied usefully to other domains. These range from academic thinking skills and strategies to positive dispositions that enable students to brave the unknown, avoid the mundane, the obvious or the familiar and engage in divergent/possibility thinking. Students will explore how visual arts equips learners to take creative risks and perceive mistakes as opportunities to learn in other non-arts related projects. They will self-evaluate their progress with respect to so named transferable creative habits of mind such as curiosity, inquisitiveness, persistence, self-discipline and collaboration. They will critically examine the assessment emphases in visual arts from an interdisciplinary skills and dispositions perspective.

Module philosophy

This module will strengthen educators' capacity to ideate for, and integrate visual arts with increased confidence and creativity. Students will further their capacity to imagine beyond the obvious, the safe, the familiar and the ordinary in planning, teaching and assessment. Through imaginative and integrated activities, they will greater understand and appreciate the integrative potential of visual arts. Upon module completion they will have requisite knowledge, skills and capacities to design arts led integration. They will gain further requisite knowledge, skills and capacities to stimulate, mediate, orchestrate and evaluate learning in relation to clay, creative textiles and construction.

Structure of module

Informed by integrationist and visual arts-based pedagogies, this module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and some distance learning. The module will embrace the expressive/productive; the perceptual; the analytical/ critical and historical/cultural dimensions of arts education (Alison in Hickman, 2004) as well as recommended frameworks for visual arts integration (Mishook & Kornhaba, 2006). The six module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives concerning collage, creative textiles and construction within a variety of arts-in-education settings.

Aims of Module

- To familiarise students with a variety and typology of visual arts integration frameworks in formal and informal contexts
- To develop students' capacities to appraise the quality of published visual arts integrated schemes and devise their own in a manner that doesn't subsume visual arts through well intentioned cross curricular links
- To exemplify pedagogies and strategies for effective teaching of collage, creative textiles and construction

- To promote reflective practice with respect to cultivating ideation capabilities and confidence to disseminate and exemplify rich visual arts integration with other educators
- To further the students' continuing pedagogical content knowledge with respect to teaching collage, creative textiles and construction.

Learning outcomes

On successful completion of this Module on visual arts, ideation and integration, students should be able to:

- (i) Critically evaluate methodological approaches in different philosophies of art education with respect to teaching collage, creative textiles and construction (CLO 1 & 2).
- (ii) Identify the key characteristics of different theories pertaining to visual arts integration (CLO 1 & 2);
- (iii) Develop practical strategies and methodologies for exemplary cross-curricular planning, teaching and assessment (CLO 1, 2 & 7);
- (iv) Examine the opportunities and challenges of visual arts integration for educators in a variety of education contexts (CLO 1, 5, 6 & 7);
- (v) Critically evaluate cross-curricular typographies with respect to subject integrity and transfer of interdisciplinary skills and creative habits of mind from visual arts to other domains (CLO 1 & 2);
- (vi) Demonstrate reflective practice in relation to students' working situations and mediate knowledge on reflective practice to other professionals in a way that promotes life-long learning (CLO 1, 6 & 7);
- (vii) Illustrate by visual/ tangible means imaginative creative application of techniques and concepts presented or researched in relation to collage, creative textiles and construction (CLO 8);

Module length and structure

This Module is made up of six separate themes, and comprises 35 hours of contact time.

Outline of the Module:

THEME 1: Ideation in visual arts and planning for visual arts

THEME 2: Theory, practice and challenges pertaining to teaching making and responding to collage

THEME 3: Visual arts integration: Rationale, taxonomy, pearls and perils

THEME 4: Theory, practice and challenges pertaining to teaching making and responding to creative textiles

THEME 5: Inter disciplinary skills from visual arts

THEME 6: Theory, practice and challenges pertaining to teaching making and responding to construction

Lecturers reserve the right to alter the course at any stage during the year.

Core texts

- Barnes, J. (2011). *Cross curricular learning 3-14*. Los Angeles, Sage.
- Beane, J. (1997). *Curriculum Integration- designing the core of democratic education*. New York: Teachers College Press.
- Bloomfield, A. & Childs, J. (2000). *Teaching Integrated Arts in the Primary School*. New York: Fulton Publishers.
- Boon, W. (2014). *Defining creativity. The art and science of great ideas*. Amsterdam: BIS Publications.
- Connery, C. (2010). *Vygotsky and creativity*. New York: Peter Lang.
- Eisner, E. (2002). *The educational imagination: on the design and evaluation of school programs*, New Jersey: Prentice Hall.
- Kerry, T. (2015). *Cross-curricular teaching in the primary school*. Oxon: Routledge.
- McKernan, J. (2007). *Curriculum and imagination: process theory, pedagogy and action research* London: Routledge.
- McWilliam, E. (2008a) Unlearning how to teach. *Innovations in education and teaching international*, 45(3): 263–69.
- Metcalfe, J., Simpson, D., Todd, I. & Toyn, M. (2013). *Thinking through new literacies for the primary years*. Los Angeles: Sage.
- NCCA (2011b). *Innovation Happens: Classrooms as sites of change*. Dublin: NCCA.
- Notar, C. & Padgett, S. (2010). Is think outside the box 21 st century code for imagination, innovation, creativity, critical thinking, intuition? *CollegeStudent Journal*. 44 (2). 294-8.
- Silver, H. (2000) *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. UK: Norton & Company
- Sousca, D. & Pilecki, T. (2013). *From STEM to STEAM: Using brain-compatible strategies to integrate the arts*. Corwin Press.
- White, R. (1997) *Curriculum innovation: a celebration of classroom practice*. Buckingham: OUP.
- Woods, K. (2008). *Creative textile projects for young children*. London: A. & C. Black Publishers.
- Yenawine, P. (2014). *Visual thinking strategies: Using art to deepen learning across school disciplines*. Cambridge: Harvard Education Press.

Module assessment

Summative assessment

- Students will curate a joint exhibition based on course theory. The exhibition will illustrate the power of visual metaphor and visual arts as mode of conveying meaning in a self-expressive manner. Each student will submit two pieces (clay, creative textile or construction) accompanied by a succinct critical written reflection (40%). The assignment will be equivalent to a 2,000-word essay.
 - 10% for quality of joint curation (*Exhibition, 300 words and references*)
 - 30% for quality individual submission (*Photos, 600 words and references*)
- In addition, students will write a final 3,000-word essay on a given topic related to the module and of relevance to their educational practice. In this essay, students will be required to use a formal academic approach. (60%)

Module 4: Visual Arts, Inclusion and Innovation

Module 2 credits: 15

Module 2 Co-ordinator: Dr. Michael Flannery

Module 2 Lecturers: Dr. Michael Flannery, Dr. Margaret Fitzgibbon and specialist presenters

This module comprises six themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

Teaching clay, graphic design and new media in visual arts

The practicum component of this module will concern itself with clay, graphic design and new media such as digital art and multi-disciplinary art forms. Modelling clay is much loved because of its tactile and visceral qualities. Developing form can have either or both functional and aesthetic aspirations. It is a highly inclusive medium and yet some schools have no more than an annual activity with clay. In this module, students will critically explore steps to overcome impediments to play with clay.

Graphic design and new media infiltrate learner's lives yet many teachers of visual arts feel ill equipped to teach the basics in these areas or address art forms. Consequently, the school canon of visual arts presented and experienced is often skewed and narrow. It fails to reflect their visual culture as experienced outside school. In this module, students will greater appreciate the importance of graphic design and overcome any reticence regarding embracing new media in their practice.

The module will extend students' repertoire of techniques and experiences of these visual modes and related subject connoisseurship regarding past and present visual artists who work with such media. Part of the module will examine the key challenges encountered in classrooms regarding those specific visual arts strands and elicit creative solutions to address those pedagogical issues informed by relevant and current research. Practical projects will use visual arts education theory as a source of inspiration for practicum work so that students can explore visual arts as methodology of metaphorical and analogical thinking as well as self-expression and aesthetic.

Inclusion

Education is a mechanism for cultural transmission, and all subjects in the curriculum contribute to this. However, there would seem to be a particular role for the arts in cultural literacy development. The arts provide a venue for dealing with the complexities and ambiguities of human existence, helping to build a bridge between diverse cultures and experiences. This module explores inclusive practice and cultural inclusion and compares the arts cultural paradigm with other examples of the arts-in-education contexts. It evaluates what balance is recommended between indigenous and world cultures, 'high' and 'popular' traditions and past and contemporary art forms. It investigates to what extent are the aims for cultural development being achieved through visual arts and what factors support or constrain their potential contribution? It explores the role of government

agencies, cultural institutions, local authorities and arts organisations in terms of promotion, exposure, gate-keeping, advocacy and education.

ICT

Visual arts and ICT have a long standing relationship as most visual arts, craftspeople and designers integrate ICT into their practice for inspiration, ideation, creative, embellishing or dissemination processes. Students will appraise a range of artists who embrace ICT in their practice in different ways and extents. They will critically evaluate the internet's potential for visual arts teaching and what technological, pedagogical content knowledge (TPACK) a teacher of visual arts needs to acquire in order to successfully steer through the vast resource of lesson exemplars for visual arts teaching of varying quality. Through BOYD sessions, students will critically evaluate apps, software, websites and multi-user virtual environments for making, displaying, responding to, planning, teaching and assessing visual arts.

Innovation

Education has to constantly evolve to meet the needs of our ever-changing society. The pace of change has become so rapid in certain sectors that sometimes education has struggled to keep pace. While innovation is synonymous with technological advancement, it is integral to visual art. Similarly, educational practices can be sites of innovative change and development (Brundrett & Duncan, 2010). This module will explore innovation in visual arts and education. Innovation will be explored as way of approaching planning, resourcing, teaching and critically evaluating practice. It will critically examine innovation related knowledge, skills and dispositions and how curriculum integration and imagination leads to innovative practice.

Module philosophy

In this module, students will explore the diversity of visual arts and visual artists that exist and examine how, where and why the school canon has not been skewed, overly cautious and narrow. Through presentations, discussions and activities, they will acquire greater understanding and appreciation for the inclusive potential of visual arts. Students will appreciate that innovation can and does evolve visual arts and it is often visual artist who make new technology innovative. Upon module completion they will have requisite knowledge, skills and capacities to have both an inclusive and innovative teaching practice. They will gain further requisite knowledge, skills and capacities to stimulate, mediate, orchestrate and evaluate learning in relation to clay, graphic design and new media.

Structure of module

Informed by integrationist and visual arts-based pedagogies, this module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and some distance learning. The module will embrace the expressive/productive; the perceptual; the analytical/ critical and historical/cultural dimensions of arts education (Alison in Hickman, 2004) as well as recommended frameworks for visual arts integration (Mishook & Kornhaba, 2006). The six module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives concerning clay, graphic design and new media within a variety of arts-in-education settings.

Aims of Module

- To further students' continuing pedagogical content knowledge with respect to teaching clay, graphic design and other new media;
- To critically evaluate how visual arts be more inclusive so in terms of the breath and range of visual arts and artists presented to learners;
- To critically examine how well-intentioned presentation of visual arts from other cultures can mislead or reinforce stereotypes;
- To scrutinise how visual arts teaching can be more inclusive in terms of differentiating appropriately for each individual with respect to task, outcome, medium, starting point, assessment, grouping or dialogue;
- To further develop students' sensitivity of diversity in the classroom, anticipate and address probable obstacles to inclusion and seize opportunities to ensure every individual can excel in visual arts;
- To exemplify pedagogies and strategies for effective teaching of clay, graphic design and new media;
- To promote innovation in visual arts education in terms of embracing technology or other forms of innovation to improve practice and appreciate that visual artists and teachers of visual arts can be innovators;

Learning outcomes

On successful completion of this Module on Visual Arts, inclusion and innovation students should be able to:

- (i) Identify the key characteristics of an inclusive and innovative visual arts education practice (CLO 1 & 2).
- (ii) Develop practical strategies and methodologies for planning and teaching in a manner that is inclusive and innovative (CLO 1, 2 & 7).
- (iii) Examine the responsibilities of the visual arts teacher in terms of ensuring the visual arts canon presented is not biased by teacher preferences but rather reflective of the diversity of visual arts created by the diversity of artist that creates them (CLO 1, 5, 6 & 7).
- (iv) Examine the special connection between ICT and visual arts and critically evaluate how students can be innovative in their teaching of visual arts which may or may not include ICT (CLO 1 & 2).
- (v) Demonstrate reflective practice in relation to students' working situations and mediate knowledge on reflective practice to other professionals in a way that promotes life-long learning (CLO 1, 6 & 7);
- (vi) Illustrate by visual/ tangible means imaginative creative application of techniques and concepts presented or researched in relation to clay, graphic design and new media (CLO 8);

Module length and structure

This Module is made up of six separate themes, and comprises 35 hours of contact time.

Outline of Module Themes:

THEME 1: Inclusion in teaching visual arts

THEME 2: Theory, practice and challenges pertaining to teaching making and responding to clay
THEME 3: ICT, visual arts and teaching visual arts
THEME 4: Theory, practice and challenges pertaining to teaching making and responding to graphic design
THEME 5: Innovation in visual arts education
THEME 6: Theory, practice and challenges pertaining to teaching making and responding to new media
Lecturers reserve the right to alter the course at any stage during the year.

Core texts

- Arts Council (2007) *Points of Alignment Report of the Special Committee on the Arts and Education*.
Dublin: Author
- Craft, A. (2000). *Creativity across the primary curriculum*, London: Routledge.
- Desailly, J. (2012) *Creativity in the Primary Classroom*. Thousand Oaks: Sage Publications.
- Driscoll, P. Lambirth, A & Roden, J. (eds) (2012) *The Primary school curriculum: A creative approach*.
London: Sage Publications.
- Eisner, E. (2002) *The arts and the creation of mind*. New Haven: Yale University Press.
- Findlay, M. (2012). *The value of art*. Munich: Prestel Verlag.
- Fisher, E. (2010). *The necessity of art*. London: Verso.
- Galloway, G. & Kear, M. (1999). *Teaching art and design in the primary school*. Oxon: David Fulton Publishers.
- Glaser, M. (2013). *Go, A kid's guide to graphic illustration*. New York: Workman Publishing.
- Granville, G. (2012). *Art education and contemporary culture. Irish experiences and contemporary culture*. Bristol: Intellect.
- Herne, S., Cox, S. & Watts, R. Eds. (2009) *Readings in primary art education*. Malta: Gultenburg Press.
- Hickman, R. (2004). Ed. *Art education 11-18 2nd edition*. London: Continuum.
- NCCA (2010). *Innovation and Identity: Ideas for a new Junior Cycle*. Dublin: NCCA.
- NCCA (2011a). *Towards a Framework for Junior Cycle. Innovation and Identity: Schools Developing Junior Cycle*. Dublin: NCCA.
- Roche, M. (2015). *Developing children's critical thinking through picturebooks*. Oxon: Routledge.
- Seltzer, K. and Bentley, T. (1999). *The Creative Age: Knowledge and Skills for the New Economy*.
London: Demos.
- Sullivan, G. (2011). *Click, click, click. Photography for young children*. London: Prestel.
- Winner, E., Goldstein, E. & Vincent-Lancrin, S. (2013). *Art for art's sake? The impact of arts education*, Education Research and Innovation OECD Publishing.

Module assessment

Summative assessment (100%)

- Students will create an innovative multi-modal digital resource about inclusive practice and compose a critical contextual prologue informed related reading and research.
- The project may be bounded by a specific brief and the workload will be equivalent to that of a 5,000-word essay.

Guideline Criteria for Marking: MES (VA) Year One

Distinction: 70%+

Structure / Organisation (organisation and structure of the text; logic)	<ul style="list-style-type: none"> • Planning and structure is excellent. Text and argument systematically and explicitly organised; without any significant lacunae or repetition. Identifies and discusses pertinent issues in depth. • <i>Portfolio components are superbly presented from an aesthetic perspective so that themes and ideas presented profoundly resonate in the perceiver.</i>
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	<ul style="list-style-type: none"> • Critical review and synthesis of ideas; coherent, realistic and well-supported argument. Independent judgement and logical conclusions are consistently demonstrated. The student shows insight, imagination and creativity, with some evidence of original thinking. Critical coverage of all major sources; systematic, analytical use of these sources. • <i>Portfolio pieces are highly original, imaginative, and inventive in terms of conveying meaning.</i>
Application (perceptive appraisal of implications of theory in practice)	<ul style="list-style-type: none"> • Demonstrates excellent ability to apply learning to her / his own practice. Excellent problem-solving skills are demonstrated with very strong application to practice and the ability to engage in critical reflection. • <i>Portfolio is at an excellent level with respect to expressive abilities and skills.</i>
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	<ul style="list-style-type: none"> • Competent control of length. Clarity of language is consistently of a high standard throughout. Appropriate use of referencing conventions. Accurate grammar, spelling and use of language. • <i>Portfolio prologue or explanation is superbly crafted with respect to clarity, coherence, creativity and academic conventions.</i>
OVERALL	<ul style="list-style-type: none"> • Work of outstanding quality, showing perceptive and critical insight.

Pass: 50%+

Structure / Organisation (organisation and structure of the text; logic)	<ul style="list-style-type: none"> • Planning and structure are clear. Text and argument structured in a sustained way; all major structural elements present. • <i>Portfolio components are presented aesthetically so some of themes and ideas presented resonate in the perceiver.</i>
Analysis (Coherence of argument; reflection, distillation, criticality. Range and	<ul style="list-style-type: none"> • Ideas organised and grouped into a coherent, realistic and well-supported argument; incorporating some critical analysis and relevant / appropriate use of supporting sources. Some critical thinking in evidence; independent judgement and logical conclusions are demonstrated; there is some evidence of insight, imagination and creativity. Use of a range of

understanding of sources)	<p>sources in the literature, though there may be some minor gaps; systematic, analytical use of these sources.</p> <ul style="list-style-type: none"> • Insight, imagination and creativity could be stronger. Relevant theory is competently explained. • <i>Portfolio pieces are generally imaginative or inventive in terms of conveying meaning.</i>
Application (perceptive appraisal of implications of theory in practice)	<ul style="list-style-type: none"> • Demonstrates competent ability to apply learning to her / his own practice. Good problem solving skills are demonstrated with good application to practice and evidences some ability to engage in critical reflection. • <i>Portfolio is at a good level with respect to expressive abilities and skills.</i>
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	<ul style="list-style-type: none"> • Length requirements observed. Satisfactory use of language. Appropriate presentation and use of referencing conventions although there may be some errors. Grammar and spelling are accurate in the main. • <i>Portfolio prologue or explanation is suitably crafted with respect to clarity, coherence, creativity and academic conventions.</i>
OVERALL	<ul style="list-style-type: none"> • Work of good quality, showing knowledge and understanding

Fail: 49% or below

Structure / Organisation (organisation and structure of the text; logic)	<ul style="list-style-type: none"> • Poor or weak organisation / structure. Significant gaps or repetition in the argument. • <i>Portfolio components are presented with little to no aesthetic consideration or understanding, thereby, themes and ideas presented fail to resonate in the perceiver.</i>
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	<ul style="list-style-type: none"> • Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support. Arguments and conclusions are weak. There is generally an absence of insight, imagination and creativity. Some evidence of reading in the field but largely descriptive. Little or no analysis or understanding evident. • <i>Portfolio is unoriginal or relies mostly on appropriation in terms of conveying meaning.</i>
Application (perceptive appraisal of implications of theory in practice)	<ul style="list-style-type: none"> • Demonstrates unsatisfactory ability to apply learning to her / his own practice. Problem solving skills are not in evidence; there is no evidence of critical reflection on practice • <i>Portfolio work is at a weak level with respect to expressive abilities and skills.</i>
Presentation (length, use of presentation conventions,	<ul style="list-style-type: none"> • Basic command of presentation conventions and referencing; presentation marred by language / spelling errors affecting comprehensibility. The essay generally lacks fluency. • <i>Portfolio prologue or explanation is ineffectually crafted with respect to clarity, coherence, creativity and academic conventions.</i>

referencing, spelling, grammar, language)	
OVERALL	<ul style="list-style-type: none"> The work does not achieve the standards required at MES level

Marking criteria for MES(VA) related curation of studio work

Criteria	Distinction 70%	Pass 50%	Fail 49%
Content	Overall quality of artwork selected is excellent . Significant creativity and collaboration in co-curation is evident throughout.	Overall quality of artwork selected is very good . Creativity and collaborative investment in co-curation is evident.	Overall quality of artwork selected is underwhelming . Creativity and collaborative investment in co-curation is lacking.
Arrangement	Arrangement of work invites much viewer engagement. Curiosity is highly stimulated and challenged throughout.	Arrangement of work bids some engagement. Curiosity is stimulated and challenged at points.	Arrangement of pieces invite little engagement. More concerted efforts required to stimulate curiosity and challenge.
Flow	Highly logical flow between work that enables the audience understand key messages and contemplate key questions relating to theme.	Flow between work has certain logic that enables the audience understand some of key messages and contemplate some of the key questions.	Flow between work disables the audience from understanding key messages and contemplating key questions.
Balance	Distribution of visual pieces offset one another very aptly.	Distribution of visual pieces offset one another quite well.	Distribution of visual pieces are ill-considered.
Contextual textual elements	Textual material is concise, purposeful, and highly legible. It provides just enough context to allow for viewer reflection.	Textual material is quite concise, focused, and legible. Context provided either over informs or under informs.	Textual material fails to convey appropriate context to enable the viewer engage meaningfully
Mood	The mood generated by exhibition and exhibits within manifest the theme very aptly.	The mood generated by exhibition and exhibits within manifest the theme quite successfully.	There is a disconnect between the mood generated by exhibition and exhibits

			within and the theme explored.
Learning in, through or from the pieces	Exhibition leads viewers to new discovery with regard to learning in, through and from visual work.	Aspects of exhibition lead to new discovery with regard to learning in, through and from visual work.	Exhibition has little discovery with regard to learning in, through and from visual work.

Appendix 3: MES (Inquiry based learning): Programme Content (Year One)

Module 1: Introduction to Education Studies

Module 1 credits: 15

Module 1 Co-ordinator: Gerry Dunne

Module 1 Lecturers: Gerry Dunne.

This module comprises six themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

This module attempts to give a broad overview of education studies to students as they embark on the Masters course. They will deepen their knowledge in a specific subject area of interest and will combine and integrate this knowledge with a broad survey of important ideas in education today. The module will strike notes that should resonate with students as they engage in subsequent course modules.

Module philosophy

For anyone who has engaged in or thought about education as a student, a teacher or a citizen, this module offers an opportunity to explore at an introductory level some deep ideas about education, its purpose, its vision, and its place in society. Students will consider the relationship between education and schooling. They will also consider how answers to the questions raised in the module have changed over time.

This module will orientate students to postgraduate study in education by helping them write about education matters in light of their experience and their response to reading a diverse range of seminal texts in education. They will also begin to develop their ability to analyse research in education with a view to conducting their own research later in the course.

Structure of module

This module will take place face to face over three weekends of Friday evenings and Saturdays. It will consist of writing and reading in and about education around the six themes of the module. The themes reflect key ideas in education. Throughout the module students will write about education and seek response from peers and from the instructors; they will also critique their own writing in

light of their reading. Students will be expected to engage in substantial writing and reading prior to, during and following the classes.

Aims of Module

- To prepare students for deep engagement with the Master in Education Studies course.
- To encourage students to write about education, inspired by experience and by reading.
- To identify and engage with contemporary issues in education and reflect on them through various perspectives such as history, philosophy, psychology, sociology and experience, and using multiple media, such as film, visual arts, music and poetry.
- To analyse the relationship between pedagogy and education
- To explore the purpose of education and how this has changed over time

Learning outcomes

On successful completion of Module 1: Introduction to Education Studies, students should be able to:

- (vi) Compare contemporary education structures and philosophies to specific educational structures and philosophies from the past (CLO 1, 2)
- (vii) Articulate a personal purpose for education that is informed by purposes that have been described by previous educators, scholars and policymakers (CLO 2, 5, 7)
- (viii) Describe and critique the relationship between virtues and skills in education (CLO 1, 2)
- (ix) Identify criticisms of contemporary education and assess the validity of such criticisms (CLO 7)
- (x) Interpret the ideas of others and express their own ideas clearly (CLO 6, 7)

Module length and structure

Module 1 is made up of six separate themes, and comprises 35 hours of contact time.

Outline of Module 1:

THEME 1: Introduction to Postgraduate Reading and Writing

THEME 2: Pedagogy, Learning and Education

THEME 3: What is education for?

THEME 4: The relevance of virtues

THEME 5: Education under pressure in our culture

THEME 6: Contemporary Issues in Educational Research

Content of module themes

Although the themes are laid out separately, there will be much crossover and integration in how they are introduced in class.

Theme I: Pedagogy, Learning, and Education

Is learning a science? What is the relationship between pedagogy and learning? Are personalised learning styles evidence based? The term ‘pedagogy’ itself derives from the Greek paidagōgia, and in its loosest sense, refers to the method and practice of teaching as an academic subject or theoretical concept. Pedagogical techniques tend to be broadly classified as follows: (i) conditioning (the use of stimulus-response techniques); (ii) training or instructionism – (direct conveyance of information); (iii) supervision (learning overseen and regulated); (iv) facilitation (providing opportunities and resources for learning); (v) modelling (providing an example for a student to follow), and, (vi) erotetics (use of questions to elicit more informed justifications for knowledge claims. Conceptual questions about pedagogy are, for the most part, rarely technical questions, since education itself is a moral activity. Expediency and maximising the probability of successful learning outcomes are not the only considerations facing the pedagogue. For instance, a twelve year old smoker might be dissuaded from persisting with his habit by a quick trip to an oncology ward, where he will see and chat with a former smoker dying of lung cancer. Here we encounter the ethical dimension of teaching -the centrality of *phronesis* -of choosing the rights means and ends.

Similarly, pedagogy is often based on a ‘means/ends’ approach, where the efficacy of the method directly correlates to the probability of targeted learning occurring within a certain setting. This assumption is frequently based on an uncritical understanding of ‘neuromyths and learning styles’. Learning styles, and the so-called ‘science of learning’ are contested topics in educational research (Howard-Jones, 2007; Kirschner, 2009). In this module, we will examine the efficacy of different types of learning styles/models in both formal and non-formal educational settings. We will also critically evaluate the importance of practitioners exercising ‘pedagogical tact’ when deciding which ‘means’ and ‘ends’ ought to be pursued in educational settings.

Recommended Reading

- Anderson, J. R. *Learning and Memory: An Integrated Approach*. 2nd ed. New York: John Wiley, 2000.
- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). Learning styles and pedagogy in post-16 learning: A systematic and critical review. London: Learning and Skills Learning Research Centre. Report retrieved from <http://skills.nl/lerenlerenu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf>
- Dekke, S., Lee, N. C., Howard-Jones, P., & Jolles, J. (2012). Neuromyths in education: Prevalence and predictors of misconceptions among teachers. *Frontiers in Psychology*, 3. doi: 10.3389/fpsyg.2012.00429
- Geake, J., (2008) Neuromythologies in education *Educational Research* Vol. 50, No. 2, June 2008, 123–133 <http://amyalexander.wiki.westga.edu/file/view/neuromythologies-p.pdf/237921127/neuromythologies-p.pdf>
- Goldhill, O. (2016). The concept of different “learning styles” is one of the greatest neuroscience myths. *Quartz*. Retrieved from <http://qz.com>
- Goswami, U. 2004. Neuroscience and education. *British Journal of Educational Psychology* 74: 1–14. Hellige, J.B. 2000. All the king’s horses and all the king’s men: Putting the brain back together again. *Brain and Cognition* 42: 7–9.

- Howard-Jones, P. A. (2014). Neuroscience and education: Myths and messages. *Nature Reviews Neuroscience*, 15, 817-824. Retrieved from <http://www.nature.com/nrn/index.html>
- Kirschner, P. A. (2009). Epistemology or pedagogy, that is the question. In S. Tobias & T. M. Duffy. *Constructivist theory applied to instruction: Success or failure?:* Routledge.
- Paul A. Kirschner & Jeroen J.G. van Merriënboer (2013) Do Learners Really Know Best? *Urban Legends in Education*, *Educational Psychologist*, 48:3, 169-183, DOI: 10.1080/00461520.2013.804395
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119. Retrieved from https://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
- Stahl, S. A. (1999). Different strokes for different folks? A critique of learning styles. *American Educator*, 23(3), 1-5. Retrieved from <http://www.aft.org/sites/default/files/periodicals/DiffStrokes.pdf>
- Kavale, K. A., Hirshoren, A., & Forness, S. R. (1998). Meta-analytic validation of the Dunn and Dunn model of learning-style preferences: A critique of what was Dunn. *Learning Disabilities Research & Practice*, 13(2), 75-80.
- Singal, J. (2015). One reason the 'learning styles' myth persists. *New York Magazine*. Retrieved from <http://nymag.com>

Theme II: What is Education for?

What is worth knowing? How do we decide? What is education for? Must education serve the economy? Is education about helping us to become better human beings? Question such as these are central to any worthwhile debate about the nature and purposes of education in the 21st century. Taking these questions as our guide, this module focuses on four key aims of education:

- Autonomy and Authenticity (Taylor, 1992)
- Happiness and Flourishing (Brighouse, 2008; Dunne, 1993)
- Critical Self-Reflection/Self-Regulation & Action
- Relationality – forming positive relationships through emotional literacy and empathy

Drawing on recent work in the area, we will explore the crucial role each of these elements play in educational settings (loosely interpreted), both nationally and internationally.

Recommended Reading

- Curren, R. (2003). *A Companion to the Philosophy of Education*, Blackwell Press
- Gadamer, G., H. (2001) Education is Self-Education, *Journal of Philosophy of Education* DOI: 10.1111/1467-9752.00243
- Haydon, G. (1983), Autonomy as an Aim of Education and the Autonomy of Teachers, *Journal of Philosophy of Education*, 17: 219–228. doi:10.1111/j.1467-9752.1983.tb00032.x
- Layard's, R., (2005). *Happiness: Lessons from a New Science* (London, Penguin)
- Miller, Alastair, 'A Critique of Positive Psychology – or "The New Science of Happiness."' All these are in *New Philosophies of Learning* edited by Ruth Cigman and Andrew Davis (42:3/4, 2008).
- Kristjánsson's K. (2017). Flourishing as the Aim of Education: A Critical Review' in *The British Journal of Educational Studies*, Vol. 65, Iss. 1
- Peters, R. S. (1970). Education and the Educated Man' *Journal of Philosophy of Education*, 4: 5–20. doi:10.1111/j.1467-9752.1970.tb00424.x
- Phillips, C., D. (2014). *Encyclopedia of Educational Theory and Philosophy*, Sage Publications

- Peters. S., M. (2017). *Encyclopedia of Educational Theory and Philosophy*, Springer
- Schunk D, H., & Zimmerman B, J (Eds) (1990) *Self-Regulated Learning: From Teaching to Self-Reflective Practice*, New York: Guilford Press
- Smith, R. (2008). The Long Slide to Happiness. *Journal of Philosophy of Education*, 42: 559–573. doi:10.1111/j.1467-9752.2008.00650.x
- Suissa, J. (2008). Lessons from a New Science? On Teaching Happiness in Schools. *Journal of Philosophy of Education*, 42: 575–590. doi:10.1111/j.1467-9752.2008.00642.x
- Taylor, C (1992). *The ethics of Authenticity*, Harvard University Press
- White J. (2011). *Exploring Well-being in Schools*, Routledge.
- Winch, C., & Gingell, J., (2008). *Philosophy of Education: The Key Concepts*, Routledge Key Guides
- Zimmerman, B., J, & Schunk D. H., (Eds) (2011). *Handbook of Self-Regulation of learning and performance*

Theme III: The Relevance of Virtues

What are virtues? And why are they important to the study of education? In this module, we examine the role of character virtues, into which children are to be educated - initially through a process of training, and then subsequently through reflective practice. Scholars argue that virtues such as courage, temperance, fortitude, justice, fairness, compassion, criticality, resilience, practical wisdom, and so on, are desirable learning outcomes, but several disagree to what extent learning milieus should foster them (Hand, 2017). Drawing on both sides of this debate, this module interrogates the conceptual and ethical assumptions underpinning this view of virtue theory.

Recommended Reading

- Arthur, J., Kristjánsson, K., Cooke, S., Brown, E. & Carr, D. (2015). *The Good Teacher: Understanding virtues in practice*. Birmingham: University of Birmingham. Available via: http://www.jubileecentre.ac.uk/user/les/jubileecentre/pdf/Research%20Reports/The_Good_Teacher_Understanding_Virtues_in_Practice.pdf (accessed 20th July 2015).
- Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., and Wright, D. (2017). *Teaching Character and Virtue in Schools*. London: Routledge.
- Arthur, J. (2010). *Of Good Character; Exploration of Virtues and Values in 3-25 Year-Olds*. Exeter: Imprint Academic.
- Carr, D. (1991). *Educating the Virtues. Essay on the philosophical psychology of moral development and education*. London: Routledge.
- Carr, D. (2007). 'Character in Teaching', *British Journal of Educational Studies*, 55(4): 369-389.
- Carr, D. (2016). 'Virtue Ethics and Education', in N. Snow (Ed.) *Oxford Handbook of Virtue*. Oxford: Oxford University Press.
- Cooke, S. & Carr, D. (2014) 'Virtue, Practical Wisdom and Character in Teaching', *British Journal of Educational Studies*, 62(2), 91-110.
- Kristjánsson, K. (2017). *Aristotelian Character Education*. London: Routledge.
- Kristjánsson, K. (2013). 'Ten Myths about Character, Virtue and Virtue Education - and Three Well-Founded Misgivings', *British Journal of Educational Studies*, vol. 61, no. 3, pp. 1-19.
- Seider, S. (2012). *Character Compass - How powerful school culture can point students towards success*. Cambridge: Harvard Education Press.
- Lickona, T. (2005) *Character Matters: How to Help Children Develop Good Judgment, Integrity and other Essential Virtues*. New York, NY: Touchstone.

- Populus (2013) 'A Framework for Character Education: Jubilee Centre Parents' Survey'. Available via: <http://jubileecentre.ac.uk/user/les/jubileecentre/pdf/character-education/Populus%20Parents%20Study%20-%20short.pdf> (accessed 29th July 2015).
- Puurula, A., Neill, S., Vasileiou, L., Husbands, C., Lang, P., Katz, Y. J., Romi, S., Menezes, I. & Vriens, L. (2001) 'Teacher and student attitudes to affective education: A European collaborative research project', *Compare*, 31(2), 165–186.
- Walker, D., Roberts, M., & Kristjánsson, K. (2015) 'Towards a new era of character education in theory and in practice', *Educational Review*, 67(1), 79-96.

Theme IV: Education under pressure in our culture

This module critically assesses the preoccupation with learner outcomes in educational discourse. Traditionally understood, learning outcomes are 'statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning' (Adam, 2008, p.4). For understandable reasons, pressures to achieve these learner outcomes stem from myriad sources, from students themselves and their parents, to relevant stakeholders and so on. Amidst this sometimes tumultuous environment, students' mental health might begin to suffer. In this module, we will examine some of the literature documenting the experiences of people suffering with mental health issues. As part of a broader dialogue, we will also look to what supports and barriers face those suffering with mental health issues.

Recommended Reading

- Adam S (2004). Using learning outcomes – a consideration of the nature, role, application and implications for European education of employing learning outcomes at the local, national and international levels, Scottish Executive. <http://www.scotland.gov.uk/library5/lifelong/tehea-00.asp>
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Theme V: Contemporary Issues in Educational Research

What constitutes evidence? How do we decide between equally compelling arguments? How does one appropriately contest evidential claims? To what extent is evidence in the social sciences a robust and valid construct? In the module, we move to critically evaluate the role of *evidence* in education. For this task, we turn to the phenomenon of critical thinking. Taking a series of practical case studies as our guide, we will explore how often evidential claims are not as compelling or cogent as once thought. We might appraise the criteria used to distinguish ‘good’ and ‘bad’ schools, optimal class size, or mixed ability grouping. In each case, we will stress-test the strength of the reasons used in support of each of these positions.

Recommended Reading

- Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. Edmonton: Author. Retrieved from: <http://education.alberta.ca/media/6581166/framework.pdf>.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries. OECD Education Working Papers, No. 41. Paris: OECD Publishing. Retrieved from: <http://dx.doi.org/10.1787/218525261154>.
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- Halpern, D.F. (2014). *Thought and knowledge: An introduction to critical thinking*. 5th edition. Mahwah, NJ; Lawrence Erlbaum Associates.
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- Sternberg, R. J. (1986). *Critical thinking: Its nature, measurement, and improvement*. Retrieved from <http://eric.ed.gov/PDFS/ED272882.pdf>.
- Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York, NY: Teachers College Press.
- Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator*, 8–19.

Theme VI: Postgraduate Reading and Writing

This module reintroduces us to the planning, preparation and activity of academic writing. Scholarly conventions, targeted reading; accessing journals; being critical; being clear; arguing cogently; using the language of argumentative discourse; writing literature reviews, and appropriately scaffolding essays will all be examined in detail. The aim of this module is to reacquaint ourselves with the discipline of academic writing. Structured learning tasks will be used throughout to continuously refine our writing and communication skills.

Recommended Reading

- Creme, P. and M. Lea. 2008. *Writing at University: A guide for students*. Open University Press.
- Hamp-Lyons, L. and Heasley, B. 2006. *Study Writing*. Cambridge University Press.
- Swales, J. and C. Feak. 2012. *Academic Writing for Graduate Students: Essential Skills and Tasks*. Michigan University Press.
- Wallace, M., & Wray, A., (2016). *Critical Reading and Writing for Postgraduates*, Sage Publications

Module assessment

Formative assessment:

Formative assessment will involve students engaging in short quizzes in class and free-writing on topics related to education. This assessment does not contribute to a student's final module grade.

Summative assessment:

Students will write a written response to five of the six themes on the module. Students may choose themselves which of the five themes they will respond to in writing. They may also choose any format they wish for this writing (e.g. journal entry, blog post, letter, memo). Each written response will be 400 words in length. For the purpose of module assessment, the responses are treated collectively (i.e. a student may fail one or two of the papers but the assessment only needs to be repeated if the overall result of the papers is at a fail level, in which case all five components must be repeated).

In addition, students will write a final essay on a topic related to the module and of relevance to their lives. The essay will be 3,000 words long. In this essay students will be required to use a formal academic approach.

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 2: Learning Through Inquiry

Module 2 credits: 15

Module 2 Co-ordinator: Dr. Karin Bacon

Module 2 Lecturers: Dr. Karin Bacon

This module comprises four themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

Inquiry as a theme of educational research has attracted considerable interest particularly in recent years [Audet, 2005; Erickson, 2008; Lindfors, 1999; Parker, 2007]. Inquiry can be seen as a process of seeking. It may take the form of a closed-ended search whereby specific answers are discovered to specific questions. Alternatively, it may take the form of an open-ended search, in which questions are formulated but answers are multiple or provisional or both. The exploratory nature of inquiry allows students to consider different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple answers. Inquiry-Based Learning [IBL] is the object of growing interest in a number of countries such as the UK, the US and Ireland in which there is a lively debate about pre-determined outcomes and teaching standards and standardised testing that are often contrasted with inquiry and discovery approaches to learning. Finally, it currently influences curriculum development and teaching approaches and methodologies in a number of recent innovative programmes to construct new models of teaching and learning [Pataray-Ching & Roberson, 2002; Sausele Knodt, 2010]. This has led to research and development of inquiry based curricula and the argument in support of IBL is being heard increasingly and recognised as an appropriate pedagogical approach.

Module philosophy

This module will strengthen educators' capacity to promote and critique children's inquiry in a variety of settings. The module will assist in the development of critical and creative practitioners. They will have requisite knowledge, skills and capacities for reflection necessary to develop positive engagement with IBL.

Structure of module

This module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and distance learning. The four module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives on inquiry based learning, within a variety of educational settings.

Aims of module

- To provide students with a critical understanding of IBL
- To familiarize students with some of the philosophical underpinnings and history of IBL
- To familiarize students with a number of standard models of the process of IBL
- To exemplify IBL in a number of disciplines
- To assist students in identifying the resources necessary to create an environment where IBL can take place
- To promote reflective practice in the context IBL.

Learning outcomes

On successful completion of Module 2: Learning through Inquiry, students should be able to:

- (i) Critically reflect on their own learning and how this influences their teaching (CLO 7).
- (ii) Identify the key stages within different models of the process of inquiry (CLO 1,2).
- (iii) Develop practical strategies and methodologies for planning and teaching in a way that will promote IBL and mediate this knowledge to other professionals (CLO 4,6,7).
- (iv) Examine the implications of IBL for educators in a variety of settings (CLO 1,6,7).
- (v) Examine and critically evaluate IBL in a variety of disciplines (CLO 1,2).
- (vi) Demonstrate reflective practice in relation to students' own working situations and mediate knowledge on reflective practice to other professionals in a way that promotes life-long learning (CLO 1,6,7).

Module length and structure

Module 2 is made up of four separate themes, and comprises 35 hours of contact time.

Outline of Specialism 1, Module 2:

THEME 1: Inquiry and the Learner:

- Exploring and constructing our personal understanding of inquiry
- Key philosophical underpinnings and history of IBL

THEME 2: Inquiry Based Teaching:

- Key pedagogical principles underpinning Inquiry Based Learning
- Standard different models of the process of inquiry
- Inquiring through play
- Learning through inquiry exemplified within and across different disciplines

THEME 3: Nurturing a Culture of Inquiry

- Developing a community of inquiry
- Creating and resourcing an Inquiry Based environment

THEME 4: Assessment in Inquiry-Based Learning

Content of module themes

THEME 1: Inquiry and the learner:

This section is intended as a critical introduction to the module. It encourages students to consider their own learning and to view inquiry as a stance that underlies our approach to living *as learners*, both within and outside of our working environments. The module also provides the theoretical and philosophical background to Inquiry Based Learning (IBL). Precise definitions of IBL are elusive and those that do exist are varied. IBL is concerned with ensuring that, as far as possible, students develop their knowledge by means of a process of active learning. (Hutchings, 2006) Its philosophical underpinnings are based on the work of Dewey, Rogers, Vygotsky, Bruner, Freire, Piaget and Peirce amongst others.

Key concepts:

- Exploring and constructing our personal understanding of inquiry [Short, 2009]
- Connecting our prior knowledge, past learning and experience to this understanding [Piaget, 1955]
- Exploring how shared experience can deepen our understanding
- Students have responsibility for learning [Dewey, 1933]
- Inquiry involves student-centred learning and agency [Rogers, 1969]
- Inquiry has “real world” value (Dewey, 1933, Piaget, 1932, Freire, 1984)
- We learn from more experienced learners (Vygotsky’s More Knowledgeable Other and Zone of Proximal Development, 1929, 1978)
- We need tools to mediate learning [one of which is language] (Vygotsky, 1986)
- Reflection as a way of learning (Boud et al., 1985)

THEME 2: Inquiry Based Teaching:

This section provides a firm foundation upon which students can consider and critically evaluate some of the key pedagogical principles which underpin IBL. This involves comparing IBL to Project Based [Blumenfeld et al., 1991] or Problem Based Learning [PBL] [Chin & Chia, 2004; Evenson & Hmelo, 2000] and discovery learning [Gijlers & de Jong, 2005]. A primary focus is exploring the notion of *inquiry as stance* [Short, 1996], where certain dispositions or habits of mind [Peirce, Lipman, and Costa] are necessary. It provides the opportunity to see the theoretical and philosophical background of Inquiry Based Learning being applied in various disciplines.

It is important for educators to be aware of some of the generic assumptions, types and features of inquiry. These may include the following notions: that inquiry is social or communal in nature; that inquiry involves language; and that inquiry is directed to some human purpose. It is also important for them to be aware and be able to critique some of what can be considered, based on literature, to be influential models of inquiry. Some of these will include Short & Harste [1996]; Short, Harste & Burke [1996]; Murdoch [2006]; Alberta Learning Model [2004]; Worth [1999]; and Wolk [2008].

The elements of an inquiry based teaching and learning process are multiple and variable. However, many models share common elements among these are:

- Questioning
- Hands-on investigating
- Conducting investigations
- Analyzing data and drawing conclusions

- Reflecting on the process and taking action

In examining these models students will explore some of the following concepts:

- That IBL can be structured, guided or open;
- That IBL can be formal or informal;
- That IBL can be short in length or take place over a long period of time;
- That IBL can be individual or collaborative;
- That IBL can be time-limited or open-ended allowing for multiple and different responses.

THEME 3: Nurturing a culture of inquiry:

This section is intended to bring the philosophical underpinnings and pedagogical principles into a practical environment where students deepen their understanding of what IBL looks like. This involves investigating some of the following:

- The notion of a community of inquiry [Peirce];
- Creating a community of inquiry;
- Agency, democracy and decision making within IBL;
- The joy of learning [Schutz & DeCuir, 2002; Wolk, 2008]
- Groupings in inquiry based classroom;
- The role of argumentation in constructing knowledge [Hintikka, 2007];
- The role of the adult in an IBL environment [Dunphy, 2008];
- ICT in an IBL environment;
- Interdisciplinary, cross-disciplinary or transdisciplinary topics within an IBL environment;
- Support structure provided for learners in an IBL environment (Bruner's scaffolding, 1978)

THEME 4: Assessment in Inquiry Based Learning

This topic focuses on issues of assessment with children within an inquiry based environment. It considers central concepts such as 'assessment for learning' and 'assessment of learning'.

- Assessing inquiry across different disciplines;
- Documentation of inquiry.

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Core texts

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Erickson, L. (2007). *Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks, CA: Corwin Press.

Fahey, J. (2012). *Ways to learn through inquiry: guiding children to deeper understanding*. Cardiff. IBO.

- Lipman, M. (2003). *Thinking in education* (2nd ed.). Cambridge: Cambridge University Press.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: ASCD.
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- Driver, R., Newton, P. & Osborne J. (2000). Establishing the norms of scientific argumentation in classrooms. *Science Education*, 84(3), 287-312.

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- Audet, R.H. & L. K. Jordan (Eds.), (2005). *Integrating inquiry across the curriculum*. Thousand Oaks, CA: Corwin Press.
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- Clements, D. & J. Sarama. (2004). Building Blocks for early childhood mathematics. *Early Childhood Research Quarterly*, 19 181-189.
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- Guccione, L. (2011). In a world of mandates making space for inquiry. *The Reading Teacher*. Vol. 64, No. 7, 515-519.
- Houser, N. & C. Kloesel (Eds.), (1992). *The Essential Peirce: Selected Philosophical Writings*. Bloomington, IN: Indiana University Press.
- Jaworski, B. (2004). Grappling with complexity: co-learning in inquiry communities in mathematics teaching development. *Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education, 2004 Vol I pp 17-36*
- Llewellyn, D. (2002). *Inquire Within: implementing inquiry-based science standards*. Thousand Oaks, CA: Corwin Press.
- MacDonald, A. (2013). Using children's representations to investigate meaning-making in mathematics. *Australasian Journal of Early Childhood*, Vol. 38, No. 2. June.

Parker, D. (2007). *Planning for inquiry. It's not an oxymoron!* Urbana, Ill: National Council of Teachers of English.

Sausele Knodt, J. (2008). *Nine Thousand Straws – Teaching Thinking Through Open-Inquiry Learning*. Westport CT: Teacher Ideas Press.

Vygotsky, L. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Mass: Harvard University Press.

Wells, G. (2000). Dialogic inquiry in education: building on the legacy of Vygotsky. In C.D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research* (pp. 51-85). Cambridge: Cambridge University Press.

Worth, K. (1999). Exploratorium: Institute for inquiry www.exploratorium.edu last accessed 02/07/2012.

Youngquist, J. & J. Pataray-Ching. (2004) Revisiting “play”: Analyzing and Articulating Acts of Inquiry. *Early Childhood Education Journal*. Vol. 31, No. 3, 171-178.

Module assessment

Formative assessment:

Students will use graphic organisers (e.g. concept maps, Venn diagrams) to represent ideas on the module and to show how they are related to one another. This assessment does not contribute to a student's final module grade.

Summative assessment:

Students will critique a chosen model of inquiry and apply this model in a subject area or discipline of their choice. The student will identify the key stages of this model in the light of its philosophical underpinnings and pedagogical research. (50%). The workload will be equivalent to an essay of 2,500 words.

From the student's own practice they will outline in detail a lesson or series of lessons and show how they have addressed all elements of their model. This should include: considerations in creating an environment for inquiry-based learning; the strategies, methods and resources used; and the implications for teaching and learning of using that model. Students will reflect upon and debrief the lesson using the model and show how it is evident in the lesson. (50%). The workload will be equivalent to an essay of 2,500 words.

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 3: Promoting Inquiry-based Learning Through the Use of Creative Technologies

Module 3 credits: 15

Module 3 Co-ordinator: Dr. Karin Bacon

Module 3 Lecturers: Dr. Anne McMorrough

This module comprises four themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

As digital natives, it is widely held that 21st century students use technology in creative ways on a personal basis [Savage & Barnett, 2015]. However, at broad policy levels there are deep concerns that this fluid usage is not translating to education settings (ibid). Thus, an increasing body of literature foregrounds the importance of affording students the skills necessary to effectively and creatively integrate ICT into classroom settings in order to enhance teaching and learning [cf. DES 2015; Bocconi, Kampylis & Punie, 2012; Redecker, 2017], within the context of Inquiry Based Learning. The exploratory nature of inquiry allows students to consider different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple answers. The use of creative technologies can support this endeavour in a real and meaningful manner [Pataray-Ching & Roberson, 2002; Sausele Knodt, 2010].

Module philosophy

This course will identify, develop, apply and promote the digital skills, competencies and technology-enhanced learning literacies required for education in the 21st century classroom. Students will be afforded an opportunity to explore and experiment with technologies that specifically support educational inquiry. Models that develop the pedagogical understanding underpinning technology integration will facilitate this process (eg TPACK; DigiCompEdu).

Structure of module

This module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and distance learning. The four module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives on inquiry based learning and creative technologies, within a variety of educational settings.

Aims of module

- To introduce students to a range of technologies that can support an Inquiry Based Learning process and to critique their use.
- To enable students to explore and effectively use technology that will develop an understanding of inquiry in education settings.
- To introduce, familiarise and critique different digital learning frameworks and how they can be applied from an Inquiry Based Learning standpoint (eg TPACK; DigiCompEdu)
- To ensure students develop digital competency and acquire technological self-efficacy.
- To promote reflective practice in the use of creative technologies within an IBL environment.

Learning outcomes

On successful completion of Specialism 1, Module 4: Promoting Inquiry-Based Learning through the use of creative technologies, students should be able to:

- (i) Interpret and critically analyse the theoretical frameworks underlying technology and their use in education, particularly within an Inquiry Based Learning context [cf. TPACK Model (Mishra & Koehler, 2006)] (CLO 7)
- (ii) Critically evaluate and experiment with various educational software packages, hardware and other “kit”, and demonstrate their application in an Inquiry Based Learning context (CLO 1,7)
- (iii) Understand the concepts of constructivism; different models of the process of inquiry; user-generated content, 21st century learners, digital natives, digital learning resources, peer digital learning, creative commons, copyright and publishing and investigate how these concepts apply when using technology in the classroom. (CLO 1,2)
- (iv) Experiment with emergent technologies and critically analyse their application within an Inquiry Based Learning environment (CLO 3,7)
- (v) Create an Inquiry Based Learning-focused “Digital Learning Object” (DLO) (CLO 1,6,7)

Module length and structure

Specialism 1, Module 3 is made up of four separate themes, and comprises 25 hours of contact time.

Outline of Specialism 1, Module 3:

THEME 1: Theory and Pedagogy of developing Inquiry Based Learning through the application of technology in education:

- The role of technology in supporting Inquiry Based Learning
- Key philosophical underpinnings associated with integrating technology in Inquiry Based Learning
 - Policy and practices of technology-enhanced teaching and learning
- Pedagogical and practical considerations of using technology to foster an environment of inquiry

THEME 2: Accessing educational resources online appropriate for creating and resourcing an IBL environment:

- Developing communities of inquiry and practice through the use of creative technologies,
- Experimentation with various hardware/software/freeware available, including Interactive Boards, touch technologies; and educational applications

- Understanding of copyright considerations, including the “Creative Commons” approach
- Identification of where/how to source online content suitable to support an inquiry
- Exploration of how to edit pre-existing online content; and create new content for online publication and dissemination

THEME 3: Experimentation with digital tools and toys to enrich children’s collaboration and inquiry:

- Using and re/creating images for educational content and the collection of inquiry-related information e.g. Video/animation storyboards
- Podcasting as a tool for recording and publishing inquiry-related evidence online
- Experimentation with digital “coding” tools that offer dynamic approaches to Inquiry Based Learning (eg Lego WeDo Robotics; BeeBots)

THEME 4: Assessment of Inquiry Based Learning supported by digital technologies:

- Identification of a range of available digital tools suitable for assessing inquiry (eg Padlet, Popplet, Kahoot etc)
- Exploration of different ways specific digital assessment tools can be utilized, according to the nature of an inquiry and/or the setting.
- Consideration of how digital assessment tools can inform further inquiry based learning lessons

Content of module themes

THEME 1: Theory and Pedagogy of developing Inquiry Based Learning through the application of technology in education:

It is argued that ICT integration can play a central role in transforming teaching, learning and assessment in 21st century education (Redecker, 2017; Butler, Leahy, Shiel & Cosgrove, 2015). Nevertheless, meaningful integration of ICT is not without its challenges for educators (Butler et al., 2015). In this context, the module will critically explore the challenges of integrating technology, and some practical ways in which to address this issue. In particular, students will be encouraged to consider their existing knowledge / use of technology, with a view to how it may be applied or improved within an educational inquiry process. Theoretical and philosophical underpinnings will inform the module.

Key concepts

- Exploring the value of integrating digital technologies to enable young learners to understand the nature of inquiry;
- Critically evaluating where emerging policy trends in digital technology are introducing new practices, and the implications of this trajectory;
- Understanding how a rich and positive learning dynamic can be achieved through the creative use of technology;
- Appreciating the need for collective responsibility and “netiquette” when using technology in education settings.

THEME 2: Accessing educational resources online appropriate for creating and resourcing an IBL environment:

In order to plan for the integration of digital technologies in education a series of key factors and considerations must be taken into account (Turvey, Potter, Allen & Sharp, 2014). This topic focuses on the initial steps that an educator needs to consider when planning, sourcing and using digital tools (hardware / software) to enhance an inquiry with young learners. Initially, it aims to equip the student with the skills to critically select and evaluate tools/online content. Following that, students will be encouraged to utilize a variety of tools to edit, create and share new content with each other and/or online, for the benefit of a wider education community.

Key concepts

- Understanding the affordances of networking within a community of practitioners;
- Appreciation for the online work of other practitioners and an awareness of copyright requirements;
- Developing a deeper experience of utilising particular digital hardware to resource an inquiry;
- Interrogation of existing online content and consideration of how it can inform the creation of new content.

THEME 3: Experimentation with digital tools and toys to enrich children’s collaboration and inquiry:

It is argued that where users of technology are producers as well as consumers, there are multiple opportunities for collaborative learning (Savage & Barnett, 2015). This topic aims to illustrate the experience of putting the technology in the hands of children during an inquiry. Here, the emphasis is on digital tools and digital “toys” that can help a child to collect data or evidence during an inquiry so that s/he may construct and share new knowledge. The work of theorists such as Piaget, Vygotsky and Papert underpin this theme.

Key concepts

- Development of an appreciation for the art of voice to capture and record inquiry-based evidence;
- Understanding the value of collecting, using and editing visual supports as evidence during an inquiry process;
- Exploring the importance of constructive play using digital “coding” tools that can enable children to make sense of their learning in a real world scenario;
- Understanding how a multi-media approach can elevate teaching, learning and assessment within an inquiry process.

THEME 4: Assessment of Inquiry Based Learning supported by digital technologies:

Without proper assessment and recording in a particular curricular area, there is no real evidence or knowledge of how children are progressing (Turvey, Potter, Burton, Allen & Sharp, 2016). This theme focuses on an exploration of digital tools that will support the assessment of children's inquiry. First students will be afforded an opportunity to explore available tools. Then, as they become more familiar with those tools, students will be encouraged to "mash up" (eg mix/match the multi-media elements) in different ways, so as to create a dynamic form of assessment that addresses a variety of learning styles.

Key concepts

- Understanding that children's inquiry can be assessed in various ways using a range of digital tools/apps;
- Exploration of how different learning styles can be taken into the inquiry-based assessment process using a "mash-up" of tools or a multi-media approach;
- Investigation into how digital assessment tools can act as forms of evidence for the practitioner to inform new inquiries or advance children's learning and knowledge.

Bibliography

Reading list for Specialism 1, Module 3: Promoting Inquiry-Based Learning through the use of creative technologies

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Module assessment

Formative:

Students will be encouraged to keep a journal of their observations and reflections and how they develop throughout the module.

Summative:

This module will be assessed by the creation of a “Digital Learning Object” using any of the technologies that students have been introduced to during the course. (65%)

In addition, student will be required to include a “reflective” piece describing how this “DLO” will be implemented/used in an educational environment and the considerations made when designing it, with the particular Inquiry-Based Learning scenario in mind. (35%)

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 4: Inquiry-based Learning and the Environment

Module 4 credits: 15

Module 4 Co-ordinator: Dr. Sandra Austin

Module 4 Lecturers: Dr. Sandra Austin

This module comprises four themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

The environment represents a growing area of interest in early childhood and primary education. Modern society is more urbanised than ever before which has led to an increased tendency for children to have ever more limited exposure to the natural world (Louv, 2008). Environmental principles and practices are more clearly evident in recent curricular documentation. Steadily increasing governmental support for learning outside the classroom can be found in many countries (Learning and Teaching Scotland, 2010; New Zealand Ministry of Education, 2008).

Environmental education seeks to promote an appreciation and understanding of, and concern for, the environment, and to foster informed, engaged, and responsible environmental citizenship. Effective environmental education incorporates problem solving, hands-on learning, action projects, scientific inquiry, higher order thinking, and collaborative learning, and employs relevant subject matter and topics that actively engage students in the educational process.

Environmental literacy is an important outcome of environmental education. An environmentally literate student will have the knowledge and perspectives required to understand public issues and place them in a meaningful environmental context. Thus, environmental literacy requires a mix of knowledge, key concepts, history, and philosophy. Environmental education also embraces education for sustainability. Here, there is an explicit focus on ensuring that the ways in which humans use or affect ecosystems do not compromise the natural ability of ecosystems for renewal or regeneration. Effective education for sustainability stresses the need for highly developed systems thinking and futures thinking. Outdoor education is likewise seen as a distinct and critical component of environmental education, concerned with providing experiential learning in the environment to foster a connection to local places, develop a greater understanding of ecosystems, and provide a unique context for learning.

Module philosophy

This module will strengthen educators' capacity to promote and critique children's inquiry within the natural and built environment. The module will assist in the development of critical and creative practitioners with the view to promoting responsible citizens. They will have requisite knowledge, skills and capacities for reflection necessary to develop positive engagement with environmental education.

Structure of module

This module will comprise a mix of theoretical and practical content, offered in a 'blended approach' of face-to-face and distance learning. The four module themes will draw on approaches which seek to equip students with an understanding of theoretical perspectives on inquiry based learning and environmental education, within a variety of educational settings.

Aims of module

- To provide students with a critical understanding of environmental education;
- To familiarize students with some of the philosophical underpinnings and history of environmental education;
- To provide students with an opportunity to critique environmental policy and practices;
- To exemplify how inquiry as a stance can be used to address many issues within environmental education;
- To assist students in identifying different environments beyond the classroom where environmental awareness and responsibility can be promoted and developed;
- To promote reflective practice in the context inquiry and environmental education.

Learning outcomes

On successful completion of Module 4: Inquiry Based Learning and environmental education, students should be able to:

- (vi) Critically reflect on their own understanding of environmental inquiry and how this influences their teaching (CLO 7)
- (vii) Identify opportunities within the natural and built environment to promote environmental inquiry (CLO 1,7)
- (viii) Examine and critically evaluate environmental policy and practices in a number of jurisdictions (CLO 1,2)
- (ix) Develop practical strategies and methodologies for planning and teaching about environmental education beyond the classroom within an inquiry framework (CLO 3,7)
- (x) Examine the implications of environmental inquiry for educators in a variety of settings (CLO 6,7)
- (xi) Demonstrate reflective practice in relation to students' own working situations and mediate knowledge on reflective practice in relation to environmental inquiry to other professionals in a way that promotes life-long learning (CLO 1,6,7)

Module length and structure

Module 4 is made up of four separate themes, and comprises 35 hours of contact time.

THEME 1: Inquiry in the natural environment:

- The role of outdoor space with young learners
- Environmental policy and practices in a number of jurisdictions
- Creating an enabling environment outdoors
- Key philosophical underpinnings and history of environmental education

THEME 2: Inquiry in the built environment:

- The built environment as a setting and a resource for young learners
- Exploring unique opportunities to nurture responsible learners in the outdoors both within the natural and built environment
- Key pedagogical principles underpinning environmental inquiry
- Inquiry Based Learning exemplified within the environment

THEME 3: Environmental inquiry in public spaces and for public debate:

- Cultural settings as extensions of the classroom
- The relevance of a global dimension to young children within environmental inquiry
- Global implications of our daily actions
- Education for sustainable development
- Agency, responsibility and action

THEME 4: Pedagogical opportunities for and assessment of environmental inquiry learning:

- Using children's literature to promote and develop environmental inquiry
- Assessment of environmental inquiry

Content of module themes

THEME 1: Inquiry in the natural environment:

The importance of outdoor learning for young children was recognized by the pioneers of nursery education, such as Froebel, who coined the phrase “kindergarten” meaning “children’s garden” and Margaret McMillan continued to establish what were generally known as “open-air nursery schools”. They recognized that outdoor space was not just as a place where children could run around, but somewhere that offered experiences which contributed to a child’s learning and development. This section is intended as a critical introduction to the module. It encourages students to consider their own learning and experience of environmental education. The module also provides the theoretical and philosophical background to environmental and outdoor education.

Key concepts

- Exploring how outdoor learning can support physical, academic, aesthetic, emotional and social development. [McQuarrie, S, Nugent, C., & Warden, C., 2015]
- Exploring how environmental policy influences practice;
- Creating a positive and valuable learning environment outdoors;
- The responsibility shared by all towards the environment.

THEME 2: Inquiry in the built environment:

This section focuses on the concept of learning through local landscapes and looks particularly at the built environment. It explores the concept of place-based education and deepening our understanding of the world around us through exploring our immediate environment. It looks at “where we are” – and the learning about a place and coming to understand our own personal connections to it. The elements of an inquiry based teaching and learning process are explored as a way to deepen our understanding of environmental awareness.

Key concepts:

- Exploring opportunities within the built environment to develop environmental inquiry;
- The role of graphicacy in developing and demonstrating our understanding the world around us.
- Appreciate that understanding local landscapes involves learning about events that took place many years ago as well as looking at current land uses. [Beames, S., Higgins, P. & Nicol, R. 2012].

THEME 3: Environmental inquiry in public spaces and for public debate:

This section brings the natural and built environments together and explores the concept of outdoor learning which involves the use of cultural settings [art galleries, museums etc.] as extensions of the classroom. It is intended to bring the philosophical underpinnings and pedagogical principles into a practical environment where students deepen their understanding of what environmental education looks like.

Key concepts:

- Sustainable development and its implications for education; [Hicks, D. & Holden, C. 2007].
- Agency, responsibility and action within environmental inquiry;

- Global implications of our daily actions;
- Cultural settings as extensions of the classroom;
- Use of ICT to develop environmental inquiry.

THEME 4: Pedagogical opportunities for and assessment of environmental inquiry learning:

This topic focuses on issues of assessment with children within environmental inquiry. It considers central concepts such as ‘assessment for learning’ and ‘assessment of learning’.

Key concepts:

- Using children’s literature to promote and develop Environmental inquiry [McLean, K, Jones, M., & Schaper, C. 2015; Corapi, S. & Short, K. 2011];
- Assessment of environmental inquiry ;
- Assessing inquiry within the natural environment;
- Assessing inquiry within the built environment;
- Documentation of environmental inquiry.

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Reading list for Specialism 1, Module 4: Inquiry-Based Learning and the Environment

Core texts

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Module assessment

Formative:

Students will be encouraged to keep a journal of their observations and reflections and how they develop throughout the module. This assessment does not contribute to a student's final module grade.

Summative:

This module will be assessed by a 5,000 word written assignment. Students will provide a critique of environmental education in policy and practice. The student will also identify and implement one intervention within an educational setting and measure its success.

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Guideline Criteria for Marking Year One Assessments

Distinction: 70%+

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure is excellent. Text and argument systematically and explicitly organised; without any significant lacunae or repetition. Identifies and discusses pertinent issues in depth.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Critical review and synthesis of ideas; coherent, realistic and well-supported argument. Independent judgement and logical conclusions are consistently demonstrated. The student shows insight, imagination and creativity, with some evidence of original thinking. Critical coverage of all major sources; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates excellent ability to apply learning to her / his own practice. Excellent problem-solving skills are demonstrated with very strong application to practice and the ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Competent control of length. Clarity of language is consistently of a high standard throughout. Appropriate use of referencing conventions. Accurate grammar, spelling and use of language.
OVERALL	Work of outstanding quality, showing perceptive and critical insight.

Pass: 50%+

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure are clear. Text and argument structured in a sustained way; all major structural elements present.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Ideas organised and grouped into a coherent, realistic and well-supported argument; incorporating some critical analysis and relevant / appropriate use of supporting sources. Some critical thinking in evidence; independent judgement and logical conclusions are demonstrated; there is some evidence of insight, imagination and creativity. Use of a range of sources in the literature, though there may be some minor gaps; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates competent ability to apply learning to her / his own practice. Good problem solving skills are demonstrated with good application to practice and evidences some ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Length requirements observed. Satisfactory use of language. Appropriate presentation and use of referencing conventions although there may be some errors. Grammar and spelling are accurate in the main.
OVERALL	Work of good quality, showing knowledge and understanding

Fail: 49% or below

Structure / Organisation (organisation and structure of the text; logic)	Poor or weak organisation / structure. Significant gaps or repetition in the argument.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support. Arguments and conclusions are weak. There is generally an absence of insight, imagination and creativity. Some evidence of reading in the field but largely descriptive. Little or no analysis or understanding evident.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates unsatisfactory ability to apply learning to her / his own practice. Problem solving skills are not in evidence; there is no evidence of critical reflection on practice
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Basic command of presentation conventions and referencing; presentation marred by language / spelling errors affecting comprehensibility. The essay generally lacks fluency.
OVERALL	The work does not achieve the standards required at MES level

Appendix 5: MES (Leadership in Christian Education): Programme

Content (Year One)

Introduction

Leadership in Christian Education.

Over 90% of primary schools and over 50% of post-primary schools in Ireland are under Christian patronage. This Masters in Education Studies (Leadership in Christian Education) is a direct response to the various Trust bodies for schools who have repeatedly indicated that they need a leadership programme that will provide their current and future principals, deputy principals, and those in other leadership positions, with a course that will prepare them for leadership within faith-based schools. Historically leadership in many such schools was provided by members of religious orders. Now the numbers of religious teaching orders are in decline and lay members of trusts are responsible for the management, governance and trusteeship of the schools. Consequently, trust members have identified a need to provide specific training in Leadership in Christian Education, in ethos development, and in the specific skills and competencies needed for leadership, management and governance within a school.

This Masters course meets the distinctive needs of current and prospective leaders in faith-based education. The course will provide them with grounding in skills necessary for leadership, management, and governance, and provide them with a theological and spiritual background to help them appreciate, support and develop a faith-based ethos within a school.

Typical students on the course will be primary and post-primary teachers who wish to pursue leadership and management training for a multicultural and pluralist society, and to pursue their own academic and professional development. The essence of this course is to facilitate the professional development of students as theologically informed, spiritually prepared educational leaders who can implement and integrate a faith-based ethos through competent management and governance at a time when the culture of faith-based schools is undergoing change and moving into an era of lay Trusteeship.

The inter-disciplinary structure of the MES will provide students with a framework and guidelines for ecumenical and inter-faith dialogue that respects and welcomes people of all faiths and none. It will promote an appreciation of the distinctive contribution people of other faiths and cultures bring to Irish society and Irish education. As future leaders they will be required to understand, communicate and work within an increasingly pluralist and secular society. They will do this from a broadly Christian perspective that sees faith-based education as providing a unique contribution to the personal development of students and teachers, and to the social, technical and cultural needs of a diverse society. In preparation for the necessary dialogue and co-operation that is required in education today, this course can bring together students from different Christian faith communities to explore and develop a deeper knowledge of the different spiritual traditions through the study, respect, and appreciation of the unique perspective each tradition provides. Such interaction will also present the opportunity for each student to refine and appreciate his or her own beliefs and tradition through inter-faith dialogue.

Students on this course will be introduced to the reality of religious plurality and the need to engage with people of other religions and none for the education of their children and for the benefit of the wider society. Such faith-based education is understood as providing religious, moral, and social formation that is respectful of the spiritual and intellectual autonomy of students who must be open

to debate and dialogue, and be sensitive to the traditions of other faiths.³ The goal of this faith-based education programme is that students will be helped to understand and develop their own personal leadership and management style, and feel more confident in exercising and supporting a leadership role in a secular and multicultural environment.

One of the goals of this Master's course is to encourage students to study and research the relevance of faith-based education communities, to conduct research in faith-based schooling in general, and to encourage systematic and critical investigation of faith-based education in particular. With the documented benefits of faith-based schooling systems (e.g. Grace, 2003) there is an obvious need for continuing research into the spiritual, moral and intellectual cultures, and their educational and social outcomes. This will be complemented by the opportunity to apply research insights to the reality of the various dimensions of leadership and the educational environment. Such an approach recognises that this research will need a balanced and rigorous approach and will need to be impartial and sensitive to a pluralistic range of faith traditions and faith communities. The course will stimulate the development of such scholarship and research into the cultures and practices of contemporary faith-based schools and their role in modern Ireland.

This course offers suitably qualified candidates the opportunity to develop the necessary knowledge and skills for leadership, management and governance within a faith-based school. Evidence of such knowledge and skills is typically sought in applications for leadership positions in faith-based schools. Graduates of the course will be awarded a NFQ level 9 degree which will prepare them for leadership positions in schools under the patronage of the Christian churches or pursuing other professional opportunities in the field of education.

Given the current patronage structure of schools where most schools are under the patronage of Christian churches, the demand for people with accredited expertise in Christian leadership will exist for some time to come. Those currently applying for principalships, at primary and second level, are generally required to have a level 9 degree. This new course therefore specifically targets teachers preparing for leadership in faith-based schools

This course offering is in line with the Guiding Principles of Marino Institute of Education, which state that the institute is committed to being "ecumenical and respectful of all faith communities" and to being "supportive of the mission of Catholic education by articulating its ethos and by proposing models to implement it."

Building on the co-trusteeship between Trinity and the European Province of the Christian Brothers, the Marino Institute of Education Strategic Plan 2015-2020 identifies four priority areas: 1. Teaching and Learning, 2. Inclusion and Equality, 3. Student Life and Collaboration, 4. Engagement and Quality Service. This proposal for a new Master in Education Studies is an action point under Strategic Priorities 1 and 2: MIE will address the needs of educators – teachers, education practitioners, lecturers – through greater provision of advanced qualifications and continuous professional development (CPD) and MIE will develop academic programmes and a research agenda to demonstrate our commitment to those who educate in a pluralist environment."

³ Gerald Grace, Educational Studies and Faith-Based Schooling: Moving from Prejudice to Evidence Based Argument, *British Journal of Educational Studies*, Vol. 51, no. 2, June 2003, 149-167.

Learning Outcomes

On successful completion of the Masters in Education Studies, the students should be able to:

1. Critically discuss key issues in educational leadership theory and practice and in Christian education (CLO1)
2. Explore the ideas of various thinkers in education and leadership, and critically evaluate them (CLO2)
3. Pursue a specialist area of study and scholarship in educational leadership (CLO3)
4. Undertake a substantial piece of academic research in leadership in Christian education and present findings in written format in an appropriate scholarly manner, to a specialist or non-specialist audience as appropriate (CLO4)
5. Identify areas of focus for future professional development as required by The Teaching Council and other bodies, acknowledging that learning is a life-long process (CLO5)
6. Develop the skills required to become an effective researcher in education studies, with particular reference to Christian leadership in education and to initiate research projects independently as appropriate (CLO6)
7. Critically reflect on their experiences of education leadership and document how this reflection informs their practice. (CLO7)
8. Articulate how management and governance can support the implementation and integration of a faith-based ethos using theologically informed critical reflection (CLO8)

The Course Structure

The 90-credit Masters course in Education Studies has been structured in accordance with the principle of connecting theory and practice. It consists of five integrated modules. The taught component carries 60 credits consisting of four modules (15 credits each).

Students initially take a broad-based module called “Introduction to Education Studies” (15 credits). They then take a module in Leadership and Theology. This module’s rigorous theological approach will provide the kind of depth required of theologically informed leaders. The third module, Leadership in Education, will be offered to other MES Students as a possible elective module approved Masters in Education Studies modules. Finally students will take a module in Leadership of a Christian School dedicated to developing in students a critical understanding of Leadership in Christian Education.

The remaining 30 credits are allocated to the research project, delivered through the Research Methods and Dissertation module taken in year 2, which will provide students with an opportunity to conduct an independent piece of research with a Leadership in Christian Education underpinning. Students will undertake research and engage in professional scholarship in order to enhance their practice, and their knowledge and appreciation of research. Research conducted by students on this course under the supervision of MIE staff will contribute to the understanding of Christian leadership in schools that exist in a multi-cultural/secular society.

Module 1: Introduction to Education Studies

Module 1 credits: 15

Module 1 Co-ordinator: Gerry Dunne

Module 1 Lecturers: Gerry Dunne.

This module comprises six themes. It will involve 375 student effort hours equivalent to 15 credits and these are distributed as follows:

Contact time	35 hours
Personal study (including on-line learning)	260 hours
Assessment tasks	80 hours

Rationale

This module attempts to give a broad overview of education studies to students as they embark on the Masters course. They will deepen their knowledge in a specific subject area of interest and will combine and integrate this knowledge with a broad survey of important ideas in education today. The module will strike notes that should resonate with students as they engage in subsequent course modules.

Module philosophy

For anyone who has engaged in or thought about education as a student, a teacher or a citizen, this module offers an opportunity to explore at an introductory level some deep ideas about education, its purpose, its vision, and its place in society. Students will consider the relationship between education and schooling. They will also consider how answers to the questions raised in the module have changed over time.

This module will orientate students to postgraduate study in education by helping them write about education matters in light of their experience and their response to reading a diverse range of seminal texts in education. They will also begin to develop their ability to analyse research in education with a view to conducting their own research later in the course.

Structure of module

This module will take place face to face over three weekends of Friday evenings and Saturdays. It will consist of writing and reading in and about education around the six themes of the module. The themes reflect key ideas in education. Throughout the module students will write about education and seek response from peers and from the instructors; they will also critique their own writing in light of their reading. Students will be expected to engage in substantial writing and reading prior to, during and following the classes.

Aims of Module

- To prepare students for deep engagement with the Master in Education Studies course.
- To encourage students to write about education, inspired by experience and by reading.
- To identify and engage with contemporary issues in education and reflect on them through various perspectives such as history, philosophy, psychology, sociology and experience, and using multiple media, such as film, visual arts, music and poetry.
- To analyse the relationship between pedagogy and education
- To explore the purpose of education and how this has changed over time

Learning outcomes

On successful completion of Module 1: Introduction to Education Studies, students should be able to:

- (xi) Compare contemporary education structures and philosophies to specific educational structures and philosophies from the past (CLO 1, 2)
- (xii) Articulate a personal purpose for education that is informed by purposes that have been described by previous educators, scholars and policymakers (CLO 2, 5, 7)
- (xiii) Describe and critique the relationship between virtues and skills in education (CLO 1, 2)
- (xiv) Identify criticisms of contemporary education and assess the validity of such criticisms (CLO 7)
- (xv) Interpret the ideas of others and express their own ideas clearly (CLO 6, 7)

Module length and structure

Module 1 is made up of six separate themes, and comprises 35 hours of contact time.

Outline of Module 1:

THEME 1: Introduction to Postgraduate Reading and Writing

THEME 2: Pedagogy, Learning and Education

THEME 3: What is education for?

THEME 4: The relevance of virtues

THEME 5: Education under pressure in our culture

THEME 6: Contemporary Issues in Educational Research

Content of module themes

Although the themes are laid out separately, there will be much crossover and integration in how they are introduced in class.

Theme 1: Pedagogy, Learning, and Education

Is learning a science? What is the relationship between pedagogy and learning? Are personalised learning styles evidence based? The term ‘pedagogy’ itself derives from the Greek paidagōgia, and in its loosest sense, refers to the method and practice of teaching as an academic subject or theoretical concept. Pedagogical techniques tend to be broadly classified as follows: (i) conditioning (the use of stimulus-response techniques); (ii) training or instructionism – (direct conveyance of information); (iii) supervision (learning overseen and regulated); (iv) facilitation (providing opportunities and resources for learning); (v) modelling (providing an example for a student to follow), and, (vi) erotetics (use of questions to elicit more informed justifications for knowledge claims. Conceptual questions about pedagogy are, for the most part, rarely technical questions, since education itself is a moral activity. Expediency and maximising the probability of successful learning outcomes are not the only considerations facing the pedagogue. For instance, a twelve year old smoker might be dissuaded from persisting with his habit by a quick trip to an oncology ward, where he will see and chat with a former smoker dying of lung cancer. Here we encounter the ethical dimension of teaching -the centrality of *phronesis* -of choosing the rights means and ends.

Similarly, pedagogy is often based on a ‘means/ends’ approach, where the efficacy of the method directly correlates to the probability of targeted learning occurring within a certain setting. This assumption is frequently based on an uncritical understanding of ‘neuromyths and learning styles’. Learning styles, and the so-called ‘science of learning’ are contested topics in educational research (Howard-Jones, 2007; Kirschner, 2009). In this module, we will examine the efficacy of different types of learning styles/models in both formal and non-formal educational settings. We will also critically evaluate the importance of practitioners exercising ‘pedagogical tact’ when deciding which ‘means’ and ‘ends’ ought to be pursued in educational settings.

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- Singal, J. (2015). One reason the 'learning styles' myth persists. *New York Magazine*. Retrieved from <http://nymag.com>

Theme II: What is Education for?

What is worth knowing? How do we decide? What is education for? Must education serve the economy? Is education about helping us to become better human beings? Questions such as these are central to any worthwhile debate about the nature and purposes of education in the 21st century. Taking these questions as our guide, this module focuses on four key aims of education:

- Autonomy and Authenticity (Taylor, 1992)
- Happiness and Flourishing (Brighouse, 2008; Dunne, 1993)
- Critical Self-Reflection/Self-Regulation & Action
- Relationality – forming positive relationships through emotional literacy and empathy

Drawing on recent work in the area, we will explore the crucial role each of these elements play in educational settings (loosely interpreted), both nationally and internationally.

Recommended Reading

- Curren, R. (2003). *A Companion to the Philosophy of Education*, Blackwell Press
- Gadamer, G., H. (2001) Education is Self-Education, *Journal of Philosophy of Education* DOI: 10.1111/1467-9752.00243
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- Miller, Alastair, 'A Critique of Positive Psychology – or "The New Science of Happiness."' All these are in *New Philosophies of Learning* edited by Ruth Cigman and Andrew Davis (42:3/4, 2008).
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- Phillips, C., D. (2014). *Encyclopedia of Educational Theory and Philosophy*, Sage Publications
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- Schunk D, H., & Zimmerman B, J (Eds) (1990) *Self-Regulated Learning: From Teaching to Self-Reflective Practice*, New York: Guilford Press

- Smith, R. (2008). The Long Slide to Happiness. *Journal of Philosophy of Education*, 42: 559–573. doi:10.1111/j.1467-9752.2008.00650.x
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- Taylor, C (1992). *The ethics of Authenticity*, Harvard University Press
- White J. (2011). *Exploring Well-being in Schools*, Routledge.
- Winch, C., & Gingell, J., (2008). *Philosophy of Education: The Key Concepts*, Routledge Key Guides
- Zimmerman, B., J, & Schunk D. H., (Eds) (2011). *Handbook of Self-Regulation of learning and performance*

Theme III: The Relevance of Virtues

What are virtues? And why are they important to the study of education? In this module, we examine the role of character virtues, into which children are to be educated - initially through a process of training, and then subsequently through reflective practice. Scholars argue that virtues such as courage, temperance, fortitude, justice, fairness, compassion, criticality, resilience, practical wisdom, and so on, are desirable learning outcomes, but several disagree to what extent learning milieus should foster them (Hand, 2017). Drawing on both sides of this debate, this module interrogates the conceptual and ethical assumptions underpinning this view of virtue theory.

Recommended Reading

- Arthur, J., Kristjánsson, K., Cooke, S., Brown, E. & Carr, D. (2015). *The Good Teacher: Understanding virtues in practice*. Birmingham: University of Birmingham. Available via: http://www.jubileecentre.ac.uk/user/les/jubileecentre/pdf/Research%20Reports/The_Good_Teacher_Understanding_Virtues_in_Practice.pdf (accessed 20th July 2015).
- Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., and Wright, D. (2017). *Teaching Character and Virtue in Schools*. London: Routledge.
- Arthur, J. (2010). *Of Good Character; Exploration of Virtues and Values in 3-25 Year-Olds*. Exeter: Imprint Academic.
- Carr, D. (1991). *Educating the Virtues. Essay on the philosophical psychology of moral development and education*. London: Routledge.
- Carr, D. (2007). 'Character in Teaching', *British Journal of Educational Studies*, 55(4): 369-389.
- Carr, D. (2016). 'Virtue Ethics and Education', in N. Snow (Ed.) *Oxford Handbook of Virtue*. Oxford: Oxford University Press.
- Cooke, S. & Carr, D. (2014) 'Virtue, Practical Wisdom and Character in Teaching', *British Journal of Educational Studies*, 62(2), 91-110.
- Kristjánsson, K. (2017). *Aristotelian Character Education*. London: Routledge.
- Kristjánsson, K. (2013). 'Ten Myths about Character, Virtue and Virtue Education - and Three Well-Founded Misgivings', *British Journal of Educational Studies*, vol. 61, no. 3, pp. 1-19.
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- Populus (2013) 'A Framework for Character Education: Jubilee Centre Parents' Survey'. Available via: <http://jubileecentre.ac.uk/user/les/jubileecentre/pdf/character-education/Populus%20Parents%20Study%20-%20short.pdf> (accessed 29th July 2015).

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- Walker, D., Roberts, M., & Kristjánsson, K. (2015) 'Towards a new era of character education in theory and in practice', *Educational Review*, 67(1), 79-96.

Theme IV: Education under pressure in our culture

This module critically assesses the preoccupation with learner outcomes in educational discourse. Traditionally understood, learning outcomes are 'statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning' (Adam, 2008, p.4). For understandable reasons, pressures to achieve these learner outcomes stem from myriad sources, from students themselves and their parents, to relevant stakeholders and so on. Amidst this sometimes tumultuous environment, students' mental health might begin to suffer. In this module, we will examine some of the literature documenting the experiences of people suffering with mental health issues. As part of a broader dialogue, we will also look to what supports and barriers face those suffering with mental health issues.

Recommended Reading

- Adam S (2004). Using learning outcomes – a consideration of the nature, role, application and implications for European education of employing learning outcomes at the local, national and international levels, Scottish Executive.
<http://www.scotland.gov.uk/library5/lifelong/tehea-00.asp>
- Adams, (2002). Using Learner Outcomes, via:
http://www.aic.lv/bologna/Bologna/Bol_semin/Edinburgh/S_Adam_Bacgrerep_presentation.pdf
- Bates, T., Illback, R. J., Scanlan, F. & Carroll, (2009). Someone to Turn to, Someone to Talk to, retrieved from: <http://archive.headstrong.ie/wp-content/uploads/2014/12/Somewhere-to-Turn-to-....pdf>
- Mental Health Ireland Strategic Plan, (2015-17). <http://www.mentalhealthireland.ie/wp-content/uploads/2015/09/Mental-Health-Ireland-Strategic-Plan-2015-17.pdf>
- My World Survery, (2012). Jigsaw,
https://www.jigsaw.ie/content/images/News__Events_/Research/MWS_Full_Report_PDF.pdf
- O'Reilly, A., Barry, J., Neary, M. L., Lane, S., & O'Keeffe, L (2016). An evaluation of participation in a schools-based youth mental health peer education training programme. *Advances in School Mental Health Promotion*, 9(2), 1-12
- Peiper, N., Illback, R. J., O'Reilly, A. and Clayton, R. (2017). Latent class analysis of need descriptors within an Irish youth mental health early intervention program toward a typology of need. *Early Intervention in Psychiatry*, 11: 37–46. doi:10.1111/eip.12213

Theme V: Contemporary Issues in Educational Research

What constitutes evidence? How do we decide between equally compelling arguments? How does one appropriately contest evidential claims? To what extent is evidence in the social sciences a robust and valid construct? In the module, we move to critically evaluate the role of *evidence* in education. For this task, we turn to the phenomenon of critical thinking. Taking a series of practical case studies

as our guide, we will explore how often evidential claims are not as compelling or cogent as once thought. We might appraise the criteria used to distinguish ‘good’ and ‘bad’ schools, optimal class size, or mixed ability grouping. In each case, we will stress-test the strength of the reasons used in support of each of these positions.

Recommended Reading

- Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. Edmonton: Author. Retrieved from: <http://education.alberta.ca/media/6581166/framework.pdf>.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries. OECD Education Working Papers, No. 41. Paris: OECD Publishing. Retrieved from: <http://dx.doi.org/10.1787/218525261154>.
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- Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence*, (pp. 231-235).
- Hillsdale, NJ: Lawrence Erlbaum. Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive- developmental inquiry. *American Psychologist*, 34(10), 906–911.
- Halonen, J. S. (1995). Demystifying critical thinking. *Teaching of Psychology*, 22(1), 75–81.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455.
- Halpern, D.F. (2014). *Thought and knowledge: An introduction to critical thinking*. 5th edition. Mahwah, NJ; Lawrence Erlbaum Associates.
- Moon, J. (2004). *Critical thinking: An exploration of theory and practice*. London: Routledge
- Harman, G. (2013). *Change in View: Principles of Reasoning*. Cambridge, Massachusetts: M.I.T. Press/Bradford Books.
- Passmore, J. (1967). On teaching to be critical. In R. S. Peters (ed.), *The concept of education*. (pp.192-212). London: Routledge
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Santa Rosa, CA: The Foundation for Critical Thinking.
- Paul, R. W. & Elder, L. (2007). *The thinker’s guide to the art of Socratic questioning, based on critical thinking concepts & tools*. Dillon Beach, California: The Foundation for Critical Thinking.
- Paul, R. W. & Elder, L. (2009). *The miniature guide to critical thinking – concepts and tools*, Dillon Beach, California: The Foundation for Critical Thinking.
- Sternberg, R. J. (1986). *Critical thinking: Its nature, measurement, and improvement*. Retrieved from <http://eric.ed.gov/PDFS/ED272882.pdf>.
- Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York, NY: Teachers College Press.
- Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator*, 8–19.

Theme VI: Postgraduate Reading and Writing

This module reintroduces us to the planning, preparation and activity of academic writing. Scholarly conventions, targeted reading; accessing journals; being critical; being clear; arguing cogently; using

the language of argumentative discourse; writing literature reviews, and appropriately scaffolding essays will all be examined in detail. The aim of this module is to reacquaint ourselves with the discipline of academic writing. Structured learning tasks will be used throughout to continuously refine our writing and communication skills.

Recommended Reading

- Creme, P. and M. Lea. 2008. *Writing at University: A guide for students*. Open University Press.
- Hamp-Lyons, L. and Heasley, B. 2006. *Study Writing*. Cambridge University Press.
- Swales, J. and C. Feak. 2012. *Academic Writing for Graduate Students: Essential Skills and Tasks*. Michigan University Press.
- Wallace, M., & Wray, A., (2016). *Critical Reading and Writing for Postgraduates*, Sage Publications

Module assessment

Formative assessment:

Formative assessment will involve students engaging in short quizzes in class and free-writing on topics related to education. This assessment does not contribute to a student's final module grade.

Summative assessment:

Students will write a written response to five of the six themes on the module. Students may choose themselves which of the five themes they will respond to in writing. They may also choose any format they wish for this writing (e.g. journal entry, blog post, letter, memo). Each written response will be 400 words in length. For the purpose of module assessment, the responses are treated collectively (i.e. a student may fail one or two of the papers but the assessment only needs to be repeated if the overall result of the papers is at a fail level, in which case all five components must be repeated).

In addition, students will write a final essay on a topic related to the module and of relevance to their lives. The essay will be 3,000 words long. In this essay students will be required to use a formal academic approach.

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 2: Leadership and Theology

Credits ECTS 15

Module Coordinator: Denis Robinson

Module Lecturers: Denis Robinson, Sean Goan, Mary Gao, Aiveen Mullally

This module comprises 3 topics totalling 9 themes. It will involve 375 student effort hours equivalent to 15 ECTS and these are distributed as follows.

Contact time	35 hours
Personal study	260 hours
Assessment tasks	80 hours

Rationale

This module will promote an appreciation of the distinctive needs of future leaders who will be required to develop the ability to understand, communicate and work within an increasingly pluralist and secular society, and do this from a broadly Christian perspective that sees faith-based education providing a unique contribution to the personal development of students, teachers, and the social, technical and cultural needs of a diverse society. It presents a basic introduction to Theology, Christian Anthropology and Adult Faith and Leadership.

Module Philosophy

This module will provide a strong theological component for those working in the education sector and allow them to apply their theological knowledge and skills to concrete situations within the school and the wider society. The module is designed to enhance the development of leadership capacity in both the primary and the second-level educational sector. Leaders in Christian schools need to promote a holistic approach to education that includes the faith dimension. Therefore, as well as having leadership skills in the educational environment, leadership in faith-based schools requires theological literacy and an understanding of Christian anthropology, faith and culture that will help to sustain school leaders in achieving these purposes and to work with ease within a faith-based environment.

Structure of Module

This module will comprise of a mix of theoretical and practical content offered in a blended approach of face-to-face and distance learning. The three topics totalling nine themes will draw on relevant sources to equip students with an understanding of the theology, Christian anthropology, faith and culture required for the practice of leadership within a Christian learning community.

Aims of Module

- To help students understand and evaluate the distinctive contribution of Christian theology to faith-based education.
- To assist students to critically reflect Christian anthropology as the foundation for an understanding of the centrality of relationships with God, self, others and the world including people of all faiths and none.
- To provide students with the ability to understand and articulate how a Christian

vision of humanity can inform and guide leadership of a faith-based school

Learning Outcomes

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

- Articulate an understanding of the centrality to Christian leadership of the person and ministry of Jesus
- Identify basic tenets of theology (including the dialogue between faith and reason) and apply them to educational leadership
- Explain how the theology of the Trinity applies to a Christian vision of the person in contemporary culture
- Evaluate and illustrate an understanding of faith development to faith leadership and the theology that supports this
- Analyse and critique the distinct nature of servant leadership and its requirements in the educational environment
- Outline the self-implicating nature of faith and its broad consequences for schools and leadership in education

Module length and structure

This module comprises of three topics totalling nine themes and will be presented over 35 hours of contact time.

Outline of Module:

Topic 1: Introduction to Theology

- What is theology?
- Faith and Reason
- The Person and Ministry of Jesus

Topic 2: Christian Anthropology

- Trinity as Paradigm
- A Christian Vision of Humanity
- Christianity Engaging with Culture

Topic 3: Adult Faith and Leadership

- Faith and Faith Development
- Servant Leadership
- Spirituality of the Leader

Content of module topics and themes

Topic 1: Introduction to Theology

This introduction to theology, will focus on the question of what constitutes theology and the complexity of faith and reason, before engaging with the person and ministry of Jesus as the historical point of departure for Christianity.

For Christians, Jesus is the supreme example of God's self-revelation, which provides an understanding of the human condition and its possibilities. Jesus as saviour defines the shape and meaning of redeemed life for the world (McGrath, 2001). The identity and function of Jesus Christ in the economy of God makes him a model for leadership and the source of understanding of all Christian ministries (Osborne, 2006). Jesus' ministry was a ministry of service and leadership for the building up of the community and the realisation of the fullness of life (Rahner, 1983).

To this end students will be introduced to critical methods for reading biblical texts and current perspectives on the formation of the Christian scriptures. The Christology of each of the gospels will

be explored; the various presentations of the Kingdom of God in each will be analysed; particular attention will be given to the narratives of the passion and resurrection in each gospel. The Pauline approach to the death and resurrection with its soteriological implications will be examined.

Key Concepts

- Read New Testament texts critically
- Trace the various strands of Christology in the New Testament
- Analyse various aspects of the understanding of the human person operative in the ministry of Jesus
- Interrogate the significance of the Paschal Mystery for Christian leadership
- Show how Christian values apply to the leadership of the educational enterprise

Topic 2: Christian Anthropology

The fundamental dimension of human existence is always one of co-existence (Buber, 1970), therefore the Christian concept of what it means to be human is founded on the understanding that humankind is made for relationship with self, others, the world and God. The doctrine of the person made in the image and likeness of God, and on the Trinitarian theology of relationship, are the two basic reference points for the development of a Christian anthropology emerging from the theology of the Incarnation and Redemption and are central to this topic. This revelation provides the deepest source of wisdom about human nature, what it means to be human and what is the destiny of humankind (Boff, 1984). The module is informed by distinct aspects of theology: the theology of the Incarnation introduces, among other things, an understanding of the true nature of the human person and the dignity of each person; and the theology of redemption reveals the full truth about our capacity for God, and our ultimate meaning and destiny. This module theme will serve as the foundation for understanding what authentic human development entails from the Christian anthropological perspective (Duffy, 1993). With an understanding of the reality of the divine-human relationship, it is possible to become aware of the potential that exists for reflecting this in self-understanding and all relationships as a leader in education (Navone, 1989).

Key Concepts

- Understand key aspects of Christian anthropology
- Describe what is distinctive about a Christian vision of humanity
- Analyse a Christian vision of humanity in the context of contemporary culture
- Review and create strategies for addressing the challenges to a Christian vision of humanity presented by contemporary culture
- Demonstrate how a Christian vision of humanity can inform and guide the ethos of a faith-based school

Topic 3: Adult Faith and Leadership

Christian leaders in education need to be able to engage in dialogue with, critique and confront contemporary culture and present Christian faith in a manner in which it can be understood by 21st century citizens. This module topic will expand on the previous topic's Christian vision of humanity taking account of contemporary culture, with an emphasis on faith and faith development.

As potential leaders in faith-based schools, participants will need familiarity with a contemporary theology of leadership that is informed by the Christian tradition. Participants will explore the vision and values of Jesus and how these inform contemporary best practice in educational leadership; pneumatology and leadership; various approaches to leadership in the New Testament; collegial leadership today; the place of personal and communal discernment in leadership; leadership as service to the community.

This module topic also provides an introduction to Christian spirituality and how it applies to the educational enterprise. It explores some vibrant definitions, major themes and praxis elements of Christian spirituality; the relationship between spirituality, faith and religion; the stages of faith development particularly as they relate to a school community; the core spiritualities at work in the school; and major strands of the Western spiritual tradition. It will also look at the spiritual heritage of the different religious congregations and how such a heritage should inform school leaders' work with Trustees, and explore how an appreciation of personal spiritual formation and spiritual practices are appropriate for the life of the school; ensuring that an acceptable Christian spirituality pervades the life and work of the educational enterprise.

Key Concepts

- Analyse the key challenges to a Christian vision of humanity and to faith and faith development, presented by contemporary culture
- Demonstrate an understanding of the leadership qualities exercised by Jesus, as portrayed in the Gospels
- Account for various forms of leadership in the early Christian communities
- Analyse and critique some contemporary literature on Christian leadership
- Apply theological critiques of leadership to its exercise in the school environment
- Describe an overview of Christian Spirituality: definitions, major themes and praxis elements
- Understand and develop core spiritualities at work in the school
- Understand the stages of faith development and relate the stages to their own faith experience and to the core spiritualities at work in a school
- Choose and develop spiritual practices appropriate for their own lives and the life of a school

Bibliography

Core texts

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- Fowler, J. (1995) *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*, San Francisco, CA: Harper San Francisco.
- Fuellenbach, J. (1995) *The Kingdom of God: The Message of Jesus Today*, New York: Orbis.
- Gula, R. (1989) *Reason Informed by Faith: Foundations of Catholic Morality*, New York, NY: Paulist Press.
- Jackson, R. (2014). *Signposts: Policy and Practice for Teaching about Religions and Non-Religious World Views in Intercultural Education*. Council of Europe.
- Migliore, D. (2004) *Faith Seeking Understanding: An Introduction to Christian Theology*, Grand Rapids, Michigan: Eerdmans Publishing Company.
- Nolan, A. (2006) *Jesus Today: A Spirituality of Radical Freedom*, Maryknoll, NY: Orbis
- O'Collins, G. (2015) *Christology: Origins, Developments, Debates*. Baylor University Press
- Palmer, P. (1998) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, San Francisco, CA: Jossey-Bass.
- Rohr, R. (2016) *The Divine Dance: The Trinity and Your Transformation*, London: SPCK.
- Sachs, J. R. (1991) *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier Press.
- Vanier, J. (2016) *The Gospel of John, The Gospel of Relationship*, London: Darton, Longman and Todd Ltd.
- Williams, R. (2016) *Being Disciples: Essentials of the Christian Life*, London: SPCK.

Additional recommended reading

- Balthasar, H. U. von (1968) *Love Alone: The Way of Revelation*, London and Dublin: Sheed & Ward and Veritas.
- Benedict XVI (2006) *Without Roots: The West, Relativism, Christianity and Islam*, New York, NY: Basic Books.
- Boeve, L. (2003) *Interrupting Tradition: An Essay on Christian Faith in a Postmodern Context*, Leuven: Peeters.
- Boeve, L. (2005) "Religion after Detraditionalisation: Christian Faith in a Post-Secular Europe". *Irish Theological Quarterly* (70), No. 2, 99 – 122.
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- Brennan, O., (Ed.) (2005) *Critical Issues in Religious Education*. Dublin: Veritas.
- Brown, R.E. (1994) *An Introduction to New Testament Christology*, London: Chapman
- Conway, E. (1998) "Post-modern Ireland - a Christian response" in Conway E., and. Kilcoyne, C., (Eds), *The Splintered Heart: Conversations with a Church in Crisis*, Dublin: Veritas.
- Conway, E. "The Commodification of Religion and the Challenges for Theology: Reflections from the Irish Experience". *Bulletin ET Journal of the European Society for Catholic Theology*, Vol.17 (2006/1) Special Issue, *Consuming Religion in Europe? Christian Faith Challenged by Consumer Culture*, L. Boeve & K. Justaert (Eds), Peeters: Leuven, 142 – 163.
- Dunne, J. D. G. (2003) *Christianity in the Making, Vol I: Jesus Remembered*, Grand Rapids, MI and Cambridge: Eerdmans
- Dunne, J. D. G. (2009) [Christology in the Making, Vol II: An Inquiry into the Origins of the Doctrine of the Incarnation](#), London: SCM
- French, P. (2010). *Church Schools in a Multi-Faith Community (Education)*, England: Grove Books.
- Gallagher, M.P. (2008) "Secularisation Irish Style", *Teaching Religious Education*, 3.
- Gallagher, M. P. (2005) "Readings of our Culture", *Studies: Irish Quarterly Review* (94), 141 – 50.
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Module Assessment

Formative Assessment

In-class presentation on the spirituality of the leader in action

Summative Assessment

This module will be summatively assessed by two tasks.

(i) (40%) Students will be asked to keep an ongoing learning journal in which they identify, reflect on and critique aspects from the three topics. They will use this journal as a basis for a reflection on 'Leadership and Theology' (2,000 words).

(ii) (60%) Students will write an essay, chosen from a list of options, where they can apply the concepts, theories and practices outlined in the module. (3,000 words)

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 3: Leadership in Education

Credits ECTS 15

Module Coordinator: Denis Robinson

Module Lecturers: Michael Redmond, Seán Ruth, Anne McCarthy

This module comprises 3 topics totalling 11 themes. It will involve 375 student effort hours equivalent to 15 ECTS and these are distributed as follows.

Contact time	35 hours
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Personal study	260 hours
Assessment tasks	80 hours

Rationale

This module will prepare students for leadership and management in a contemporary educational environment. It presents a basic introduction to Emotional and Relational Competence, the Psychology and Styles of Leadership and the role of Group Dynamics.

Module Philosophy

This module will provide a strong leadership skills component for participants working in the education sector. It will enable them to apply this learning to concrete situations within the school and the wider society. The module is designed to enhance the development of leadership capacity in both the primary and the second-level educational sector. Leaders in schools require an understanding of the psychology of leadership, emotional and relationship competence, and group dynamics so that they can develop the necessary skills to work optimally in a contemporary learning environment.

Structure of Module

This module will comprise of theoretical and practical content offered in a blended approach of face-to-face and distance learning. The three topics and eleven themes will draw on relevant sources to equip students with an understanding of the theory and practice of leadership within a learning community.

Aims of Module

- To help students appreciate the importance of fostering social and emotional competence through practise of the skills of reflection, emotional regulation, self-care and communication and relate their understanding of social and emotional development to their own personal experience and to their relationships within the learning community
- To help students explore, compare and contrast a range of theories of leadership and examine evidence as to the impact of different leadership styles on individual and group behaviour within their own school community and the education sector in general.
- To provide students with a basic grounding in leadership, relational, psychological, and group dynamic processes and help them to develop the ability to critically assess the application of such processes within an educational setting.

Learning Outcomes

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

- Articulate and critically evaluate current principles of educational leadership
- Create a framework for reflection on their own personal, and professional development as educational leaders in educational environments
- Identify skills of group dynamics and explain how they can be applied to the management of the whole school environment
- Evaluate and outline ways to build a positive learning environment throughout a school
- Analyse the distinct nature of leadership in a school with which they are familiar and articulate how its support and development can be facilitated.

Module length and structure

This module comprises three topics totalling eleven themes and will be introduced over 35 hours of contact time.

Outline of Module:

Topic 1: Emotional and Relationship Competence for Leadership

- Introduction to Emotional Intelligence and Relational Competence
- Self-Awareness and Social Competence
- Leadership and Relationships

Topic 2: Psychology of Leadership

- The Role and Functions of a Leader
- Leadership versus Authority/Management
- Characteristics of Effective Leadership
- Leadership and Conflict

Topic 3: Group Dynamics

- The nature of groups
- The structure and process of groups in the organisation setting
- Understanding and responding to conflict in groups
- Communication: application to one's own setting in the light of theory and practice

Content of module topics and themes

Topic 1: Emotional and Relationship Competence for Leadership

Relationship and emotional competencies as they apply in school leadership will be defined and explored. Students will consider the foundation of relational and emotional development in childhood and its development in adolescence and adulthood. Topics will include the development of emotions, emotional regulation, emotional intelligence, the impact of emotions on behaviour, self-awareness and its role in relationships, the interaction between self and other, attachment and early relationships and their influence on later relationships, the role of the teacher/classroom in relational and emotional development, effective communication, interpersonal styles, maintaining positive relationships. Students will consider how the concepts explored manifest themselves in their own lives as potential leaders. Students will learn about self-awareness and communication and consider how these skills can enhance their practice.

Key Concepts

- describe the course of social and emotional development with a particular emphasis on development in adolescence and adulthood
- understand the concepts of emotional and relational competence
- relate understanding of social and emotional development to educational contexts
- understand social and emotional development in their own personal experience and in their relationships with others
- appreciate the importance of fostering social and emotional competence
- practise basic skills of reflection, emotional regulation, self-care and communication

Topic 2: Psychology of Leadership

This topic will study the impact of different Leadership styles on the behaviour and effectiveness of others. This module will explore, compare and contrast a range of theories of Leadership including the Theology of leadership, Charismatic & Transformational Theories of Leadership; it will examine evidence as to the impact of different Leadership Styles on individual and group behaviour; consider the complex relationship between leadership and the use of power; discuss gender-based and cross-cultural issues in leadership; and examine the impact of the above for the school community and the education sector in general.

Key Concepts

- Explore theories of Leadership including Theology, Charismatic & Transformational Theories of Leadership.
- Examine evidence as to the impact of different Leadership Styles on individual and group behaviour
- Understand the complex relationship between leadership and the use of power
- Become aware of gender-based and cross-cultural issues in Leadership
- Consider the impact of the above for the school community and the education sector in general.

Topic 3: Group Dynamics

The aim of this topic is to inculcate in students interest in, and understanding of, classical and contemporary concepts, theory and research in group dynamics (the scientific study of group processes). The topic emphasises the understanding and practical application of group dynamics in the context of leadership in an educational organisation. The student group will provide a space for learning and reflecting throughout the topic. Case studies and application to the students' own experiences of group dynamics will be analysed throughout the topic.

Key Concepts

- A basic grounding in the fundamental phenomena associated with group processes
- The ability to critically evaluate group processes
- A critical understanding of theory and research in the area of group processes
- The ability to critically assess the value and limitations of alternative approaches to research and explanation in group dynamics
- The application of tools and techniques used in group dynamics within an educational framework.

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Additional Resources

Multicultural Education: <https://www.youtube.com/watch?v=giyrgRKD2a0>

Diversity in the Classroom: <https://www.youtube.com/watch?v=YEW0Rv5cmzc>

The Five Dimensions of Multicultural Education:
https://www.youtube.com/results?search_query=the+5+dimensions+Multicultural+education

Additional recommended reading

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Nijstad, B.A. (2009) *Group Performance*, New York, NY: Psychology Press

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Module Assessment

Formative Assessment

In-class presentation on leadership in action

Summative Assessment:

This module will be summatively assessed by two tasks.

(i) (40%) Students will be asked to keep an ongoing learning journal in which they identify, reflect on and critique aspects from the three topics. They will use this journal as a basis for a reflection on 'Leadership in Education' (2,000 words).

(ii) (60%) Students will write an essay, chosen from a list of options, where they can apply the concepts, theories and practices outlined in the module. (3,000 words)

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Module 4: Leadership of a Christian School

Credits ECTS 15

Module Coordinator: Dr. Denis Robinson

Module Lecturers: Denis Robinson, Dave Ruddy, John-Paul Sheridan, Katherina Broderick, Aiveen Mullally

This module comprises 3 topics totalling 10 themes. It will involve 375 student effort hours equivalent to 15 ECTS and these are distributed as follows.

Contact time	35 hours
Personal study	260 hours
Assessment tasks	80 hours

Rationale

This module offers specific training in Christian leadership, in legislation and governance, and in sacramental and liturgical leadership, and thus provides a significant background to empower school leaders in their engagement with the ongoing needs of faith-based learning communities. The module will prepare leaders to understand, implement and integrate a faith-based ethos, which will support and vitalise faith-based schools in their distinctive ways of being together as a learning community.

Module Philosophy

For leaders involved in faith-based education it is important that they are fully cognizant of the education law that governs the existence and functioning of a school. Students will be introduced to national and international law as it applies to education, models of governance and the role of trusts in education in Ireland. The Christian school will have its own prayer and liturgical calendar at the centre of the life of the school and this module will lead students to a deeper understanding of prayer, liturgical and sacramental leadership and enhance their familiarity with the Christian sacramental system and the liturgical year. Furthermore, models of accommodating students of other faiths within the Christian school will be considered. The ethos of a Christian school is defined as a caring community inspired by gospel values. To this end this module will present an understanding of ethos that will permeate the entire life of the school. This learning and understanding of the characteristic spirit gives rise to a distinctive ethos, which should pervade the learning community. Because the nature of the Christian school is ecumenical and universal, this module will also provide students with a framework and guidelines for ecumenical and inter-faith dialogue that respects and welcomes people of all faiths and none.

Structure of Module

This module will comprise a mix of theoretical and practical content offered in a blended approach of face-to-face and distance learning. The three module topics totalling ten module themes will draw on sources to equip students with an understanding of the theory and practice of leadership within a Christian learning community.

Aims of Module

- To provide students with a deep theoretical understanding and critical awareness of key issues of how education law operates within the characteristic spirit of a Christian school
- To empower students to take up a leadership role in the prayer, sacramental and liturgical life of a Christian school
- To facilitate students in building, reflecting on and critiquing their knowledge, skills and attitudes in relation to leading a Christian school
- To develop the kinds of theoretical and practical skills that would enable students to become competent leaders in Christian education.

Learning Outcomes

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

- Critically discuss current theory and practice relating to leadership and education law as it applies to Christian schools
- Identify the sacramental and liturgical needs of a Christian school community and create a framework for meeting such needs throughout the school year
- Critically evaluate various models and thinkers on the topic of the characteristic spirit or ethos of a school
- Identify and critically discuss, based on the academic literature, the role of management and leadership in Christian education
- Evaluate their leadership experiences in Christian education to improve practice and identify areas of focus for future professional development

Module length and structure

This module comprises three topics totalling ten themes and will be presented over 35 hours of contact time.

Outline of Module Topics (and themes):

Topic 1: Legislation and Governance

- The role of the school leader in the governance of schools
- Duty of care in an increasingly complex school community
- The impact of legislation in crafting essential legal policies
- Managing the employment of staff

Topic 2: Leading the Sacramental and Liturgical Life of a School

- The Christian Sacramental System
- The Structure and Significance in School of the Liturgical Year
- Liturgy, Prayer, Sacrament and School Life

Topic 3: Leading a Christian School

- Ethos, Identity and Inclusion
- Challenges and Opportunities Presented by the Contemporary Irish Context
- Leadership in Christian Education

Content of module topics and themes

Topic 1: Legislation and Governance

This module topic aims to examine the fundamental aspects of education legislation and governance that facilitate a school working well in order to deliver a quality education in conjunction with the relevant stakeholders. It will explore school structures, governance and leadership including the roles of Board of Management, Patrons, Trustees, parents, staff and community; the Education Act 1998; record keeping including the regulations governing the retention of information and secure methods for the transfer of information to the Department of Education and Science; recruitment and employment procedures; an introduction to school finance; child protection; health and safety; intercultural and inclusive education; and dignity in the workplace. This module topic situates these elements in the appropriate legislative frameworks.

Key Concepts

- Describe and analyse school structures of governance and leadership including the role of the Board of Management and Patrons

- Display a critical understanding of the Education Act 1998 and other relevant legislation
- Analyse the implications of employment law for schools, including recruitment regulations, contracts, induction, probation and procedures in relation to secondment, career breaks, and job-sharing
- Understand the regulations governing the retention of information relating to students and school personnel as enshrined in the Freedom of Information Acts, 1997 and 2003, and The Data Protection Acts, 1988 and 2003
- Understand Health and Safety Guidelines 2009 in implementing best practice for health and safety in schools
- Understand Child Protection Guidelines 2004 in implementing best practice for child protection in schools
- Understand and discuss methodologies to promote and reinforce beneficial and long lasting intercultural and inclusive relations in accordance with the Equality Act 2000
- Be aware of enhancing dignity at work for all, and develop practical programmes to predict and combat workplace bullying in accordance with the Industrial Relations Act 1990, Safety and Welfare at Work Act 1989 and Employment Equality Act 1998
- Understand the range of legal obligations on Patrons and Boards of Management, regarding denominational Patron bodies, non-denominational Patron bodies and a Patron body of multi-denominational schools

Topic 2: Leading the Sacramental and Liturgical Life of a School

Students will be introduced to the basic outline and development of the sacramental system and its principles in the life of the Christian community. The importance of celebration, ritual and symbol will be explored. Particular attention will be given to the sacraments of baptism, confirmation and Eucharist. The formation of the liturgical year with its main feasts and liturgies will be examined, with particular reference to how these affect the life of the school, with emphasis on how significant events in the school's life can be celebrated liturgically. Students will learn how to make provision for the inner life of students of other faiths or none in their schools, as appropriate.

Key Concepts

- Demonstrate familiarity with the Christian sacramental system
- Show how a sacramental vision of life can inform one's view of reality
- Outline the structure and significance of the liturgical year for the school environment
- Account for the importance of a liturgical and prayer life within the school context
- Be sensitive and responsive to the spiritual needs of students of other faiths or none.

Topic 3: Leading a Christian School

This module topic provides an introduction to an understanding of the distinctive ethos, or characteristic spirit which should prevail in a Christian school. Students will examine what constitutes a Christian ethos, in light of the Christian concept of the human person and the value placed on relationships in the school community (between staff and students as well as between management and staff). The ethos of a caring community imbued with gospel values permeates the entire life of such a school. Students from other faith traditions and from no faith are welcomed into the school community to be part of all school events, precisely because of the nature of the Christian school as ecumenical and universal where all students are respected and encouraged in their own faith traditions and religious practice.

Key Concepts

- Describe expressions of Christian ethos, its definitions, major themes and essential elements
- Understand and develop the praxis of a characteristic spirit at work in the school

- Understand how to integrate into the school community students/faculty/staff from other faiths or none and how this enhances and develops the characteristic spirit of the school
- Identify spiritual practices appropriate to the lives of students/faculty and staff within the life of the school
- Discuss ways of ensuring that an appropriate Christian ethos pervades the life and work of the educational enterprise.

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Friel, R. (2015) *How to Survive in Leadership in a Catholic School*, London: Redemptorist Publications.

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Additional Recommend Reading

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Also – Official Papers:

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- Spotting Health and Safety Hazards*. (2009). Dublin: Health and Safety Authority
- Employment Equality Act (1998)* Dublin: Government Publications
- Equality Act (2000)* Dublin: Government Publications
- Data Protection Act (1988)* Dublin: Government Publications
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- Health and Safety Guidelines* (2009) Dublin: Health and Safety Authority
- Industrial Relations Act (1990)* Dublin: Government Publications
- Safety and Welfare at Work Act (1989)* Dublin: Government Publications.

Module Assessment

Formative Assessment:

Discussion around integration of curriculum and ethos

Summative Assessment:

(i) (40%) Students will make a group presentation in response to various case studies about leadership

in Christian schools where matters arise related to legislation and governance; ethos, identity and inclusion; challenges and opportunities presented by the current Irish context; and sacraments and liturgy. (2,000 word equivalent)

(ii) (60%) Students will write an essay, chosen from a list of options, where they can apply the concepts, theories and practices outlined in the module. (3,000 words)

Module evaluation

Each student will be asked to give a written evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Guideline Criteria for Marking Year One Assessments

Distinction: 70%+

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure is excellent. Text and argument systematically and explicitly organised; without any significant lacunae or repetition. Identifies and discusses pertinent issues in depth.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Critical review and synthesis of ideas; coherent, realistic and well-supported argument. Independent judgement and logical conclusions are consistently demonstrated. The student shows insight, imagination and creativity, with some evidence of original thinking. Critical coverage of all major sources; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates excellent ability to apply learning to her / his own practice. Excellent problem-solving skills are demonstrated with very strong application to practice and the ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Competent control of length. Clarity of language is consistently of a high standard throughout. Appropriate use of referencing conventions. Accurate grammar, spelling and use of language.
OVERALL	Work of outstanding quality, showing perceptive and critical insight.

Pass: 50%+

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure are clear. Text and argument structured in a sustained way; all major structural elements present.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Ideas organised and grouped into a coherent, realistic and well-supported argument; incorporating some critical analysis and relevant / appropriate use of supporting sources. Some critical thinking in evidence; independent judgement and logical conclusions are demonstrated; there is some evidence of insight, imagination and creativity. Use of a range of sources in the literature, though there may be some minor gaps; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates competent ability to apply learning to her / his own practice. Good problem solving skills are demonstrated with good application to practice and evidences some ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Length requirements observed. Satisfactory use of language. Appropriate presentation and use of referencing conventions although there may be some errors. Grammar and spelling are accurate in the main.
OVERALL	Work of good quality, showing knowledge and understanding

Fail: 49% or below

Structure / Organisation (organisation and structure of the text; logic)	Poor or weak organisation / structure. Significant gaps or repetition in the argument.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support. Arguments and conclusions are weak. There is generally an absence of insight, imagination and creativity. Some evidence of reading in the field but largely descriptive. Little or no analysis or understanding evident.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates unsatisfactory ability to apply learning to her / his own practice. Problem solving skills are not in evidence; there is no evidence of critical reflection on practice
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Basic command of presentation conventions and referencing; presentation marred by language / spelling errors affecting comprehensibility. The essay generally lacks fluency.
OVERALL	The work does not achieve the standards required at MES level

Appendix 5: MES Programme Content, Year Two

Research Methods and Dissertation

This module comprises 750 student effort hours. These are distributed between direct contact time in research seminars and supervision sessions, online research tutorials, personal study, and writing the dissertation.

Rationale

A critical component of the MES is the development of the necessary practical skills required for the completion of a research dissertation. In Year 2, students will be provided with a comprehensive introduction to the research methodologies most commonly employed by researchers in the field of education. While quantitative and qualitative approaches will be explored in detail, the module also focuses on documentary and evaluation research. Central to this module will be the application of these research paradigms to the critical examination and exploration of educational research and policy nationally and internationally. The module aims to ensure that students have the practical research techniques/skills to undertake their research dissertations. It further aims to familiarise students with the current theoretical and ethical debates in educational research and to equip students with the necessary research skills to undertake future independent research projects.

Aims of Dissertation Module

The module aims are as follows:

- To build on the work carried out in Year 1 by introducing students to the opportunity to carry out their own empirical or conceptual research in their area
- To foster, through research and critical self-reflection, the development of a positive school / organisational climate for all students and the extended community.
- To facilitate access to the knowledge required for a robust and targeted small scale research project.
- To enable students to acquire the skills necessary to engage in an ethically informed piece of practice-based research resulting in positive change.
- To facilitate students in carrying out their research dissertations with appropriate guidance from their supervisor

Learning outcomes

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

- Identify and select appropriate methodologies for research projects both current and future
- Defend and justify these choices in the light of current debates and discourses
- Compare and contrast the efficacy of their choices against other research paradigms
- Construct valid arguments in the light of the data collected and analysed
- Evaluate their own research process through active and informed reflexivity
- Devise, develop and complete a substantial, intellectually challenging research project related to their particular field of study in intercultural education, within a set time-frame, and with appropriate guidance from a supervisor
- Assimilate and selectively apply concepts, theories, methods and subject-specific terminology appropriate to their particular field of study
- Sustain a coherent argument that draws on engagement with and critical appraisal of existing knowledge relevant to their research project

- Relate their specific research topic to wider issues, debates and concerns in the general field
- Reflect on and self-critically manage their own learning in the context of limited access to constructive feedback.

Outline of Dissertation Module

Research Methods Course: seminars and tutorials; preparation of research proposal

Dissertation of 20,000 words

Students will be required to submit a research proposal during Term 1, indicating their research question, an overview of some of the literature they intend to review, proposed methodologies, ethical considerations and preliminary bibliography. This will comprise approximately 2,000-3,000 words and will be assessed by the Proposal Assessment Committee on a Pass / Fail basis. Appendix 5 contains the Dissertation Handbook with detailed guidelines on this component of the course.

Dissertation

The Master's dissertation offers students the opportunity to demonstrate the following:

- Knowledge and understanding that is founded upon, extends and enhances that associated with the Bachelor's level, and which is at the forefront of education
- A critical awareness of current issues and new insights, new tools and new processes in a particular aspect of the field
- Application of their knowledge and understanding, their critical awareness and problem-solving abilities, within the context of research, or in the development of professional skills, related to an aspect of the field
- The ability to integrate knowledge and handle complexity, to reflect on social and ethical responsibilities linked to the application of their knowledge and judgements within the field
- To communicate their conclusions, and the knowledge, the rationale and processes underpinning these, to wider audiences, in Ireland and overseas

Choosing a research area

During the Michaelmas term of Year 2, students will be supported by members of the supervision in identifying a suitable research topic for their dissertation. Members of the panel will meet with the Master's Degree students, and will work with them in identifying possible areas of study.

Students will be encouraged to pursue areas of study within the field which are compatible with the areas of expertise of the panel.

Research proposal

Students will be required to submit a research proposal during the Michaelmas term. This should include the following information: a provisional title (subject to change), the general area of investigation, the aims and objective of the proposed study, an overview of relevant literature along with a preliminary bibliography, an overview of the proposed methodology, and reference to any ethical considerations involved.

Assessment of research proposals

On submission of research proposals in the Michaelmas term, Year 2, the course coordinator will convene a meeting of the Proposal Assessment Committee in order to assess the quality of the proposals and to allocate supervisors to students.

Ethical considerations of the proposed research topics will be discussed at this forum. Any research proposal which is deemed not to be of the standard required for a Master's dissertation shall be

returned to the student concerned and a re-submission will be requested to the Committee before the first supervisory meeting takes place.

Ethical considerations are particularly important given the context in which the research will be carried out, as it will, for the most part involve children, parents / guardians and teachers. Some of the proposed research students will be drawn from minority ethnic communities and from minority language groups. It is essential that ethical issues are given due consideration in students' research proposals and that arrangements are made, for example, for translation of documents into minority languages, and also that provision of interpreters for interviews, where necessary, has been factored into the proposals.

Individual supervision

The primary focus for this module is to design and complete a research dissertation. Consequentially, much of the mediation of this work will involve guidance being offered by individual supervisors. Regular supervision meetings will be organised in order to provide guidance to students during the research process. As this work progresses, the students will be offered formative critiques of their evolving research projects.

Research tutorials

The research proposal sets the foundation for further planning and realisation of the research project. Research seminars will be organised for students focusing on project design, interim stages, and dissertation presentation.

Module assessment

The module will be assessed by a practice-based research dissertation of 20,000 words, offering the student the opportunity to work on his/her particular field of interest.

Full details for this module will be provided to students on commencement of Year Two.