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A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education from 2019 to 2021. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via Moodle, e-mail, and notices on the notice board. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.

Please note that a copy of this document is available from the Registrar’s Office on request.
Introduction to Marino Institute of Education

**Guiding Principles**

Marino Institute of Education is a centre for teaching, learning and research in education under the co-trusteeship of the Irish Christian Brothers and Trinity College Dublin. The work of the institute is underpinned by seven guiding principles. They are to:

- Be ecumenical and respectful of people of other faiths
- Provide a strong element of teacher education
- Be supportive of the mission of Catholic education by assisting the processes to articulate the ethos of Catholic education and by proposing models to implement it
- Provide education programmes to encourage and empower the disadvantaged and the poor
- Build a community of learning which is person-centred, respectful of differences and accessible to people who are disadvantaged
- Assist parents to fulfil the responsibilities of their role as educators
- Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead
Message from the President of Marino Institute of Education

A Mhicléinn, a chara,

On behalf of my colleagues I extend a warm welcome to you to Marino Institute of Education (MIE). I am very pleased that you have elected to continue your studies at MIE. Tá súil agam go mbainfidh tú taitneamh agus tairbhe as an am a bhéas tú anseo linn.

As a student within MIE you are part of a vibrant and innovative community which continues to design and develop new courses. We now have more than 1000 students registered on our courses which include the Bachelor in Education degree, the Bachelor in Science (Education Studies) degree, the Bachelor in Science (Early Childhood Education) degree, the International Foundation Programme, the Professional Masters in Education – Primary Teaching, five Masters in Education Studies courses (Intercultural education, Early Childhood Education, Visual Arts, Inquiry-Based Learning and Leadership in Christian Education) and the Professional Diploma in Education (Further Education). We are committed to educating leaders for the twenty-first century who share a professional belief in, and moral commitment to, working towards excellence, equity, diversity and social justice within educational settings and communities at home and abroad.

MIE is a Catholic institute and our culture and ethos reflect the mission of Edmund Ignatius Rice whose central philosophical tenet was that education is a prerequisite to the attainment of full human dignity. A number of core principles and traditions inform our work, including a strong commitment to the preservation, promotion and use of the Irish language. Our lecturers are very approachable and are dedicated to providing you with a top quality educational experience. Please engage with them and with your fellow students to enrich your own learning and to broaden your understanding of what it means to be a student. Participate in the life of the College, join clubs and societies, and enjoy the many sporting, social, cultural, and personal development opportunities available to you. In closing, I wish you well in your studies and I hope that your time at Marino Institute will prove both enjoyable and rewarding.

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

Teresa O’Doherty

Dr Teresa O’Doherty, President
Staff Contact List

A full staff contact list is available on the MIE website or from the Education Office on request from September 2020.

When calling from outside, any extension number that begins with 77 needs the prefix 01-805 and any number that begins with 51 needs to have the prefix 01-853.

<table>
<thead>
<tr>
<th>Title</th>
<th>First Name</th>
<th>Surname</th>
<th>Role</th>
<th>Ext</th>
<th>Oifig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr</td>
<td>Barbara</td>
<td>O Toole</td>
<td>Course leader</td>
<td>5126</td>
<td>P38</td>
</tr>
<tr>
<td>Dr</td>
<td>Julie</td>
<td>Uí Choistealbha</td>
<td>Dean of Education: Policy, Practice, and Society</td>
<td>7723</td>
<td>M114</td>
</tr>
<tr>
<td>Dr</td>
<td>Seán</td>
<td>Delaney</td>
<td>Registrar</td>
<td>7722</td>
<td>M115</td>
</tr>
<tr>
<td></td>
<td>Registrar’s Office</td>
<td></td>
<td></td>
<td>5133</td>
<td>M105</td>
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<tr>
<td></td>
<td>Education Office</td>
<td></td>
<td></td>
<td>7701</td>
<td>M13</td>
</tr>
</tbody>
</table>
General Information about Marino Institute of Education

The Christian Brothers first moved to Marino in August 1883 and moved to the purpose-built St. Mary’s College, Coláiste Mhuire, between 1904 and 1905. In 1929 St. Mary’s was recognised as a training college by the Department of Education and it took two years to earn an NT (National Teacher’s) Diploma. In the mid 1970s the Bachelor in Education was introduced in association with the University of Dublin, Trinity College. Since the 1990s, students have been studying for a Higher Diploma in Education (Primary Teaching) in association with Trinity College.

In 2014, the Higher Diploma was replaced by the two-year Professional Master of Education programme. The programme meets the professional requirements of Regulation Two (primary) of the Teaching Council Regulations 2009. Under circular 40/2010 of the Department of Education and Skills, graduates of the course are eligible for appointment to recognised primary schools.

Academic staff members in the Institute have a wide variety of research interests. Some of their recent publications can be read about here: https://www.mie.ie/en/Research/

A wide range of facilities is available to support students’ academic and personal life during their time in college. This includes a specialised library and resource room, two computer labs, a fitness room, and gym. Medical services are available through Fairview Medical Centre and a Counselling Service and Disability Service are provided in association with Trinity College.

The institute’s website is available at www.mie.ie. Resources to support students’ learning are available on Moodle at www.mie.ie/moodle and students can access their records at maestro.mie.ie.

A student union exists and it works closely with the Staff Student Liaison Committee. Each class group is represented at this committee.
Programme Overview

Programme aims

The over-arching aim of the programme is to prepare new entrants for the teaching profession; new teachers who are professional in all aspects of their work and who are knowledgeable and critically reflective about the aims and processes of education. On entering the Professional Master of Education (Primary Teaching), (PME-Primary), students are embarking on a process of professional development which continues through to their induction and probation as a beginning teacher and then to continuing professional development as an experienced teacher. The first stage of the process, the PME programme of initial teacher education, is primarily a course of professional development with a significant academic dimension. There is a clear emphasis on the acquisition of key teaching competences and students are expected to develop the competences both during their time in MIE and whilst on school-based placement. In addition to this, students are required to develop competency in educational research and to conduct a piece of research that demonstrates their ability to integrate educational theory and practice.

Programme Learning Outcomes

According to Moon (2001), Programme Learning Outcomes (PLOs) evidence areas of learning that are the result of a student’s experience of and contribution to a programme, on the basis that the whole may be greater than the sum of the parts. Programme Learning Outcomes identify the range of essential knowledge and the nature of that knowledge, along with the necessary skills and attitudinal dispositions which must be achieved by practitioners within a profession (Scattergood, 2008).

PLOs for the Professional Master of Education (Primary Teaching) in MIE are centred on the four pillars which underpin the college’s conceptual framework. These include teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner (Seifert, 1999), and teacher as cultural and civic person (Conway et al, 2009). Seifert’s teacher as generous expert

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learner is expanded to include teacher as researcher. Practitioner researchers can offer an insider’s perspective into classroom ecologies (Cochran-Smith & Lytle, 1999) and bring skills that Schwandt (1994) identified as those of a connoisseur. Schwandt (1994) states that connoisseurs in a research context have a kind of heightened awareness or education perception - a particular kind of attention to nuance and details, to multiple dimensions or aspects - that comes from intimate familiarity with the phenomenon being examined (Schwandt, 1994, p.129). This insight can develop the researcher’s capacity to perceive and interpret nuances in classrooms (Kennedy-Lewis, 2012).

### 7.3.1 Teacher as instructional manager (IM)

On successful completion of the course, graduates should be able to:

- Demonstrate a wide range of effective and creative communication skills which facilitate positive interaction in the classroom, with parents, and throughout the wider school community.
- Recognise and facilitate whole-class, group and individual learning needs and styles as appropriate to the classroom context.
- Engage in integrated planning appropriate for every class at primary school level in a variety of contexts.
- Create a safe classroom climate that supports child-centred learning and holistic development.
- Identify, source and evaluate appropriate materials to support teaching and learning in the classroom.
- Inquire into and critically reflect upon their own teaching and its impact on teaching, learning and assessment.
- Demonstrate a range of appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment.
- Identify, devise and select suitable formative and summative assessment strategies.

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• Demonstrate and apply appropriate subject knowledge across all curriculum areas and make meaningful cross-curricular links
• Engage in creative thinking and integrate it into teaching and learning
• Appreciate and reflect upon the aesthetic dimension of learning and teaching and incorporate this into classroom practice

7.3.2 Teacher as caring and moral person (CM)

On successful completion of the course graduates should be able to:

• Research and evaluate key literature in the area of ‘teacher as caring and moral person’, including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011[10])
• Reflect on and self-evaluate their own practice in relation to their role as ‘teacher as caring and moral person’
• Demonstrate inclusive practice with sensitivity to each school’s culture and ethos and implement that in their own classrooms
• Provide appropriate care to each child taking into account their social and cultural background
• Research and implement, as appropriate, emerging educational theory that supports holistic development and differentiated learning in a way that respects the needs, rights and dignity of all children
• Act as an advocate on behalf of children as appropriate
• Motivate, inspire, acknowledge and celebrate effort and success

7.3.3 Teacher as generous expert learner and researcher (GE)

On successful completion of the course, graduates should be able to:

• Model disciplinary thinking and practices relevant to primary education
• Demonstrate dimensions of subject matter knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge, in literacy, numeracy, and across all curriculum subjects

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- Apprentice all children in subject-specific and integrated higher order thinking so that all children achieve their potential
- Engage in planning for and practice of dialogic teaching and assessment
- Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice
- Evidence a systematic understanding of the research methodologies presented on the PME programme
- Engage in data gathering and analysis appropriate to the role of teacher as researcher, and integrate new knowledge regarding curriculum, pedagogy and assessment into their teaching and research
- Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning
- Self-evaluate and take responsibility for continuing academic professional development
- Scrutinise and evaluate statutory and policy documents relevant to their roles and responsibilities.
- Analyse the processes by which curricula are designed and implemented
- Nuture creativity in others and promote creative thinking in professional practice

### 7.3.4 Teacher as cultural and civic person (CC)

On successful completion of the course, graduates should be able to

- Critically analyse their own constructs of cultural belonging and identity
- Interrogate the potential impact of their own cultural identity on their classroom practice
- Interrogate the ideology of texts as cultural artefacts
- Critically discuss local, regional, national and global dimensions of culture
- Critically discuss the transformative potential of education
- Demonstrate a professional commitment to developing/fostering the role of citizenship and being a good citizen.
- Demonstrate a commitment to democracy, equality and social justice in their teaching
Programme Delivery

The course will be delivered on the MIE campus over two academic years. The total credit weighting for the course is 120 ECTS credits, inclusive of the School Placement component. The course will be delivered using a blended approach consisting of predominately face-to-face lectures and workshops along with some on-line delivery.

Online material will be facilitated through Moodle, a virtual learning environment (VLE) used to support teaching and learning on this course. This VLE will contain all course materials and will be used to keep participants informed and involved with all aspects of the 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 and synchronous discussion and engagement. A two-hour training session on using Moodle as a VLE will be offered by ICT and E-Learning staff as part of the induction to the PME-Primary.

Description of the European Credit Transfer System (ECTS)

ECTS stands for European Credit Transfer and Accumulation System. It is a way of comparing and accrediting undergraduate & postgraduate modules and programmes across the European Union and other collaborating countries. The ECTS weighting for a module is an estimate of the student workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, school placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In TCD 1 ECTS unit is defined as 20-25 hours of student input; so a 5-credit module typically requires 100-125 hours of student input, including class contact time and assessments. A 10-credit module will require 200-250 hours of student input. The European norm for full-time study over one academic year is 60 credits. Students who successfully complete the PME-Primary will have earned 120 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed some component courses.
## Programme Regulations for Passing and Progressing

<table>
<thead>
<tr>
<th>School Placement / Professional Studies</th>
<th>Year 1 Teaching/learning</th>
<th>Year 2 Theory/practice</th>
<th>Total ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Placement (including School Placement Studies)</td>
<td>10 ECTS (19%)</td>
<td>Advanced School Placement (including Advanced School Placement Studies)</td>
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<td>Approximations of Practice</td>
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<td>Total: 15 ECTS</td>
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<td>IT in Teaching and Learning</td>
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<td></td>
<td></td>
<td>5 ECTS (8.33%)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Total: 25 ECTS</td>
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<tr>
<th>Foundation Studies</th>
<th>Psychology / Early Childhood Education</th>
<th>Educational Theory and Practice &amp; Research Project</th>
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<td>5 ECTS (9%)</td>
<td>Inclusive Education</td>
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<td>5 ECTS (9%)</td>
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<th>Curriculum Studies / Subject Knowledge / Specialism</th>
<th>English Methods/ Subject Knowledge</th>
<th>Arts Ed (Music, Drama &amp; Integrated Arts) / Integration</th>
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<tr>
<td>5 ECTS (9%)</td>
<td>Irish Methods/ Subject Knowledge</td>
<td>5 ECTS (8.33%)</td>
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<tr>
<td>5 ECTS (9%)</td>
<td>Mathematics Methods/Subject Knowledge</td>
<td>5 ECTS</td>
<td></td>
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<tr>
<td>5 ECTS (9%)</td>
<td>Physical Ed/ Social Personal &amp; Health Ed</td>
<td>5 ECTS (8.33%)</td>
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<tr>
<td>5 ECTS</td>
<td>Religious Ed</td>
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<td>5 ECTS (9%)</td>
<td>Social Environmental &amp; Scientific Ed</td>
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<td>5 ECTS (9%)</td>
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<td>5 ECTS (9%)</td>
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<tr>
<td>60 ECTS</td>
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<tr>
<td>60 ECTS</td>
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<td>120 ECTS</td>
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### Programme Regulations for Passing and Progressing

#### PME Yr 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Weighting (for year 1)</th>
<th>Weighting (for degree)</th>
<th>ECTS</th>
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<tr>
<td>Sch Place Studies</td>
<td>9.5%</td>
<td>4.75%</td>
<td>10</td>
</tr>
<tr>
<td>Plan &amp; Prep</td>
<td>9.5%</td>
<td>4.75%</td>
<td>5</td>
</tr>
<tr>
<td>School Place Studies</td>
<td>n/a</td>
<td>4.5%</td>
<td>5</td>
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<tr>
<td>Teach &amp; Learn</td>
<td>9%</td>
<td>4.5%</td>
<td>5</td>
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<td>Teaching and Learning (A DP)</td>
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<td>4.5%</td>
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<td>Psychology/Early Childhood Ed</td>
<td>9%</td>
<td>4.5%</td>
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<tr>
<td>Inclusive Ed</td>
<td>9%</td>
<td>4.5%</td>
<td>5</td>
</tr>
<tr>
<td>Eng Meth/Subject Knowledge</td>
<td>9%</td>
<td>4.5%</td>
<td>5</td>
</tr>
<tr>
<td>Irish Meth/Subject Knowledge</td>
<td>9%</td>
<td>4.5%</td>
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</tr>
<tr>
<td>Math Meth/Subject Knowledge</td>
<td>9%</td>
<td>4.5%</td>
<td>5</td>
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<tr>
<td>Physical Ed/SPHE</td>
<td>9%</td>
<td>4.5%</td>
<td>5</td>
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<tr>
<td>Religious Ed.</td>
<td>9%</td>
<td>4.5%</td>
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<td>SESE</td>
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<td>4.5%</td>
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<tr>
<td>Arts Ed (Vis Art &amp; Drama/Music)</td>
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<td>4.5%</td>
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#### PME Yr 2

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<th>Weighting (for degree)</th>
<th>ECTS</th>
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<td>8.34%</td>
<td>4.16875%</td>
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<tr>
<td>Adv Sch Place Studies (T &amp; L)</td>
<td>16.67%</td>
<td>8.3375%</td>
<td>5</td>
</tr>
<tr>
<td>Professional Interview</td>
<td>8.34%</td>
<td>4.16875%</td>
<td>25</td>
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<tr>
<td>Creative Technologies in Teaching and Learning</td>
<td>8.33%</td>
<td>4.165%</td>
<td>5</td>
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<tr>
<td>Ed Theory and Pract &amp; Research Project</td>
<td>41.66%</td>
<td>20.83%</td>
<td>5</td>
</tr>
<tr>
<td>Arts Ed (Integrated Arts &amp; Music/Drama)</td>
<td>8.33%</td>
<td>4.165%</td>
<td>5</td>
</tr>
<tr>
<td>Literacy &amp; Teaching Irish Meth</td>
<td>8.33%</td>
<td>4.165%</td>
<td>5</td>
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</table>

ECTS total: 20
Passing and Progression - PME

1. A student’s overall mark in each year is a combination of the student’s marks in each module, calculated according to the weighting allocated to each module.

2. The following grade bands are used in assessing work in modules and in the overall results for the course.

<table>
<thead>
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<th>Mark</th>
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<tbody>
<tr>
<td>70% +</td>
<td>First class honors</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Second class honors, upper division</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second class honors, lower division</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third class honors</td>
</tr>
<tr>
<td>30% - 39%</td>
<td>F1</td>
</tr>
<tr>
<td>29% and below</td>
<td>F2</td>
</tr>
</tbody>
</table>

3. School Placement:

School placement is made up of three elements – Planning & Preparation, Teaching & Learning and a Professional Interview. All elements are stand-alone elements and each must be successfully passed for a student to graduate. No compensation is allowed in respect of School placement overall. Furthermore, no compensation is permitted in respect of failing any of the school placement components: Planning & Preparation, Teaching & Learning or the Professional Interview.

Where a student fails overall in either Planning & Preparation or Teaching & Learning, both elements must be repeated and the student will be informed about those areas in need of improvement.

Should a student fail overall s/he will be required to complete a supplemental period of school placement at a time designated by the College. Where a student is unsuccessful in First Year, they will have to complete a three-week supplemental placement. A second year
student who is failing will have to complete a supplemental block placement of ten weeks in one school.

Should a student fail their supplemental school placement, no further repeat opportunities are possible.

**Curriculum Studies & Foundation Studies**

Students are required to achieve a pass standard in Curriculum Studies. In other words, all modules across the course are non-compensatable (either internally or externally). Students may be allowed to re-submit a failing assignment or to re-sit a failed exam.

(i) In the case of Maths Methods/Subject Knowledge, assessment for the module is by written examination consisting of two parts A and B. Students must pass each part separately, i.e. receive the equivalent of 40% in each part in order to pass the module overall. Students who fail one or both parts of the examination are required to repeat the failed part(s) only.

(ii) In the case of the modules PE/SPHE and Education Theory and Practice and Arts Education 1 & 2 students must achieve a minimum of 40% in each of the module sections. Students must repeat the failed module sections only.

(iii) The oral Irish component of Modhanna Múinte na Gaeilge must be passed independently (i.e. a fail result in the oral Irish component is not compensatable). Where the student obtains an aggregate pass mark in the relevant module component but a fail mark in the Irish oral, only the oral exam needs to be repeated. Where the student obtains a pass mark in the supplemental Irish oral, the aggregate mark in the module will be increased accordingly but the student’s grade in the module cannot be raised, i.e. it is capped at the original aggregate grade obtained by the student. Where the student obtains an aggregate fail mark in the module component and a pass mark in the Irish oral, all parts of the module component including the Irish oral exam, must be repeated.

**Progression to Year 2**

Students must successfully pass all requirements of year 1 to progress to year 2. The Court of Examiners will meet at the end of year 1 to moderate marks obtained by students in that year. There is no compensation between modules. Each module must be passed independently. The pass mark for the degree, for each year and for each module is 40%.

*The lecturer reserves the right to alter the course at any stage during the year.*
If a student fails a module, i.e. with a mark of 39% or lower in the annual examinations, a supplemental examination or assignment must be taken at the next available exam session.

If a student fails a module in the supplemental examinations, with the exception of the school placement module, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed and the student will be excluded from the course.

Students are required/ permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.

- If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.

- Where a module mark is the average of two or more assessment components, compensation for one failed component within the module is permitted unless specified otherwise. Compensation within the module applies if a student receives an overall pass result (40% or higher) for the module and receives at least 30% in the assessment component within the module.

- Where a module consists of more than one assessment point, all course work and exams must be completed/submitted in order for the student to pass the module. In other words, if work remains incomplete, the student fails even if the student’s above average on completed work in a module exceeds 40%. In such cases NS (non-submission) is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.

- The Court of Examiners decides if a student may be permitted to repeat the year on books or off books. Students who fail one or two modules but who pass the school placement module (all parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off books. Students with a fail on school placement and/or an overall yearly average of 49% (III) or below will repeat all modules on books. However, in such a case, if the failed module(s) is/are all in one block and if the school placement components are passed,

The lecturer reserves the right to alter the course at any stage during the year.
The Court of Examiners may recommend that the student repeat on books only the block in which the failed module(s) is/are.

A student who fails the school placement component in either year of the course is granted one and only one repeat attempt of that component.

In the PME, any assessment component in which a student supplements (because of a fail, an unexcused no-show or an unexcused non-submission), except for school placement will be capped at 40%.

- A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of two repeat attempts of this module.
- Students may be granted a first repeat attempt at the supplemental exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examinations. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources. The mark awarded for this supplemental dissertation is capped at 40%.
- Students who are unsuccessful in the dissertation module at the supplemental examination may be permitted by the Court of Examiners to repeat the module on books, as a final attempt, the following academic year. They are required to select and undertake a new research question. Should the student be unsuccessful at this time, no further repeat is possible. The mark awarded will not be capped.
- If a student fails to complete or submit the dissertation (for the annual or supplemental examinations, or both), without notification and evidence of Ad Mis or Medical circumstances, the result for the module (or the module component, in the case of PME) is recorded as NS (non-submission) and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on books the next academic year as a final attempt. The mark awarded will not be capped.

Students who have successfully passed all of the elements of the first year but who choose, or are advised, not to proceed to the second year, or who have accumulated at least 60 credits over the 2-year course but failed the School Placement modules may be considered for a Postgraduate Diploma (exit award), which is not recognised as a teaching qualification. In accordance with the University regulations as set out in the Calendar Part 2, graduates who have exited the course with a Postgraduate Diploma and who have not failed a supplemental school placement examination, may subsequently apply to the Course...
Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Master of Education (Primary Teaching).

The level of the degree awarded is based on combined weighted marks of all modules completed over the two years of the course.

The PME-Primary with Distinction may be awarded to candidates who have passed all assignments and examinations and have obtained an overall average of 70% or higher across all modules, including a mark of 70% or higher in their school placement modules and research dissertation module.

At the end of the second year of the course, if a student is on an overall borderline mark that is over 40% (i.e. 49%, 59% or 69%), the mark may be rounded up to the next grade if the student has;

- a preponderance (more than 50%) of module grades in year 2 in the next higher grade level
- the next higher grade level in the dissertation
- Two PME2 school placement grades (one of which must be in Teaching and Learning) in the next higher grade level and the overall school placement grade in the next higher grade
- passed all year 2 modules and have at most one failed module in year 1.
- Decisions about raising borderline marks are made at the Court of Examiners.
- Students' results may be returned as 'Withheld' for outstanding fees or library fines until the outstanding fees are paid

**Tréimhsí Foghlama sa Ghaeltacht**

Caithfidh gach mac léinn freastal go sásúil ar dhá chúrsa Ghaeltachta i rith na máistreachta. Tugtar na Tréimhsí Foghlama sa Ghaeltacht ar an cúrsaí sin. Is i rith na bliana acadúla (ach amháin ar chúiseanna fíoreisceachtúla) a bhíonn na Tréimhsí Foghlama sa Ghaeltacht – ar feadh coicise um Cháisc sa Chhéad Bhliain den mháistreacht agus ar feadh coicise arís um Cháisc sa Dara Bhliain den mháistreacht.

*The lecturer reserves the right to alter the course at any stage during the year.*


**Submission of Coursework**

All coursework, consisting of projects, assignments, folios, journals and exercises must be submitted by the due date to avoid the imposition of penalties. The penalties that apply are:

- Ten percent of the marks awarded will be deducted from work which is submitted up to one week after the submission due date.
- Twenty per cent of the marks awarded will be deducted from work which 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 good reason, due dates may be extended by the lecturer concerned at his/her 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 granted on medical grounds (with medical certificate required for submission) or in respect of *ad misericordiam* situations (with the approval of the student’s personal tutor). In cases where an extension has been granted, the new due date and the signature of the lecturer, needs to be entered on the assignment cover sheet. For the purposes of applying penalties, the revised due date becomes the due date for submitting the assignment.

Students are required to keep a copy of all assignments submitted.

If an assignment is failed or not submitted in the annual exams, students may be permitted by the Court of Examiners to submit a supplemental assignment. The deadline for receipt of supplemental assignments is 1:00 p.m. on the first day of the written examinations. The assignment may be delivered in person to the Registrar’s Office (M105) or sent by registered post to the Registrar’s office. Students should retain proof of postage and a copy of the assignment.

Supplemental assignments received following the deadline will not be accepted unless accompanied by written evidence (e.g. a medical certificate) of mitigating circumstances. Under no circumstances can supplemental assignments be accepted after 17:00 on Friday of the supplemental exams week.

*The lecturer reserves the right to alter the course at any stage during the year.*
Plagiarism

Please read the following definitions and principles that have been developed about plagiarism. This should be read in conjunction with the MIE policy on plagiarism, which is available on Moodle.

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>All members of the academic community use and build on the work and ideas of others. It is commonly accepted, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.</td>
</tr>
</tbody>
</table>

| Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement. |

| Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. |

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

| Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the Institute. |

Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student’s work;

(b) enlisting another person or persons to complete an assignment on the student’s behalf;

(c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.
Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism.

When assignments are submitted, students must complete a cover sheet that contains the following declaration:

“I have read and I understand the MIE plagiarism policy. I have also completed the Online Tutorial on avoiding plagiarism “Ready, Steady, Write”, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write.”

All incidents of suspected plagiarism in the Institute will be dealt with under the Marino Institute of Education Plagiarism Policy.

Prizes and awards

At the end of the degree the following awards presented;

Vere Foster award is presented by the Irish National Teachers’ Organisation to the student with the highest grade on school placement

Haughey Arts in Education Award. This award recognises potential leadership in arts-in-education from continued engagement with the MIE arts, the concurrent development of a personal arts practice or exemplifying excellence in arts-in-education related studies or research at MIE.
School Placement

Marino Institute of Education recognises the key role of schools in offering places to students for school placement. When a student commits to attending a school for a particular placement, inconvenience is caused to the school if a student is absent for any of placement time. Therefore, when a student commences any School Placement period – including Special Education Placement, assessed and non-assessed placements and serial observation placements – full and complete attendance is required. Because School Placement is an examination, no exceptions to this are possible without written permission from the Director of Undergraduate Studies/School Placement Coordinator being given before the commencement of the placement.

Should it happen that a student has a contagious illness or is too ill to attend school, notification must be provided to the school, the placement tutor and the school placement office in the institute the evening before or in exceptional circumstances before 8 a.m. on the morning of the absence. Such an absence is only acceptable if it has been approved by a medical doctor. Failure to adhere to this policy will result in ‘non-attendance’ at the examination that is school placement and a student will be returned as zero for that entire placement.

When a student is absent, a medical certificate must be provided to the institute within one week of the absence. Medically certified absences will be made up at the appropriate time.

The School Placement Programme is devised to ensure that Professional Master of Education students have an in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the profession. The programme is designed to provide for student teacher learning which is situated in the context of a professional learning community involving the students, our partner schools and the institute itself. The School Placement Programme is underpinned by a commitment to cultivate dispositions of life-long learning and professional growth in our students and to support those dispositions through critically reflexive and constructive engagement between schools, student teachers and institute staff. Principles of empowerment, partnership, inclusion, self-directed learning and a respect for the professional integrity and dignity of each pupil and colleague in the school environment and wider school community underpin this programme.

The lecturer reserves the right to alter the course at any stage during the year.
In accordance with the Teaching Council of Ireland guidelines, at least 40% of students’ engagement over the two years of the PME is allocated to school placement, involving at least one block placement of a minimum of ten weeks in one school. This extended period of Advanced School Placement will afford student teachers the opportunity to apply theoretical knowledge in the practical environment of the classroom.

School placement in First Year has two components – School Placement Studies and the student’s school placement. School Placement Studies in first year will involve preparing the students for their school-based work. This will involve input in lesson planning, the preparation of schemes, collaborative learning, assessment, communication, positive motivation and management, the provision of a stimulating learning environment and reflective practice. School placement in first year will involve students working closely with host teachers in partner schools. This will allow for collaborative planning and de-briefing while facilitating co-teaching and structured non-teaching activities. Students will take an individual placement in a class between third and sixth in the first semester and a placement in infant classes in the second semester of their first year where they will engage in observation, planning, teaching and reflection but also where they will have opportunities for structured support and de-briefing from their co-operating teacher.

In their second year, PME students will take a module in Advanced School Placement Studies and their Advanced School Placement. The Advanced School Placement Studies module engages the students in discussions about their classroom practice – differentiated teaching and learning, personal goal setting and developing their reflective professional portfolio as well as issues relating to the profession – current issues, working with parents, working with other professionals both within and without the school.

Advanced School Placement involves a block placement in the second semester when students will spend ten weeks in one school.

This block placement will require the students to engage in structured observation and critical reflection. Students will become part of the professional learning community of the school. They will also engage with theoretical knowledge presented during lectures and seminars in the first semester of second year and will critically deconstruct that theory in light of their practicum experience. This link between theory and practice is a critical element of this module and will form part of the professional portfolio kept by students over the ten-week placement. Second year students will have an extended whole-school experience where they will have opportunities to engage in curriculum planning meetings,
staff meetings, supported engagement with parents and other appropriate professionals, (e.g. Special Education Needs Organisers or SENOs and Education Welfare Board or EWB personnel), participation in school-based continuing professional development and engagement with other relevant activities, as appropriate.

**School Placement Schedule**

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>PME 1</td>
<td>Three weeks</td>
<td>Three weeks</td>
<td>Fridays in Semester 2</td>
</tr>
<tr>
<td></td>
<td>3rd to 6th Classes</td>
<td>Infant classes</td>
<td></td>
</tr>
<tr>
<td>PME 2</td>
<td>10 weeks in school.</td>
<td>Two x three week blocks of assessed placement in two different classrooms</td>
<td>Three weeks whole school experience/Data gathering</td>
</tr>
</tbody>
</table>

**Professional Suitability**

School placement is regarded as central to the Professional Master of Education programme. When engaged in school placement, students are expected to regard themselves as a member of staff under the guidance of the principal and class teacher and should espouse the core values of the teaching profession at all times. Students are expected to exhibit the highest standard of professional conduct while on school placement. Personal appearance should be of a high standard. Courtesy, respect, sensitivity and understanding will be shown by student teachers to staff, pupils, parents and school placement tutors. Punctual, complete attendance is required. Students must be present before school begins and remain there for the full school day.

Students are required to attend all school placement periods in full. Permission to be absent will be granted only in exceptional circumstances and will result in the student being asked to make up any days missed at a later stage in the school year. All placements are subject to approval by the Institute.

*The lecturer reserves the right to alter the course at any stage during the year.*
A Variety of School Placement Experiences

Students on the Professional Master of Education (Primary Teaching) experience placement in a variety of school contexts ranging from different class levels in mainstream schools, to dedicated school placement and observation in DEIS schools. They also undertake a special education placement. Students who indicate a preference to teach in Irish-medium schools are accommodated with regard to school placement and through the provision of relevant supports. These experiences are designed to give students an opportunity to develop their practical skills of observation and teaching in a variety of contexts.

Scoláireachtaí chun Socruchán Scoile a dhéanamh sa Ghaeltacht

Tá scéim scoláireachtaí Gaeltachta san Institiúid. Faoin scéim seo tugaimid rogha do roinnt mac léinn Socruchán Scoile an Earraigh a dhéanamh sa Ghaeltacht. Is deis í seo cónaí agus foghlaim i measc pobal Gaeilge. Tagann sé le Plean Straitéiseach na hInstitiúide.

Scholarships towards taking School Placement in a Gaeltacht area

MIE administers a scholarship scheme which allows a number of students opt to take a School Placement in a Gaeltacht area. This provides an opportunity to live and learn within an Irish-speaking community. This scheme links in with MIE's Strategic Plan.

Special Education Placement

Professional Master of Education (Primary Teaching) students complete a Special Education Placement in the second semester of year 1. This can take place in Dublin or be home-based. This placement is spent in a special class, special school or a special unit attached to a mainstream school. This placement is formative in nature and is not formally assessed, though students will have a visit from a placement tutor.

School Placement Framework

School placement is scheduled in blocks of two, three or ten weeks. On placement in first year, students are generally required to complete a block of at least ten days to evidence their ability to plan for progression and development of pupil learning. Where a student misses a significant amount of time they may be required to defer the school placement until the next available time. Each case is examined individually and in conjunction with The lecturer reserves the right to alter the course at any stage during the year.
students’ tutors and the Registrar of the Institute. Prior to each School placement students have a seachtain ullamhúcáin/ preparation week which is detailed below.

**Preliminary Visits**

Students are required to spend two days prior to school placement in their allocated class observing the class teacher and the pupils. This is an opportunity to discuss with the teacher matters such as topics to be taught on school placement, pupils’ previous related knowledge in the particular subject area, classroom management strategies used by the teacher, pupils with special needs and provision to be made for them.

**Preparation Week**

This is a week devoted to preparation for school placement immediately prior to the placement in the second semester of first year. Students are free from lectures and assignments to focus on their preparation of schemes, lesson plans and resources to support teaching and learning while on placement. Curriculum lecturers are available to meet with students by appointment during this week to discuss planning for content and teaching methodologies. Each student has a compulsory meeting with their placement tutor to discuss issues pertaining to the placement.
Academic Resources

Library

The library 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 and related subjects.

The reading room is intended as a quiet study area. It has fifty individual carrels and is located away from the hustle and bustle of college life. The curriculum room can be used for small group work. Students have access to networked computers for personal study in the library. All students have access to a range of software including word processing, data management and educational software. The library also provides reprographic facilities, including colour copying and printing.

The specialist collection of school placement resources has a wide range of primary school textbooks, resource books and other materials for use in schools.

IT Facilities

All students have access to the virtual learning environment, Moodle, during their time in college. This is a source of information on many aspects of college life and it contains resources specific to the modules you are studying. Wifi is available on campus and there are two computer laboratories, including one multi-media laboratory. Students also have access to email [momail accounts], OneDrive [cloud storage space] and Mahjara [eportfolio space] for the duration of their studies.

The lecturer reserves the right to alter the course at any stage during the year.
Guidelines on the Presentation of Written Assignments

1. Presentation of coursework
In keeping with the nature of a third level degree, all assignments are expected to be written in clear, accurate language; to cite appropriate references to sources used whenever relevant; and to contain a full bibliography of publications cited.

All submitted coursework should be word-processed, unless specified otherwise.

2. General features of presentation
Assignments should be carefully collated and submitted as specified in individual modules. Any associated materials (for example, video files or audio files) should be carefully labelled and a list provided with the assignment.

Pages should be numbered and sufficient margins left to allow for comments. Neatness is important and attention should be given to good presentation – lettering, layout of photographs, illustrations – and to the accuracy of expression – paragraphing, spelling and punctuation. Always check the accuracy of what you have written.

A title page should be provided stating:

- the course and component to which the assignment relates;
- the title of the assignment;
- the name of the lecturer to whom the assignment is being submitted;
- the name of the degree;
- the date of submission;
- your name and student number;
- declaration that the work is your own original work (or the original work of a group, where relevant).

A bibliography should follow the text and any appendices.

References should follow the system of the American Psychological Association (APA).

3. Notes on presenting word-processed coursework
A4 paper should be used. There should be double spacing between lines. Each page should have a left-hand margin of at least 20mm and margins at head, foot and right hand side, of at least 15mm.

The lecturer reserves the right to alter the course at any stage during the year.
4. Appendices

Any particularly long notes which cannot be avoided may be given in an Appendix. These may include statistical tables of figures, graphs, diagrams or examples of children’s work. Their significance, origin and date should be clearly shown and a reference should be made to them in the text of the essay.

Do not place anything in an Appendix which forms part of a detailed and continued argument in the body of the essay.
Information about Sitting Examinations

A seating map will be posted outside the exam venue on the day of the examination. For all exams a 3-digit seat number and a 5-digit exam number are allocated to students by Oifig an Chláraitheora. Students will also need their 8-digit student number, which is on the student card. Scripts are marked anonymously and therefore it is important that all three numbers are written on the cover of every examination booklet used by every student.

Students are advised to allow time to arrive at least 15 minutes before the start of the exam so as to check where they will be seated. Students must keep their student card on the exam desk at all times during examinations. Pencil cases etc. need to be placed under the chair to adhere to the TCD "clean desk" policy. Mobile phones must be turned off completely in the exam centres.

Guidelines for Revising for Examinations

Revision and exam techniques are skills that can be learned about and practiced.

A. Revision Time

- Planning Revision Time
- Find out the examination schedule
- Decide when you are going to start and work out how long that gives you.
- Decide what to cover and in what depth. Think from the examination back to revision.
  For example - how much can you cover in 45 minutes?
- Plan a timetable that is realistic.

Using Revision Time

Revision time must be active. The more material is manipulated and thought about the easier it is to recall.

Diagrammatic notes: one strategy

- Draw a box in the centre of a blank page and write the topic in the box.
- From memory, add in the main themes/arguments, important authors, etc in sub-boxes radiating from the centre.
- Then do the relevant revision.
- After this, from memory, fill in anything you left out.
- After about 24 hours, try a recall test.

(Summary grids or tables can be a useful alternative for some topics)

The lecturer reserves the right to alter the course at any stage during the year.
Past papers and specimen papers

Have a go at:

- Tackling questions and writing skeleton plans for answers.
- Writing a short introduction to a question.
- Supporting the argument: produce a plan, writing the main points and arguments down in the left hand column and supporting material in the right hand column. For example - relevant evidence, examples, illustrations, case study materials, texts, an authority associated with a theory, etc.
- Attempting a whole question under timed conditions.
- Taking an examination question and imagine that you set it. List what you would expect to give marks for in an answer.
- Planning essay answers with others in a brainstorming session: spend 5 minutes writing an introduction to the same question, then compare and discuss, looking at their relative merits.

B. Examination Technique (1)

Examination technique, like revision technique, is a very personal thing. What works for one person can be unhelpful for another. It is important to learn through experience what works for you, but some initial advice can form a starting point.

Some common mistakes in examinations

- Failure to follow basic examination instructions
- Misallocation of time – for example, only answering 3 of 4 questions which is throwing away 25% of marks (if all questions carry equal marks)
- Failure to answer the question set, misreading or misinterpreting the question: writing ‘all I know about...’
- Basing answers largely on ‘common sense’ rather than on the course material.
- Failure to illustrate and support arguments, for example, with references to specific theories, authorities, case studies, etc.
- Lack of planning leading to weakly structured, disorganised answers.
- Lack of conclusions so answers ‘peter out’
- Writing illegibly.
Examination strategies

- Read exam instructions carefully.
- How many questions have to be answered? For example, in a 3-hour paper, if 4 questions have to be answered you have approximately 45 minutes to answer each question.
- Read through the paper and choose questions carefully, allowing 5-10 minutes for this. Attempt them in the order you feel happiest with.
- Spend time thinking about and planning each question. For example, 5-10 minutes for each question.
- Don’t be panicked by the ‘scribblers’.
- Read the question carefully; underline key words – remember the aim is to answer the specific question, not just to air knowledge.

C. Examination Technique (2)

Brainstorm

- Jot down relevant ideas as they come to you, in the answer book. Note down main themes and arguments, ideas on concepts, illustrations and examples and relevant sources/authors.
- Sort out the jotted points into a sensible sequence. Just put a number by each point to indicate the order you decide on.

Planning

- Jot plans in the answer book and mark them off neatly afterwards to indicate rough work.
- Some students like to plan all the answers first. Others prefer to take each in turn – do what suits you best.

Writing up answers

- Keep referring back to the question in your answer to keep you on course and show that you are addressing it.
- Do not forget introductions and conclusions. Use introductions to indicate clearly how you intend to tackle the question. If the question is at all ambiguous, state how you have interpreted it. Draw your argument together clearly in a conclusion.
- If you suddenly remember an important point, write it in a box with an arrow or asterisk to show where it should have gone – so you don’t spoil the flow.
- Write legibly.
Timing

Remember to stick to timing as rigidly as you can: when you are coming to the end of the time allotted to a question, try to round it off and then move on to the next. If you do run short of time for the last question, put something down, for example, ‘If I had time I would have.....’

Key words used in assignment and exam questions

<table>
<thead>
<tr>
<th>Account for</th>
<th>Explain, clarify, give reasons for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td>Determine the value of, weigh up</td>
</tr>
<tr>
<td>Compare</td>
<td>Look for similarities and difference between</td>
</tr>
<tr>
<td>Contrast sharply</td>
<td>Set in opposition in order to bring out the differences</td>
</tr>
<tr>
<td>Criticise</td>
<td>Make a judgement (backed by discussion of the evidence or reasoning involved) about the merit of theories or opinions or about the truth of facts</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a detailed account of</td>
</tr>
<tr>
<td>Discuss</td>
<td>Explain, then give two sides of the issues and any implications</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness</td>
</tr>
<tr>
<td>Examine the argument that</td>
<td>Look in detail at this line of argument. Explain. Give details about how and why it is</td>
</tr>
<tr>
<td>To what extent</td>
<td></td>
</tr>
<tr>
<td>How far.....</td>
<td>Usually involves looking at the evidence/arguments for and against and weighing up</td>
</tr>
<tr>
<td>Outline</td>
<td>Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement</td>
</tr>
<tr>
<td>Summarise</td>
<td>Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples</td>
</tr>
</tbody>
</table>
Typical Criteria for Assessment of Presentations

- Preparation
  - Depth and breadth of reading
  - Clarifying roles
  - Deciding objectives
  - Structuring the agenda
  - Producing the agenda on time
  - Distributing reading tasks

- Presentation
  - Introducing the topic
  - Explaining aims and objectives
  - Speaking clearly and confidently
  - Use of handouts
  - Use of audio-visual aids
  - Use of IT
  - Managing interest in the topic

- Managing the Group
  - Moving the agenda along
  - Maintaining relevance
  - Summing up where necessary
  - Involving everyone
  - Not allowing anyone to dominate
  - Encouraging a relaxed atmosphere
  - Timing the discussion

- Discussion/Analysis
  - Awareness of relevant issues
  - Stimulating informed discussion
  - Originality of thought and judgement
  - Taking account of others’ viewpoints
  - Responding to questions
  - Providing information
  - Deciding what is relevant
  - Clarifying discussion
  - Drawing a positive conclusion from the group

The lecturer reserves the right to alter the course at any stage during the year.
Grading Criteria

These grade descriptions are intended to provide guidelines for the marking of coursework and examinations in the B.Ed., B.Sc. and PME-Primary programmes. They are not to be taken as rigid prescriptions, but as general indications of the qualities that are looked for at each level of classification. Markers should exercise their discretion in applying these guidelines and should not expect every criterion to be fulfilled in all cases for a particular grade to be awarded. For example, some criteria may be more applicable to coursework than to examination answers.

I- First class (70-100%)

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard literature and/or methods and techniques of the subject, work at this level shows independence of judgement and evidence of attainment beyond the standard material. It will frequently demonstrate characteristics such as insight, imagination, originality and creativity. A first class answer will represent a comprehensive and accurate answer to the question that will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant, it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be fluent and clearly written and may also show particular lucidity in expression appropriate to the subject.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research in the first that is not present in the upper second.

*The lecturer reserves the right to alter the course at any stage during the year.*
Thus a First class piece of work shows positive characteristics such as:

- Answers the question clearly and comprehensively, in a focused way
- Has an excellent structure and organization
- Demonstrates characteristics such as insight, imagination, originality and creativity
- Demonstrates the ability to integrate information
- Exhibits sound critical thinking.
- Exhibits independence of judgement
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Exhibits evidence of wide relevant reading
- Includes a sufficient number of appropriate examples
- Demonstrates a clear comprehension of the subject
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is lucid and well written
- Lacks errors of any significant kind

All pieces of First class work may not have all of the characteristics above, but all such work will have a few, if any, negative characteristics.

II.1- Upper second class (60-69%)

Work at upper second class level displays a sound and clear understanding of the subject and demonstrates a good grasp of a wide range of the standard literature and/or methods and techniques of the subject. An upper second class answer constitutes a well-organised and structured answer to the question that is reasonably comprehensive, generally accurate and well informed. It will normally demonstrate a greater breadth of knowledge than would be gained merely from the lecture notes and basic required reading. It will demonstrate some ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant, it will also demonstrate an ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and well written.

What differentiates an upper second class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the...
greater evidence of additional reading, the improved structure and organization, the superior quality of the argument, and the level of critical thinking displayed.

Thus an Upper Second class piece of work shows positive characteristics such as:

- Answers the question clearly and fully
- Has a good structure and organization
- Shows evidence of a very good understanding of the topic
- Shows clear evidence of relevant reading and research
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Includes highly relevant ideas
- Uses relevant examples
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is well written
- Lacks errors of any significant kind

Upper Second class work usually has few negative characteristics, but may be limited in the sense that it:

- Could demonstrate more in the way of insight, imagination, originality or creativity
- Does not answer the question in as fully and comprehensive a manner as would be possible
- Could demonstrate more ability to integrate information
- Could exhibit more critical thinking
- Could exhibit more independence of thought

II.2 – Lower Second class (50-59%)

Work at lower second class level displays knowledge of the standard material and approaches of the subject and a familiarity with much of the standard literature and/or methods. A lower second class answer may constitute a relatively simplistic answer to the question, and is likely to be based on a narrow range of sources, such as lecture notes and the basic required reading, rather than being indicative of wider reading. It usually displays a basic ability to use relevant sources, methods or techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or

*The lecturer reserves the right to alter the course at any stage during the year.*
factual flaws, and may exhibit some difficulties with the organization of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

What differentiates a lower second class piece of work from one awarded a third class grade is the greater success of the lower second in answering the question, together with the possession of more relevant information, a more coherent argument and an improved structure, although neither the answer to the question nor the structure may be incapable of improvement.

Work at Lower Second class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows evidence of a basic to good understanding of the topic
- Shows evidence of some relevant reading or research
- Includes some relevant ideas
- Includes some relevant examples

Work at Lower Second class level will tend to possess some or all of the following negative characteristics:

The attempt to answer the question may not be completely successful

- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- The style of writing could be improved
- May contain some minor errors

III – Third class (40-49%)

Work at third class level contains evidence of study of the appropriate material and displays a level of presentation at least minimally commensurate with the award of an honours degree, but it often reflects only a limited familiarity with the standard literature and/or methods of the subject. A third class answer constitutes at least a minimal attempt to answer the question posed, but the answer may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or

The lecturer reserves the right to alter the course at any stage during the year.
the use of material, an over reliance on knowledge at the expense of development or argument, analysis or discussion, and it may lack continuity, or be inadequately organised. Nonetheless, work at this level does show an ability to refer to some standard sources, ideas, methods or techniques normally applied in the subject and to achieve some success in solving problems or marshalling an argument to reach a conclusion.

What differentiates a third class piece of work from one that fails is that a third comprises an attempt to answer the question informed by some relevant information and without any major error, while a fail either does not contain an adequate attempt to answer the question, or does not contain sufficient relevant information, or contains at least one significant error.

Work at Third class level may possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows modest evidence of understanding of the topic
- Shows modest evidence of relevant reading or research
- Includes a few relevant ideas
- May include some relevant examples
- Work at Third class level may possess some or all of the following negative characteristics:
  - The attempt to answer the question may not be very successful
  - Does not contain a sufficiently well-structured argument
  - Does not offer sufficient relevant examples
  - Contains one or more important errors

Fail – (0-39%)

The ‘fail’ grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39%) represents a failure to adequately answer the question, but the possession of at least some relevant information. The failure to provide an appropriate answer may be due to a misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29%) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a

The lecturer reserves the right to alter the course at any stage during the year.
complete misunderstanding of the question, or a misunderstanding of the material relevant to its answer such as to render the answer meaningless. Work at Fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a Fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is very short (e.g., when a student runs out of time in an examination and writes very little).

Work awarded a Fail grade tends to possess some or all of the following characteristics:

- Represents a failure to answer the question (though may be an answer to a different question)
- Shows no or only a little evidence of understanding of the topic
- Shows no or only very little evidence of relevant reading or research
- Includes no or very few relevant ideas
- Does not contain a structured argument
- Does not offer evidence to justify assertions
- Does not include relevant examples
- Contains multiple or major errors
**Student Supports**

**Tutor Service**

On registration in Marino Institute of Education you are assigned a personal tutor. This person is someone who is available to meet with you about anything that adversely affects your attendance, your studies or your participation in any aspect of the course. Your tutor also acts as an advocate for you in the event of your making an appeal of a result, for example. It is good to get to know your tutor by keeping in touch in person or by e-mail in relation to your progress through the course. If you are unsure of who your tutor is, please contact Eimear Breathnach by e-mail (eimear.breathnach@mie.ie).

**Health Service**

The institute provides a health service for students through Fairview Medical Centre.

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Fairview Medical Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td>37/39 Fairview Strand</td>
</tr>
<tr>
<td></td>
<td>Fairview</td>
</tr>
<tr>
<td></td>
<td>Dublin 3</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>01 8331616</td>
</tr>
<tr>
<td></td>
<td>01 8339856</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>01 8530891</td>
</tr>
<tr>
<td><strong>Email (General Enquiries)</strong></td>
<td><a href="mailto:info@fairview.ie">info@fairview.ie</a></td>
</tr>
<tr>
<td><strong>Email (Repeat Prescriptions)</strong></td>
<td><a href="mailto:meds@fairview.ie">meds@fairview.ie</a></td>
</tr>
<tr>
<td><strong>Email (manager)</strong></td>
<td><a href="mailto:deirdre@fairviewmedical.ie">deirdre@fairviewmedical.ie</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.fairviewdoctors.com">www.fairviewdoctors.com</a></td>
</tr>
<tr>
<td><strong>Doctors</strong></td>
<td>Dr Peter Kelly</td>
</tr>
<tr>
<td></td>
<td>Dr Ronan Cormican</td>
</tr>
<tr>
<td></td>
<td>Dr Frank Broderick</td>
</tr>
<tr>
<td></td>
<td>Dr Sinéad MacEoin</td>
</tr>
<tr>
<td></td>
<td>Dr Fiona McGlynn</td>
</tr>
</tbody>
</table>

**Number of GPs**

|   | Male: 3 | Female: 2 |
### Opening Hours

<table>
<thead>
<tr>
<th></th>
<th>08.00 – 17.30</th>
<th>Monday – Friday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>08.00 – 11.30</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

All clinics by appointment. Emergency services accommodated daily. Over 500 Doctor appointments weekly with an additional 200 Nursing appointments.

### Average wait for appointment

Appointments generally available on day of request and we aim to see patients at appointment time or within 15 minutes.

### Walk in facility available?

Yes, emergencies given priority.

### Out of hours service

- **D-Doc 1850 22 44 77**
- **18.00 – 08.00 Weekdays**
- **6.00pm Friday – 08.00am Monday Weekends**

### Nurses

- Oonagh Langan RGN
- Geraldine Ó Scanaill RGN

### Phlebotomists

- Fran Lyndon

### Occupational Doctor Services

- Medical reports
- Illness review
- Fitness to attend college

### Well woman services

- Cervical Smears (Free Service)
- Gardisil Injection
- Implanon Services
- Merina Coil
- Pregnancy Tests
- Full Sexually Transmitted Infection (STI) screening

### Additional Services

- Phlebotomy (blood testing)
- Asthma Nurse Specialist
- Smoking Cessation Clinic
- Travel Health Centre (Yellow Fever Approved Clinic)

### Medical Cover for students:

- **Term: Sept – May**
- Up to 3 Doctor consultation for acute medical services
- Doctor consultation fee for the 4th visit thereafter: €45.00 (discount for 1st year students)
- Standard Fee is €55.00
- GMS patients can avail of all the standard GMS services at our centre.
(1) The NCSS Cervical Check programme provides free smear tests every three years to women aged 25 to 44.

Fairview Medical Centre is registered with the National Cervical Screening Programme. Cervical cancer can be prevented through screening and is a free service. Sexually active women aged 25 to 60 should have a smear test every three years. Further details are available at www.cervicalcheck.ie or if you have any queries please email one of our nurses at nurse@fairviewmedical.ie.

(2) Cervical Cancer Vaccination: These vaccines are used to protect against cancer caused by Human Papillomavirus (HPV). Further information available at www.fairviewdoctors.com and www.tellher.ie. Fee for full course: €395.00

(3) Smoking Cessation services provided by one of our nurses.

(4) Flu Vaccine & Pneumococcal Vaccine commencing mid to late September next. At risk groups include: Asthma/COPD, Chronic Heart Disease, Chronic Renal Disease, Chronic Liver Disease, Diabetes (types 1 & 2). Morbid Obesity BMI>40

(5) Measles, Mumps and Rubella vaccine available for young adults who have not had two doses (usually given at age 1 and age 5).

Please refer to the Fairview Medical Centre website for more information: http://dublinfamilydoctor.com/home/.

In addition to 3 free visits for acute medical attention from September to May, students will be given up to 10% discount for a number of the services listed above on presentation of a valid student card.

**Student Counselling**

Marino Institute of Education has a specific contract with Trinity College Student Counselling Service to provide support in a number of ways to MIE students.

There are a number of different services which are available. All the therapists at the counselling service in Trinity College are qualified and accredited Psychotherapist, Clinical or Counselling Psychologists. We also have trainee students from accredited programmes who are supervised and see students on site.
One to one assessment and counselling sessions: opening hours Mon - Fri 9.15 a.m. - 5.10 p.m. and late opening Tuesday during term time until 8.00pm. To make an appointment, students can call 01 896 1407 or drop into the Service on the third floor of Phoenix House at 7-9 South Leinster Street, Dublin 2. You can contact the service by phone at 01 8961 407.

Daily duty appointment at 3pm; this is reserved for students who are in crisis or at risk i.e. suicidal ideation etc or who are at risk of drop out. MIE staff can request this appointment on behalf of a student, and it is important to note that this appointment should be made as early as possible on the day.

Brief consultation drop-in at lunchtimes from October to April (during TCD term time only) - no appointment required. These brief consultations last about 20 minutes and allow a student to get a fuller idea of what counselling is and whether it is the support they require.

Counselling groups or workshops run in the service; access to these may be drop in, or by booking or by referral from a counsellor.

Student Counselling Website provides all above information and there is a significant amount of audio and self-help information available at;

  http://www.tcd.ie/Student_Counselling/.

These services are available online:

- Pro Youth – Online interactive programme for prevention of eating disorders:
  www.proyouth.eu
- Silver cloud – an interactive programme moderated by a student counsellors, designed for those having difficulties with body image and low mood students can log onto
  http://silvercloud.scss.tcd.ie/signup/tcd/.

**Student Learning and Development**

This is a team who are dedicated to providing academic support and development to students by way of groups or one to one either scheduled or drop-in apt.

- Drop-ins are on Wednesday afternoons from 14.30 – 16.00 pm and on Thursday afternoons from 14.30 – 16.00 pm

Student learning development groups or workshops run in the service; access to these may be drop in, or by booking
One-to-one learning support. These appointments may be made in the same way as counselling appointments.

All further info and considerable resources and support can be accessed by http://www.tcd.ie/Student_Counselling/student-learning/

**Disability Service**

MIE is committed to providing reasonable accommodations for students who have a learning difficulty or a disability so that they can participate fully in all aspects of college life, including school and work placements. The Institute has a Disability Service which provides advice and support to students with disabilities. Support available to students with disabilities includes:

- Needs assessment on entry to determine any additional learning requirements.
- Assistive technology training and support
- Pre-placement planning and support
- Liaison with your tutors/lecturers to help arrange accessible programme materials.
- Extended library loans

UNILINK: a practical occupational therapy service for students who may be experiencing mental health difficulties, or have a physical disability or significant on-going illness

Students are advised to make contact first with our acess officer, at access@mie.ie or by phone to 01 805 7752.

**Student Assistance Fund**

With co-financing from The European Social Fund and the DES, the objective of the Student Assistance Fund (SAF) is to provide financial assistance to full-time undergraduate or postgraduate students in need of such support, in particular:

- students whose participation in higher education would otherwise be at risk without financial support;
- students from socio-economically disadvantaged backgrounds with ongoing needs for financial support;
- students with other circumstances giving rise to short or longer-term financial difficulties, including family responsibilities, bereavement, family difficulties, accidents or health problems.
Further details can be found on Moodle, The SAF notice-board (beside the main ladies’ toilets), or from Gerry O’Connell (gerry.oconnell@mie.ie).

**Student Writing**

MIE provides support for students developing study skills through the TCD Counselling service. This is complemented by specific writing workshops, which are available to all students based on demand. Further details on these are available on Moodle or by writing to writingworkshop@mie.ie.

**Careers Advisory Service**

At present MIE is planning to put a careers advisory service in place. Students are invited to make requests and suggestions for establishing the service by writing to the registrar by e-mail to registrars@mie.ie.

Trinity College Dublin Clubs and Societies

Students in Marino Institute of Education are eligible for membership of clubs and societies in the University. More information about the clubs and societies are available here: https://www.tcd.ie/students/clubs-societies/

**Institute Policies**

A number of policies have an important bearing on your progression through Marino Institute of Education. The most up-to-date versions of these policies are available on the registrar’s area of Moodle. The policies include

- Attendance policy
- Institute Charges Policy
- Acceptable Usage Policy
- Policy on Scholarly Conventions
- Plagiarism Policy
- Rechecks and Appeals
- Internal Transfer Policy
- Dignity and Respect
- DARE/HEAR Code of Practice
- Support for Pregnant Students Policy
Other Documents

Other documents that will be useful to you and which are available on Moodle include:

- Annual Calendar/Féilire na Bliana
- Timetable/Clár Tráth
# Module Specifications – Year One

## School Placement

Programme(s) to which Module applies

| Professional Master of Education |

### 1. Title of Module

| School Placement |

### 2. Module Code(s)

| PM9101 |

### 3. Entry Requirements (if applicable)

| |

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

| Level 9 Postgraduate |

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

| Indicate the number of hours under each heading: lecture, tutorial, seminar, laboratory. |

| 10 ECTS |

| Course contact time | 20 hours |
| Directed study | 50 hours |
| Placement | 150 hours |
| Assessment tasks | 60 hours |
| Total student work load | 240 - 280 hours |

### 6. ECTS Value

| 10 ECTS |

### 7. Rationale and Aims

#### Rationale

Field experiences in teacher education programs are excellent opportunities for pre-service teachers to learn to teach in complex and authentic learning situations. Sawyer

*The lecturer reserves the right to alter the Module at any stage during the year.*
(2006) posits that knowledge is now considered as ‘situated, practised and collaboratively generated.’ Indeed, it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995). Darling-Hammond (2006) called for tighter coherence and integration between course work and work in schools, intensively supervised clinical work and closer, proactive relationships with schools that model good teaching.

This programme will focus on learning about teaching in the senior classes in the first semester followed by early-years learning in the second and will provide opportunities for supervised school-based work through approximations of practice as well as close integration of course work and practical work in schools. Students will be expected to engage in a variety of assessment of and for learning techniques and use this information in order to enhance pupil learning. Students will engage with the Observe, Teach and Reflect model (OTR) will have increasing responsibilities for planning and teaching to include a period in the latter half of the programme when they will have total responsibility for the teaching and learning within the classroom. Students will engage in and learn from reflective practice during the placement. They will be required to set learning goals for themselves based on their reflections and learning from their practice and their professional discussions with their co-operating teacher and their placement tutor.

This module aims to

- Foster an awareness of the Teaching Council Code of Professional Conduct and ensure that students are fully versed with associated responsibilities
- Prepare the students for the multi-faceted role of the 21st century primary school teacher
- Develop in students an understanding of the educational needs of primary school pupils in Irish classrooms
- Provide opportunities for students to observe experienced teachers teaching
- Provide opportunities for students to learn to plan for class teaching, learning and assessment using a wide range of methodologies and approaches
- Equip students with a set of competencies to facilitate quality teaching and learning
- Develop knowledge and skills required to provide a stimulating, purposeful learning environment catering for the holistic development of their pupils
- Promote a commitment to lifelong learning based on an understanding of the continuum of education
- Enable the students to engage in professional discussions with relevant members of the school community and institute staff

8. Learning Outcomes

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

- engage in appropriate long and short-term planning which recognises and facilitates whole-class, group and individual learning styles
- select from, plan and apply, a wide and creative range of teaching methodologies, including collaborative and active methodologies, that are age and stage appropriate and that motivate pupils and enhance their learning

The lecturer reserves the right to alter the Module at any stage during the year.
• integrate theory and knowledge learned in college with school-based experience to organise and facilitate the use of play in an early-childhood classroom
• choose and employ appropriate skills and strategies to evaluate and support pupils’ learning using both summative and formative assessment
• Use creative technologies to support teaching and learning
• critically reflect on their teaching experiences and use these reflections to inform future practice
• establish and maintain a stimulating classroom environment using a variety of classroom management strategies which contribute to the development of positive self-esteem among pupils
• exhibit the ethical values and professional standards set out in the Teaching Council’s Code of Professional Conduct and the Institute’s School Placement Handbook in all engagements with pupils, school and institute staff

9. Course Content and Syllabus

Professional Matters:
• The Role of the Teacher
• Overview of the Curriculum
• Overview of Curriculum Methodologies
• Working as a Professional
• Teaching Council’s Code of Professional Conduct
• Child Protection Guidelines

Teaching and Learning:
• Responding to pupils
• Classroom Organisation
• The Learning Environment: Displays, Resources, Tasks and Tests
• Digital resources
• Pupil observation
• Questioning and explaining
• Collaborative learning
• Group work and co-operative learning
• Behaviour Management

Planning:
• Aims and objectives
• Schemes of work
• Lesson planning
• School placement planning and support
• School Placement Folders
• Focused observation in the classroom

Reflection:
• Lesson evaluation / Daily evaluation
• Reflection on school placement
• Reflection and self-evaluation
• Reflective Portfolio

The lecturer reserves the right to alter the Module at any stage during the year.
10. Teaching and Learning Methods

Lectures, workshops, tutorials, self-directed study, directed school experience programme

With a view to ensuring that the curriculum is inclusive of all learners, consideration is given to the following:

- Physical accessibility and suitability of school placement environment
- Accessibility of lecturer and HEI Tutor for student support
- PowerPoint slides developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)
- Provision of on-line course notes allowing for use of assistive technologies such as screen reader

11. Required Equipment and Resources (if applicable)

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

Assessment of School Placement will be both formative and summative in second year.

Students will receive formative feedback from their co-operating teachers who will observe lessons and offer guidance for improvement. Students will also receive formative feedback from their HEI tutor in the form of a written triplicate which offers guidance for areas for improvement.

Summative assessment will be based on the average of a minimum of three visits from School Placement Tutor(s) during the placement. School Placement is assessed under two areas – Preparation for Teaching and Teaching and Learning. Both areas must be passed independently in order for the student to be successful on the programme. No compensation is allowed in School Placement.

School Placement comprises two teaching blocks and one school experience block. For each teaching block the component Preparation and Planning will be assessed under two key areas – Long Term Planning and Short Term Planning. This will be assessed out of 100% with each area having equal weighting. The component Teaching and Learning will be assessed under the key areas of Professional Values and Practice, Communication, Quality of Teaching, Children’s learning experience, Classroom management and organisation and Assessment of and Progression in learning. This will be assessed out of 100% with each area having equal weighting. Students’ Professional Portfolios will also form part of the assessment for School Placement IV. Examples of these reflections include reflections on their experience of planning, teaching and learning; their professional communications and their contribution to the school.

The school experience block will be assessed through the Professional and a post-placement interview. This assessment will be based on four key areas of skill and knowledge development: Professional Communication and Conversations, School Administration, Developing My Own Initiative and Contribution to my School Community. Students will be expected to demonstrate through their portfolios and at individual interviews how they have developed the four areas during the ten-week block placement with specific reference to the three week school experience block.

*The lecturer reserves the right to alter the Module at any stage during the year.*
The overall mark for School Placement IV will be broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Grade (Average of all visits on SP IV)</td>
<td>75%</td>
</tr>
<tr>
<td>Interview</td>
<td>25%</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Due to the critical nature of placement and the requirements of the Teaching Council, students who are unsuccessful on school placement will have one repeat opportunity. Given the constraints of the primary school year, in second year the repeat attempt will have to take place during the subsequent academic year. In second year, students must attain 40% in each in order to pass both elements of School Placement.

13. **Pass Requirement**

40% in both components – Preparation for Teaching and Teaching and Learning.

Both Preparation and Planning and Teaching and Learning must be passed independently

Non-compensatable element of programme

Due to the high stakes nature of placement for Primary School pupils and the requirements of the Teaching Council, only one repeat attempt will be allowed.

14. **Method of Supplemental Assessment**

Repeat School Placement with identical requirements. Where practicable, this repeat practice will take place during the summer term of the same academic year and after the School Placement Court of Examiners.

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

List the primary reading materials and/or web resources that students might use to support their learning.

**Texts:**


*The lecturer reserves the right to alter the Module at any stage during the year.*
16. Evaluation

Students will complete an online questionnaire based on their school placement programme
Anonymous survey with a view to reviewing and improving aspects of the module and its delivery.

The lecturer reserves the right to alter the Module at any stage during the year.
17. Module Co-ordinator

Dr Julie Uí Choistealbha

18. Module Teaching Team

Jennifer O Sullivan
Mairead Minnock

The lecturer reserves the right to alter the Module at any stage during the year.
# Teaching and Learning

**Programme(s) to which Module applies**

| Professional Master of Education |

**1. Title of Module**

| Teaching and Learning |

**2. Module Code**

| PM9111 |

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

| |

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

| Postgraduate, level 9 |

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

| Lecture: 20 hours  
| College-based and classroom based approximations: 20-30 hours  
| Reading and Preparation: 40 hours  
| Assessment: 5-10 hours (includes preparation and approximating) |

**6. ECTS Value**

| 5 ECTS Credits |

**7. Rationale and Aims**

| Rationale  
| In common with other areas of professional learning, from medicine to psychotherapy, approximations of practice are increasingly being used as a "pedagogy of enactment" (Grossman, Hammerness and McDonald, 2009) in the preparation and assessment of teachers. These are centred around high leverage practices or core practices in teaching, examples of which include teaching a lesson or segment of instruction, leading a whole-class discussion, setting up and managing small group work, teaching while students work independently, establishing a classroom culture (Lampert, 2001; [http://www.teachingworks.org/work-of-teaching/high-leverage-practices](http://www.teachingworks.org/work-of-teaching/high-leverage-practices), 2013). |

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*The lecturer reserves the right to alter the Module at any stage during the year.*
Some research has shown that teachers’ understanding of their role is influenced by the beliefs and attitudes that they acquired during the thirteen years they have spent as students in classrooms. However, this apprenticeship of observation (Lortie, 1975, 2002) is partial in that students observe the work of teaching from the perspective of a pupil rather than a teacher. As Lortie puts it,"what students learn about teaching ... is intuitive and imitative rather than explicit and analytical” (p. 62). In this module students will identify their beliefs about teaching so that they can subsequently analyse them.

Aims
- To give students practice in performing high leverage tasks of teaching in a supportive atmosphere
- To prepare students for taking on more independent responsibility for teaching
- To help students deconstruct the work of teaching into discrete components that they can practise
- To initiate students in a culture of professional culture where they provide and respond to peer feedback on aspects of teaching performance
- To deepen students’ knowledge and appreciation of professional reading in order to inculcate a lifelong engagement with and contribution to such literature

8. Learning Outcomes

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

- Introduce or consolidate content of the primary school curriculum through storytelling
- Make content explicit through explanation, modelling, representations and examples
- Set up and manage small group work
- Lead a whole class discussion
- Elicit, probe and interpret students’ thinking about content
- Communicate about a student with a parent or guardian
- Communicate about teaching with parents/guardians
- Deepen their understanding of the practices of teaching and its component practices through reading of and beyond core module texts

Combine several practices in one mini-lesson
Complete tasks within the time constraints available
Several of the learning outcomes are based on high leverage practices identified at the University of Michigan by Davis & Boerst (2014) and others.

9. Course Content and Syllabus

The main content on this module centres on representing, decomposing, rehearsing, and approximating high leverage practices to enable you, as a student teacher, to use the practices effectively on school placement and when you graduate. The approximations you will work on, time permitting, are:

- Introducing or consolidating content through storytelling
- Making content explicit through explanation, modelling, representations and examples

The lecturer reserves the right to alter the Module at any stage during the year.
10. Teaching and Learning Methods

Each practice will be represented in various ways by the teaching team, before being decomposed collaboratively by the team and by the students. Students will rehearse some practices with peers on campus. In addition, classes in various local schools will be chosen as sites in which to approximate some high leverage practices. Some sessions will be plenary and others will be conducted in smaller groups. One module instructor will accompany each group of student teachers in the classroom for the duration of the module. Students will prepare for each week’s task in small groups and one student per group will approximate the practice each week. A key component of the module is peer feedback. Students learn how to observe in classrooms and how to provide feedback that is formative and respectful. Students are required to complement the practical work in schools by reading relevant articles related to high leverage practices and to the observing in classrooms.

11. Required Equipment and Resources (if applicable)

Students will need to have resources needed for the lessons planned and taught. Observation forms will be provided for all students.

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

Much of this module’s assessment is formative in nature. When students perform their rehearsals and approximations of practice, they will receive feedback from a member of the instructional team and from fellow students based on explicit criteria communicated in advance. Students will use the same criteria to self-assess their performances.

Students must complete one summative assessment:

Every student will teach a 20-minute lesson to a class up to 20 children. Each lesson will incorporate four approximations of practice selected by the module team and will be assessed.

Students must present original material (i.e. different topic to that previously approximated in local schools or with peers) for each of the four practices which will be combined in the summative lesson assessment.

With regard to summative assessment, the module is graded as satisfactory/unsatisfactory only. This module assessment is elaborate and it requires interaction with children. For education and ethical reasons students are required to engage with the module content throughout the module. Only students who show...
evidence of such engagement will be permitted to take the summative module assessment.

13. Pass Requirement

In order to be permitted to take the annual module assessment, students must show evidence of engaging fully with all aspects of the course including attendance at classes, reading in full the required readings and participating in class. Where a student does not meet this requirement, the student may be require to complete and additional written assignment to be permitted to take the assessment as a supplemental exam in the Autumn.

The module is graded as Pass/Fail only. Students are expected to demonstrate competence in each of the four practices assessed. This requires a minimum of four “present” ticks in each of the four practices.

14. Method of Supplemental Assessment

This will be the same as for the annual assessment and will take place during the supplemental exam week.

15. Recommended Reading Materials / Indicative Resources

Core Reading for Students


(Multiple copies of the texts named above are available in the library).


The lecturer reserves the right to alter the Module at any stage during the year.


**Supplementary Reading for Students**


**Video for Students**

Several video representations of practice have been developed for students and they are available to students online.

**Background Reading which informed the module design**


*The lecturer reserves the right to alter the Module at any stage during the year.*
Angoff and the borderline regression standard setting methods in the *European Journal of Dental Education* 13 (pp. 162-171).

Website: [http://www.teachingworks.org/](http://www.teachingworks.org/)

16. Evaluation

Students’ views of the module are sought at the end of each term. Because the module is delivered by more than one instructor, review of feedback and of student learning on the module is ongoing. A range of metrics, such as those identified by Pell, Fuller, Homer and Roberts (2010), will be used to evaluate the quality of the summative assessment.

17. Module Co-ordinator

Mr Tom McGann

18. Module Teaching Team

Dr Seán Delaney
Suzy Macken
Tom McGann
Dr Claire Dunne

*The lecturer reserves the right to alter the Module at any stage during the year.*
Child Psychology and Early Childhood Education

Programme(s) to which Module applies

Professional Master of Education

1. Title of Module

Child Psychology and Early Childhood Education

2. Module Code

PM9108

3. Entry Requirements (if applicable)


4. Level (Postgraduate)

Level 9

5. Module Size (hours and number of weeks)

Indicate the number of hours under each heading: lecture, tutorial, seminar, online.

Course contact time:

Lectures: 20 hours
Tutorials: 10 hours
30 hours directed study
40 hours self-directed study
20 hours assessment, preparation and tasks.

Lectures are conducted in small groups that sometimes take a workshop format and sometimes a formal lecture format, depending on the material being examined.

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

The rationale for this module is to use psychological theory as a lens for exploring best practice in Early Childhood Education. The intention behind merging the two subject areas is to help students to integrate their learning, both in terms of connections across

The lecturer reserves the right to alter the Module at any stage during the year.
subjects, and in relation to implications for practice. In so doing they understand that all good practice is underpinned by theory and research.

Aims

- To explore the following themes in both Child Psychology and Early Childhood education:
  - Factors that influence children’s development and implications for learning.
  - Language development and Emergent Literacy
  - Emotional development, development of self and Behaviour management

8. Learning Outcomes

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

- Identify and understand the multitude of factors potentially interacting and impacting on young children’s learning and development, through critical exploration of various theoretical approaches and schools of thought relating to the psychology of early childhood (IM 2, 3, 6, 7; CM 2, 3, 4, 5, 7; GER 6, 8, 9; CC1, 2, 3, 4, 5, 6, 7)
- Systematically understand the appropriate teaching methodologies for the early years’ classroom and the theories that inform them (IM 2, 3, 4, 5, 6, 7; CM 5, 7; CC2, 3, 5),
- Differentiate between the different types and benefits of play based on a thorough, critical understanding of constructivist theory and use this knowledge to set up appropriate play-based learning experiences in the early years’ classroom (IM 2, 3, 4, 5, 6, 7; GER 2; CC1-7)
- Observe and assess children’s learning needs through play and other learning situations using video footage as a learning tool (IM 8).
- Design and set up a stimulating, print-rich learning environment for an early years classroom based on specialized knowledge of emergent literacy (IM 4, IM5).
- Set up appropriate learning experiences to develop early literacy using high level early literacy skills (IM 7, GER 2).
- Underpinned by clear understanding of how young children learn, use appropriate classroom resources in terms of educational equipment, timetables, classroom rotas and wall displays to enhance children’s learning (IM2, 3, 4, 5, 6, 7; CC1, 2, 3, 4, 5, 6, 7).
- Plan discrete oral language lessons drawing on research-based understanding of how young children develop language; and ensure that the classroom environment is language rich, that it promotes quality student-student dialogue as well as student-teacher and group conversations, as appropriate (IM3, IM4, GER 4; CC1, 2, 3, 4, 5, 6, 7)
- Understand teaching as a relational activity, and explicate the impact of emotional factors on children’s learning and development, drawing on relevant theory and research. (IM1, 4, 7; CM1, 2, 4, 5, 6, 7)
- Critically analyse a range of theoretical perspectives on behavior management, empowering students to plan and develop appropriate classroom management strategies for the early years’ classroom (IM2, 3, 4, 5, 6, 7)
- Recognise the diversity of children’s development, and the different courses such development can take while still remaining “typical” and also to develop

The lecturer reserves the right to alter the Module at any stage during the year.
9. Course Content and Syllabus

The course content is encapsulated under the following three themes which will be explored through the lens of both Psychology and Early Childhood Education:

Theme 1: Factors that influence children’s development and implications for learning.
Theme 2: Language development and Emergent Literacy
Theme 3: Emotional development, development of self and Behaviour management

Specifically, the following topics will be addressed:

**Theme 1: Factors that influence children’s development and implications for learning**

Psychological theories of development (for example, Piaget, Vygotsky, Bronfenbrenner), key debates in relation to children’s development (e.g. nature vs nurture, critical period for development) *(Child Psychology)*

Play as a tool for early learning: Aistear, Socio-dramatic Play, role of the teacher in play, assessment of play *(Early Childhood Education)*

**Theme 2: Language development and Emergent Literacy**

Theories and trajectories of language development *(Child Psychology)*

Functions of language (Form, Content and Use) and practical strategies (using story, poetry, games, drama) for developing oral language and literacy in the classroom *(Early Childhood Education)*

**Theme 3: Emotional development, development of self and Behaviour management**

Psychological theories of emotional and behavioural development and their application in education *(Child Psychology)*

Classroom management strategies and self-regulation in the early years *(Early Childhood Education)*

10. Teaching and Learning Methods

Methodologies employed will include: presentation / explanation (verbal + visual); in-class review of papers; group work; discussion; debate

With a view to ensuring that the curriculum is inclusive of all learners, consideration is given to the following:

- Physical accessibility of learning environment
- Accessibility of lecturers for student support
- Overheads developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)
- Provision of on-line course notes allowing for use of Assistive Technologies such as screen readers

*The lecturer reserves the right to alter the Module at any stage during the year.*
Lecturers will be open to alternative methods for supporting student note-taking during lectures (e.g. audio-recording), and will adhere to all requests for ‘reasonable accommodation’ through the Marino Disability Service.

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

| Standard ICT equipment |

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

| Analysis of case study through presentation or equivalent. Grading will be based on use of theory as a lens through which to develop good practice. |

### 13. Pass Requirement

| A student must achieve a minimum of 40% to pass. |

### 14. Method of Supplemental Assessment

| For example, re-submission of essay (if failed) Analysis of case study through presentation or equivalent. Grading will be based on use of theory as a lens through which to develop good practice. |

### 15. Recommended Reading Materials / Indicative Resources

| Required viewing | [http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Aistear_Toolkit/](http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Aistear_Toolkit/) |
| Required reading | Aistear, the Early Childhood Curriculum Framework |
| | 2 NCCA Research papers informing Aistear, the Early Childhood Curriculum Framework: |
| | Moyles, J. (2010) The Excellence of Play chapters 6, 7 & 9 |
| | Child Psychology text-books available in MIE library, for example: |

*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.


Students may select from additional readings according to their interests. The following are offered as examples of relevant readings:


Additional readings (particularly up-to-date journal articles) will be recommended as the course progresses.

Also available in the Early Childhood Education section of the library:


Moyles, J. (1992). Organizing for Learning in the Primary Classroom - a balanced approach to classroom management OUP


Paley, V.G. A Child’s work: The Importance of Fantasy Play

Paley, V.G. Mollie is Three: Growing up in School

Paley, V.G. White teacher

Paley, V.G. Wally’s Stories

Paley, V.G. Boys and girls. Superheroes in the Doll Corner.


White, H. (2005) Developing Literacy skills in the early years - A practical guide

Paul Chapman publishing A SAGE publication. 2005

16. Evaluation

| Anonymous survey with a view to reviewing and improving aspects of the module and its delivery. |

17. Module Co-ordinator

| Dr Joan Kiely |

18. Module Teaching Team

| Dr Joan Kiely (Early Childhood Education) |

The lecturer reserves the right to alter the Module at any stage during the year.
Inclusive Education

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. Title of Module
   - Inclusive Education

2. Module Code
   - PM9106

3. Entry Requirements (if applicable)
   -

4. Level (JF, SF, JS, SS, Postgraduate)
   - Level 9 Postgraduate

5. Module Size (hours and number of weeks)

   | Course contact time: 20 hours (14 Special Ed. + 6 Development Ed. and Intercultural Ed.) |
   | Tutorials: 7 (4 Special Ed. + 3 Development Ed. and Intercultural Ed.) |
   | Directed study and reading 33 hours |
   | Personal study 40 hours |
   | Assessment tasks 20 hours |

6. ECTS Value
   - ECTS

7. Rationale and Aims

   | Rationale |
   | The rationale for this module is to introduce students to an understanding of difference and diversity from a human rights perspective. It includes Special Educational Needs, and Development Education and Intercultural Education. There is now a strong emphasis on creating inclusive learning environments that can cater for pupil diversity (Griffin & Shevlin, 2011). This is reflected in the UN Convention on the Rights of the Child (1989), the Education Act (1998), the EPSEN Act (2004), the Irish Aid White Paper (2006), and the Intercultural Education Strategy (2010). Consequently, all teachers are expected to |

The lecturer reserves the right to alter the Module at any stage during the year.
become capable in the design and delivery of a broad, balanced curriculum that includes all pupils and which incorporates a social justice and global perspective.

Aims

- To promote an understanding and acceptance of difference and diversity
- To enable students to develop their skills and competence with a view to working in inclusive environments
- To promote an understanding of inclusion and the inclusive school
- To raise students’ awareness of global and social justice issues as they pertain to primary education

8. Learning Outcomes

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

- Critically examine the concept of inclusion from a human rights perspective (Osler & Starkey, 2010; Waldron & Ruane, 2010)
- Demonstrate the attitudes necessary for successful engagement with inclusive practice (Murray & O’Doherty, 2001; Allum, Lowe & Robinson, 2008)
- Demonstrate understanding of the wide spectrum of learning difficulties and Special Educational Needs, and the range of in-school provision (personnel, strategies, resources) available to cater for pupils’ diverse learning needs
- Identify a range of opportunities for integration of a social justice perspective into the primary school and classroom (Ruane, Horgan & Cremin, 1999; Gannon, 2002; Garforth, Hopper, Lowe & Robinson, 2006; Allum, Lowe & Robinson, 2010)
- Explain and critically analyse some of the causes of global poverty (Sachs, 2005; Regan, 2008) and incorporate an awareness of development education and intercultural education into their classroom planning and practice (Ruane, Horgan & Cremin, 1999; Gannon, 2002; Coghlan & Morris, 2005)
- Appraise a range of models for differentiated classroom practice
- Employ a limited number of differentiation interventions for enhancing learning in the classroom, including with EAL learners (Coghlan & Morris, 2005)

9. Course Content and Syllabus

Learning difficulties and special educational needs:

- Development of concept, policy, legislation and provision re inclusive education in Ireland
- ‘Disability’ – how to define. The experience of people with disabilities
- Marginalisation, rights, labels
- Disability in Ireland (NDA findings) and insights on children’s experiences
- Segregation-integration-inclusion: core issues
- Identification and assessment (Mild, Moderate, Severe-Profound categories) and learning implications
- NCCA Guidelines for Teachers of Students with General Learning Disabilities
- School-based provision – general allocation model and roles in school
- ‘DEIS’ – perspective and practice
- External supports – NCSE, SESS, NEPS, etc.

*The lecturer reserves the right to alter the Module at any stage during the year.*
Most or all of the following areas will be addressed:

- Teaching Children with Dyslexia and Dysgraphia / Literacy Difficulties
- Teaching Children with Dyscalculia / Numeracy Difficulties
- Teaching Children with Dyspraxia
- Teaching Children with ADHD
- Teaching Children with Autism Spectrum Disorders
- Teaching Children with Down’s Syndrome
- Teaching Exceptionally Able Children
- Students will be encouraged and facilitated to read widely on other areas / conditions of interest to them
- Differentiation (concept of + 1 practical area e.g. specific literacy strategies)
- Individual Education Planning (IEPs)

**Development education and intercultural education:**

Content for the series of lectures is drawn from the following areas:

**Teaching English as an additional language:** the following topics are addressed in these lectures

- Setting the context; theoretical overview
- Language registers – social/conversational fluency and academic language proficiency
- Oral language development – building vocabulary
- Literacy development: strategies for supporting reading/writing with EAL learners

Looking at the relevance of **intercultural education** in the Irish primary classroom.

Analysing current demographic trends in Irish society.

An exploration of multiculturalism, assimilationism, integration, interculturalism.

Examining and critiquing an intercultural approach to education.

Contemporary topics in Irish education: teaching in multidenominational school settings – an introduction to Educate Together National Schools and an introduction to Community National Schools


What is ‘development education’? Key principles for the classroom.

The work of Irish Aid. The ‘One World’ Awards.

Critiquing charity approaches to global education: introducing critical development education. Trade justice as a lens to examine global issues.

Media literacy: use of images of the Global South in the classroom, ‘questioning’ photographs. Introducing resources for using imagery appropriately in primary school classrooms.

*The lecturer reserves the right to alter the Module at any stage during the year.*
10. Teaching and Learning Methods

- Lectures
- Seminars
- Group work
- Guest lectures

With a view to ensuring that the curriculum is inclusive of all learners, consideration is given to the following:

- Physical accessibility of learning environment
- Accessibility of lecturer for student support
- PowerPoint slides developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)
- Provision of on-line course notes allowing for use of assistive technologies such as screen readers
- Lecturers will be open to alternative methods for supporting student note-taking during lectures (e.g. audio-recording).

11. Required Equipment and Resources (if applicable)

Standard ICT equipment

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

**Special Education and Educational Disadvantage**: Learning Journal (2,000 words) or equivalent.

**Intercultural Education/Development Education**: Learning Journal (1,000 words) or equivalent.

13. Pass Requirement

40%

14. Method of Supplemental Assessment

**Special Education and Educational Disadvantage**: Learning Journal (2,000 words) or equivalent.

**Intercultural Education/Development Education**: Learning Journal (1,000 words) or equivalent.

15. Recommended Reading Materials / Indicative Resources

**Learning Difficulties / Special Educational Needs / Educational Disadvantage**: Required Reading


*The lecturer reserves the right to alter the Module at any stage during the year.*


Relevant papers from the following journals:
- REACH Journal of Special Needs Education in Ireland
- Remedial and Special Education
- The Journal of Special Education
- Intervention in School and Clinic
- Journal of Positive Behavior Interventions
- Journal of Emotional and Behavioral Disorders
- Focus on Autism and Other Developmental Disabilities (FOCUS)
- Journal of Learning Disabilities
- Learning Disability Quarterly
- Teaching Exceptional Children

Supplementary books/ resources


The lecturer reserves the right to alter the Module at any stage during the year.
The lecturer reserves the right to alter the Module at any stage during the year.


ASD:


Down Syndrome


ADHD / Behaviour Management:


The lecturer reserves the right to alter the Module at any stage during the year.


O’Regan, F.J. (2002). Teach and Manage Children with ADHD. Cambridgeshire: LDA.


**Physical Disabilities:**


**ICT:**


**Exceptionally Able:**


**Differentiation:**


**Informal Assessment:**


**Special Needs Assistants:**

The lecturer reserves the right to alter the Module at any stage during the year.

**Inclusion (Policy/Debate):**


**Educational Disadvantage:**


also addressed in Sociology course).

**Development education and intercultural education:**

**Additional relevant journal articles** will be recommended to the students during the module (from e.g. Policy and Practice – A Development Education Review; Irish Educational Studies; Race, Equality and Education, etc.)


*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.


*The lecturer reserves the right to alter the Module at any stage during the year.*


**Websites:**
- [www.irishaid.ie](http://www.irishaid.ie)
- [www.developmenteducation.ie](http://www.developmenteducation.ie)

16. **Evaluation**

Anonymous survey with a view to reviewing and improving aspects of the module and its delivery

17. **Module Co-ordinator**

Dr. Anne Ryan

18. **Module Teaching Team**

Dr Anne Ryan, Dr Barbara O’Toole & Deirdre Murphy

*The lecturer reserves the right to alter the Module at any stage during the year.*
**English Methods/Competence**

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. **Title of Module**

| English Methods/Competence |

2. **Module Code**

| PM9103 |

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

| |

4. **Level (Postgraduate)**

| Level 9 Postgraduate |

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

| 20 hours Lecture/Workshop in combination of whole group/three groups  
20 hours Laboratory in three groups  
20 hours Directed reading/study  
40 hours Personal study  
hours Assessment Tasks |

6. **ECTS Value**

| ECTS |

7. **Rationale and Aims**

Rationale

As language is central to learning and English is the medium for most learning in the Primary School Curriculum, the importance of literacy in English cannot be overstated. Children in primary school need to develop literacy skills in the three language **strands** of oral language, reading and writing. Pre-service teachers need guidance and instruction in understanding how these skills are developed and in learning **methodologies** for teaching in these areas.

It is also important that the teacher’s own **competence** in understanding the structure of language is developed so that the teacher will be best positioned to teach literacy in the

*The lecturer reserves the right to alter the Module at any stage during the year.*
primary school. This includes understanding what literacy learners need in order to learn the code of written language.

This module addresses both English methodologies and competence for literacy instruction in the Primary School.

Aims

- To develop an understanding that children take individual and multiple pathways in their literacy learning
- To encourage a positive, creative and imaginative attitude to teaching English in the primary school
- To provide opportunities for students to experience teaching methods, strategies and resources for teaching English across the three strands of oral language, reading and writing
- To give students an understanding of the stages of literacy development as pertinent to children in primary school
- To give students an understanding of lexical, syntactic and pragmatic language development in the early years
- To introduce student teachers to the content of the Primary School English Curriculum in the context of teaching literacy in all classes
- To develop the teacher’s role in short term planning and organising for the teaching of English (Oral, Reading and Writing) in the primary school
- To give students an understanding of the strong reciprocal relationship between oral language and literacy learning
- To develop students’ own knowledge of the structure of language (phonology, morphology, syntax, semantics)
- To introduce students to what literacy learners need in order to learn the code of written language (including phonological awareness, knowledge of the alphabetic principle and of phoneme–grapheme relationships, knowledge of how words work, and automatic recognition or spelling of familiar words (automaticity).
- To develop an awareness of the differences between the structure of speech and the structure of writing
- To develop a knowledge of how phonologic, orthographic, syntactic and semantic knowledge lead to automatic and fluent reading

8. Learning Outcomes

Demonstrate content knowledge and understanding of the structure of language and reading (IM9; GER2)

Design English language lessons in accordance with the principles of the Primary School Curriculum (IM3; GER2)

Design a unit of work for short term (1/2 weeks) planning and organisation for the teaching English (IM3)

Describe appropriate teaching methodologies for the teaching oral language, reading and writing as appropriate to all classes in primary school (GER2)

Describe and illustrate the literacy-related knowledge, skills, and attitudes that children will need to draw on in order to meet the oral language, reading and writing demands of the English Curriculum (GER2)

The lecturer reserves the right to alter the Module at any stage during the year.
Demonstrate knowledge and understanding of appropriate formative and summative assessment strategies in English (IM6; IM8; GER4)

9. Course Content and Syllabus

English Methods (junior classes)

Students are introduced to methodologies that focus on Oral Language, Reading and Writing

Oral language
  - Approaches to discrete oral language development
  - Communicating as a listener and speaker
  - Exploring and using oral language
  - Understanding the content and structure of Oral Language
  - Assessment of oral language

Reading
  - Structure of language and reading (including phonemes, graphemes, syllables, grammar, morphology and syntax)
  - Literacy pedagogy
  - Phonological awareness; Phonemic awareness
  - Alphabet Principle (Phonics)
  - Word identification strategies: phonics, sight vocabulary, letter patterns
  - Language Experience Materials
  - Collaborative reading
  - Vocabulary instruction
  - Comprehension
  - Visual Literacy
  - Assessment of Reading

Writing
  - Emergent writing: Pre-communicative, pre-phonetic, phonetic
  - Writing Process
  - Handwriting
  - Shared Writing
  - Spelling Development (including approximate spelling)
  - Providing a classroom environment to encourage writing.
  - Assessment of writing

Planning
  - Short-term planning (lessons)
  - Long term planning (schemes)

English Methods (Middle & Senior classes)
  - Oral language
  - Approaches to oral language development in middle/senior classes
  - Functions and names of parts of speech

The lecturer reserves the right to alter the Module at any stage during the year.
Reading
- Shared reading strategies
- Vocabulary instruction
- Oral Reading fluency: Modelled Reading, assisted reading, repeated reading, wide reading
- Comprehension strategies - prediction, visualisation, making connections, questioning, monitoring comprehension, visualization, clarification, determining importance and synthesis
- Reading Genres: Narrative (including novels), Expository, Diagrammatic, newspapers
- Response to Poetry
- Assessment of Reading

Writing
- Writing in a variety of genres: narrative prose, poetry, diaries, report, letters, summaries, forms, recipes
- Formative and summative assessment strategies in English
- Spelling strategies
- Writing process
- Poetry
- Assessment of writing
- Planning
- Short-term planning (lessons)
- Long term planning (schemes)

English Competence
- Knowledge of the phonological system of English (including phonemes, graphemes, syllables, grammar and syntax)
- Morphological structure of words in English (including prefixes, suffixes, roots, inflections)
- Knowledge of how language is organised at word, sentence and text level

10. Teaching and Learning Methods

Full group lectures (addressing key concepts in teaching English in the context of the Primary English Curriculum)
Small group seminar sessions.
 provision of on-line course content/notes

11. Required Equipment and Resources (if applicable)

ICT equipment as required (e.g. Data projector, interactive white-board, suitable software)

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

hour examination or equivalent

The lecturer reserves the right to alter the Module at any stage during the year.
13. **Pass Requirement**

| 40 % |

14. **Method of Supplemental Assessment**

| Supplemental: 3-hour examination |

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

<table>
<thead>
<tr>
<th>English Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Big Ideas in Beginning Reading</em>. (n.d.). University of Oregon Web site: <a href="http://reading.uoregon.edu">http://reading.uoregon.edu</a></td>
</tr>
<tr>
<td>Courteney, A. &amp; Gleeson, M. (2010). <em>Building Bridges of Understanding</em>, Limerick: Mary Immaculate College of Education</td>
</tr>
<tr>
<td>Graves, D. (1994) <em>A Fresh Look at Writing</em> Heinemann</td>
</tr>
<tr>
<td>Ministry of Education, New Zealand, Dancing with the Pen, the Learner as a Writer.</td>
</tr>
</tbody>
</table>

*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.
Gaeilge (Teanga, Litearthacht agus Litríocht)

Clár lena mbaineann an Modúl

Máistreacht Proifisiúnta san Oideachas (Bunmhúinteoireacht)

1. Teideal an Mhodúil

Gaeilge (Teanga, Litearthacht agus Litríocht)
Múineadh na Gaeilge

2. Cód an Mhodúil

PM9104

3. Riachtanais Iontrála (má bhaineann sé leis)


4. Leibhéal (JF, SF, JS, SS, larchéim)

Leibhéal 9 larchéim

5. Tomhas an Mhodúil (uaireanta agus líon na seachtainí)

**Gaeilge:** uaireanta teagmhála 10; Staidéar agus Léitheoireacht 20 (RTG 10, staidéar/léitheoireacht 10); Staidéar Pearsanta 20; Tascanna Measúnaith 10

**Múineadh na Gaeilge:** uaireanta teagmhála 10; Staidéar agus Léitheoireacht 20 (RTG 10, staidéar/léitheoireacht 10); Staidéar Pearsanta 20; Tascanna Measúnaith 10

6. Luach CEAC

Gaeilge 2.5;
Múineadh na Gaeilge 2.5

7. Réasúnaíocht agus Aídhmeanna

Gaeilge:
Réasúnaíocht
Is teanga í an Ghaeilge sa bhunscoil mar aon le bheith ina hábharc. Tá sé tábhachtach, mar sin, go ndéantar forbairt leanúnach ar chumas an mhúinteora sa Ghaeilge ionas go mbeidh an múinteoir in ann feidhmiú trí mheán na Gaeilge go neamhfhoirníúil sa phobal scoile agus é/i féin a chur in iúl go héifeachtach nuair a bhíonn Gaeilge á múineadh.

Aídhmeanna

*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.
8. Torthaí Foghlama

Gaeilge:

- Mac léinn a n-éiríonn leis/léi an Modúl seo a chríochnú go sásúil, beidh ar chumas an mhic léinn sin:
- an bealach inar glacadh freagracht as foghlaim a léiriú go beacht; an cumas, na torthaí foghlama agus na bealach minic a bhaint as, ag an leibhéal oibre na Gaeilge (B1, Fráma Tagartha Comónta Eorpach) a léiriú; an clárú a rinneadh ar bhonn reatha ar an bhfoghlaim sin a thaispeáint, an cúram a tóigadh agus an feidir a bhaint as suimh idirlín ar son téarmaíochta agus cruinnis a léiriú (GER 1, 2, 5, 7, 9)
- na bealaí a thaispeáint inar chuidigh feasacht teanga le foghlaim agus an ról a bhí ag feasacht cultúir (CC 1, 2, 5)
- éisteacht le tuiscint agus freagraí cearta a thabhairt ar cheisteanna (GER 1)
- labhart go lófo agus go crúinn le stór focal leathan agus saibhreas cainte oiriúnach agus le dea-fhoghraisocht agus pictiúr a phlé, páirt a ghlanadh i gcomhraháite ar an ngnáthluas (GER 2)
- argóntí a thuiscint agus a chur ar fáil (CC 1)
- tearchas an scríofa gearra agus fada a léamh go críostúil agus a thuiscint (féach ábhar an tsíollabais) (IM 11)
- scriobh go socraideach agus go crúinn i réime de genres, cumarsáid a dhéanamh go cruinn i scríbhinn, i bhfógraí scoile, i nótaí teachtaireachta agus i litreaca/rionphptoist agus araile (féach ábhar an tsíollabais) (GER 1, 2)
- léirmheas a chur a chaothóir a chur a bhaint amach i gcomhráite ar an ngnáthluas (GER 2)
- straitéisí agus modhanna múinte Cuí a úsáid i réime de genres, cumarsáid a dhéanamh go freastal ar riarachan chumarsáide i suímh chumarsáide (IM 7)
- an tábhacht a bhainean le taitnemh agus dearadh dearasch a mhíniú agus bealaí chun an Ghaeilge a chur chun cinn go n-éiríonn leór mhothaí fearr a bhí ann (CC 4)
- tabhairt faoi phleanáil ghearrthrimhseach agus hadhtríomhaíochta (do scóilteach a bhí in ann don chuid den mhíniú) agus a dhiolladh faoi scáth téarmaí agus toipche Churaclam na Gaeilge, ceacht Gaeilge a scriobh agus an tábhacht a bhainean le feidhmeanna teanga agus na tréimhse i gceacht cumarsáideach a léiriú agus snáithneanna Churaclam na Gaeilge a chomhtháthú, agus measúnú Cuí a mhíniú (GER 1, 3, 8)
- ceacht in ábhar curaclaim eile a phleanáil agus a mhúineadh go héifeachtach trí mheán na Gaeilge (IM 9)

Múineadh na Gaeilge:

- tuiscint shoiléir a léiriú ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sa ranganna sóisearacha, sa ranganna meánrangacha agus sa ranganna hártharacha mar a mholtar é sin a dhéanamh in scoileanna na Gaeilge (GER 2)
- leagan amach agus príomhthréithe Churaclam na Gaeilge a mhíniú go freastal agus a bhfuil i gcás go dtéann cumhacht cumarsáideach a mhíniú (GER 2)
- straitéisí agus modhanna múinte Cuí a úsáid i réime de genres, cumarsáid a dhéanamh go freastal ar riarachan chumarsáide i suímh chumarsáide (IM 7)
- an tábhacht a bhainean le taitnemh agus dearadh dearasch a mhíniú agus bealaí chun an Ghaeilge a chur chun cinn go n-éiríonn leór mhothaí fearr a bhí ann (CC 4)
- tabhairt faoi phleanáil ghearrthrimhseach agus hadhtríomhaíochta (do scóilteach a bhí in ann don chuid den mhíniú) agus a dhiolladh faoi scáth téarmaí agus toipche Churaclam na Gaeilge, ceacht Gaeilge a scriobh agus an tábhacht a bhainean le feidhmeanna teanga agus na tréimhse i gceacht cumarsáideach a léiriú agus snáithneanna Churaclam na Gaeilge a chomhtháthú, agus measúnú Cuí a mhíniú (IM 1, 3, 8)
- ceacht in ábhar curaclaim eile a phleanáil agus a mhúineadh go héifeachtach trí mheán na Gaeilge (IM 9)

The lecturer reserves the right to alter the Module at any stage during the year.
9. Ábhar agus Siollabas an Chúrsa

<table>
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<tr>
<th>Gaeilge:</th>
<th>Labhairt agus Cluastuiscint:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spriocanna foghlama agus straitéisí; clárú leanúnach ar dhul chuán cinn.</td>
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</tbody>
</table>

Úsáid Neamhfhioirmiúil na Gaeilge: an Ghaeilge mar theanga chaidrimh na scoile; an Ghaeilge mar theanga bhainisteoireachta ranga; riachtanais chumarsáide neamhfhioirmiúla an mhuinteora i bpríomhócáidí an scoil-le; gnáthchomhrá neamhfhioirmiúil leis an bpríomhoide/leis an gcigire; cruinnithe; riachtanais chumarsáide neamhfhioirmiúla an pháiste i rith an scoil-le; ábhar spéise an pháiste; seachtain na Gaeilge.

Eolas riachtanach ar an nGaeilge agus an múinteoir in mbun teagaisc: orduithe agus treoracha; ceisteanna (spleách agus neamhspleách); miniú; moladh agus dearbhú; eiseamláí d’fhreidhimeanna teanga Churaclam na Gaeilge.

Croí-thopaiú: mise; m’áit dhúchais; mo chumas sa Ghaeilge; an bhunmhúinteoireacht agus cúrsaí oideachais; mo chuid scoláiochta agus taithí scoile; cúrsaí oibre; an saol ag an triú leibhéil; pobal na Gaeilge agus an Ghaeltacht; socrúchán scoile; clár theilifise; scannáin; léitheoireacht agus straitéisí; ceol; an teicneolaiocht; cúrsaí sláinte agus cúram coirp; bia agus deoch; taiatseal agus laethanta saoire; cúrsaí reatha.

Topaici eile: na meáin (cuid mhaithe d’fhuarisice naughta agus de chlár theilifise a thuiscint); canúintí; feachtas cultúir agus féidir; feachtas idirchultúrtha.

Rólimirt agus feidhmeanna teanga: beannú; cur in aithne; tús a chur le comhrá; ceisteanna a chur agus a fhreagairt; leithscéal; cuimhne; tuairisciú; ábaltacht; iarraidh ar dhuine rud éigin a dhéanamh; dearcadh agus tuairm; gá; tuiscint agus easpa tuisceana; mian agus rogha; taitneamh agus easpa taitnimh; suim; iontas; bhuíochas; cabhair; cuireadh; deireadh a chur le comhrá, soiléiriú; athrú á long; straitéisí le deilteáil le bearnaí tuisceana; aontú agus easaontú; dòchulachd; comhghairdeas, comhbrón agus guí; dóchas; trua; aiféala; dóchas; imní.

Léitheoireacht agus Léamhthuiscint: ag léamh go ciúin agus os ard; dea-fhoghráiocht; brí as teacs (ag roghnú as: ailt ó nuachtáin, irisí; bróisiúir; cuir síos ar eachtraí agus ar mhothúcháin); tóirmeáil léirmheastóireachta; teáscanna filíoga agus/nó próiseas fadas agus gear; léirmheasanna agus taighde; machnamh.

Scribhneoireacht: struchtúir, coinbhinsiúin agus crannneas; fillteán foghlama - téacsanna feidhmíula (ag roghnú as: lipéid; fógraí scoif a an tseomra ranga agus na scoile; nótaí teachtaircheanta; teachtaireachtaí gutháin; achoimrí agus miontuairiscí; pósta, tuairiscí ar thimpistí; foinmreacha tuairiscí; cuiriú an píosaí as an iarrtais; tésacanna agus ríomhphoistí; litreachta; déileáil le comhfhreagrais, giotai leanúnach, ag roghnu as - ailt, aistí, blaganna, nótaí gearra simplí, teachtaireachtaí pearsanta, ríomhphoistí, scéalta, litreachta fíor-mhíula; comhráite (rólimirt, agallaimh); ailt léirmheastóireachta; cúram (earráidí a aithint, seicéala, profáil agus aithscríobh).

Gramadach: an gá le cruinneas; gramadach i gcomhthéacs feidhmíül; an bhritharth rialta agus neamhríalta; an réamhfhoisc simplí; an forainmreacha réamhfhoiscí, agus an aidiacht shealbhach; an t-aímhfhocal; an aidiacht; an chopail; suíomh agus gluaisceacht; uimhreacha; cúram, earráidí, profáil; na botúin is coitianta; feachtas teanga agus feachtas gramadáid.

The lecturer reserves the right to alter the Module at any stage during the year.
**Scileanna, Uirlísi agus Foinsí:** foclóirí, suímh idirlín, na meáin, leabhair ghramadaí.

Múineadh na Gaeilge:

Curaclam na Gaeilge (struchtúr, scoileanna T1 agus T2, prionsabail, cur chuige cumarsáideach, aidhmheanna, snáitheanna, feidhmeanna teanga, téamaí); úsáid neamhfoirmiúil na Gaeilge (dea-shampla an mhúinteora, an Ghaeilge mar theanga chaidrimh agus mar theanga bhainisteoiríochta an ranga, riachtanais chumarsáide na bpáistí; an ceangal idir ceachtanna foirmiúla agus úsáid neamhfoirmiúil; Aistear; tábhacht na héisteachta na ranganna sóisearacha; comhtháthú na héisteachta agus na labhartha; gníomhamhráin; rannta; cluíche teanga do na ranganna sóisearacha agus tábhacht an taitnímh; an Leabhar Mór; tús na léitheoiríochta agus na scríbhneoiríochta; comhtháthú na snáitheanna (gníomhaíochtai oiriúnacha éisteachta, labhartha, léitheoiríochta agus scríbhneoiríochta); rólímir; cluíche teanga do na meánranganna agus na ranganna sinsearacha; an scéalaíocht agus feasaacht teanga agus feasaacht cultúr; áiseanna agus foinsí (in Treoirínte do Mhúinteoir agus araile); measúnú; leagan amach ceachtachta (cuspóirí, áiseanna, na tréimhsí i gceacht cumarsáideach), aonad oibre agus scéim a scríobh don socrúchán scoile; scéimeanna bliana / téarma, scéimeanna seachtaine; measúnú (trialacha caighdeánaíochta agus trialacha a dhearann an múinteoir); scoileanna Lán-Ghaeilge agus scoileanna Gaeltachta; féidearthachtai maidir le hábhair elle a mhúineadh tri mheán na Gaeilge i scoileanna T2.

**10. Modhanna Teagaisc agus Foghlama**

**Gaeilge:** Léachtai, Ranganna Teagaisc Gaeilge, Staidéar Treoraithe, Staidéar Pearsanta agus Léitheoiríochta.

Múineadh na Gaeilge:

Léachtai, seimineáir, an léachtóir mar mhúinteoir ag múineadh ceachtanna samplacha, na mic léinn ag múineadh grúpaí de pháistí, fistéipeanna, staidéar agus taighde an mhic léinn.

**11. Fearas Riachtanach (má bhaineann sé leis)**

**Gaeilge:** Teilgeoir sonraí, ríomhaire, teilifíseán, fístaifeadáin, raidió, seinnteoir dlúthdhoiscaí, dvdanna, clár báin idirghnìomhach, bog earraí cuí.

Múineadh na Gaeilge:

Seinnteoir dlúthdhoiscaí, fístaifeadán, teilgeoir sonraí, teilifíseán, raidió, clár báin idirghnìomhach, dlúthdhoiscaí ceoil, bogearraí cuí.

**12. Modhanna Measúnaithe (mar shampla, aiste, páipéar seimineáir, scrúdú, cur i láthair)**

**Gaeilge:**

Filíteán Foghlama 25% (Struchtúr 10%, Scríbhneoiríochta 60%, Léirmheastóireacht Liteartha 30%). Caithfear é a chríochnú ina iomláine.

Scrúdú Scíofa (tri huair an chloig) 35% (Gramadach 40%, Téacsanna Feidhmíuela le hAistriú 20%, Comhra le hAistriú 20%, Litir 20%)

Scrúdú Cainte 40% (Cur Síos ar Phictiúr, Agallamh Traidisiúnta)

Múineadh na Gaeilge:

*The lecturer reserves the right to alter the Module at any stage during the year.*
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Mathematics Methods/Subject Matter Knowledge for Primary Mathematics

Programme(s) to which Module applies
- Professional Master of Education (Primary Teaching)

1. Title of Module
Mathematics Methods/Subject matter knowledge for primary mathematics

2. Module Code
PM9102

3. Entry Requirements (if applicable)

4. Level (JF, SF, JS, SS, Postgraduate)
Level 9 Postgraduate

5. Module Size (hours and number of weeks)
- 20 hours Lecture/Workshop in three groups
- 20 hours Laboratory in three groups
- 20 hours Directed reading/study
- 40 hours Personal study
- 20 hours Assessment Tasks

6. ECTS Value
5 ECTS

7. Rationale and Aims

Rationale
This module brings together subject matter knowledge for primary mathematics and mathematics methodologies. Through the subject matter knowledge element learners will engage in unpacking familiar concepts, procedures and principles to develop competency in the practices required for teaching mathematics, such as explaining and following explanations, reasoning and problem solving.

The methods element will facilitate exploration of the content of the Primary School Mathematics Curriculum through small group Workshop/Laboratory sessions The

The lecturer reserves the right to alter the Module at any stage during the year.
Laboratory sessions will explore the lesson planning process and through this reflective process will encompass the development of plans for differentiation and assessment. Reform mathematics places an emphasis on conceptual understanding and problem solving informed by a constructivist understanding of how children learn. This is a new approach to mathematics for most post graduate students and therefore they will need exposure to new mathematical content and skills followed by reflection activities so that they can begin to engage with the complexity of teaching mathematics at primary level.

Through engaging with this process students will explore what is worth being familiar with, what is important to know, and what constitutes enduring mathematical understandings in children. They will examine examples of both teachers’ and children’s work and interrogate the content and structure of lessons they prepare for school placement and their future lives as primary teachers.

Aims

To introduce post-graduate student teachers to the content of the Primary School Mathematics Curriculum through a problem-solving approach so that they will develop an awareness of the key role of problem-solving in mathematics education.

To encourage students ‘to take the initiative’ (Mason and Johnston-Wilder, 2006) in engaging with mathematics and to strengthen self-belief in their mathematical ability, with the purpose of fostering a positive attitude towards the subject.

To facilitate deepening of conceptual understanding of mathematics and to lead students towards using their mathematical powers and abilities, through conjecturing, exploring, testing and communicating, rather than by learning ‘facts’ or ‘procedures’ by rote.

Through collaborative engagement with the lesson-planning process students will begin to understand the importance of the planning and assessment cycle in relation to teaching primary mathematics and how this can be achieved by designing and implementing engaging and flexible mathematical learning experiences for children. The focus will be on writing clear objectives, developing effective learning activities, identifying appropriate mathematical content and clarifying key messages.

8. Learning Outcomes

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

- Analyse and solve a range of mathematics problems that teachers need to solve when teaching key topics in primary school mathematics (GER1, GER2, GER3, IM10)
- Represent abstract mathematical ideas in multiple ways that primary school children will understand (IM1, IM5, IM7, GER1)
- Explain the mathematics behind algorithms and procedures used in primary school mathematics (IM1, IM9, GER2, GER3, GER5)
- Provide mathematically precise definitions of key terms and use notation and terminology precisely when discussing primary school mathematics. (IM9, GER1, GER2)
- Identify and critique strategies that students can use to promote accuracy in their mathematical work. (GER1, GER2, GER3, IM9)

The lecturer reserves the right to alter the Module at any stage during the year.
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- Design effective learning activities in primary mathematics and apply a variety of appropriate methodologies to primary mathematics curriculum content. (IM1, IM3, IM7, IM9, GER4)
- Demonstrate knowledge and understanding of appropriate formative and summative assessment strategies in maths. (IM8)
- Plan, teach and evaluate mathematics lessons both individually and collaboratively (IM7, IM10, CM2, GER4, GER5, GER8, GER9)

9. Course Content and Syllabus

Topics will include:

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<thead>
<tr>
<th>NUMBER</th>
<th>ALGEBRA</th>
<th>SHAPE &amp; SPACE</th>
<th>MEASURES</th>
<th>DATA</th>
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</thead>
<tbody>
<tr>
<td>Place value</td>
<td>Early Mathematical Activities</td>
<td>2-D shapes</td>
<td>Length, weight, capacity, time and money.</td>
<td>Representing and Interpreting Data</td>
</tr>
<tr>
<td>Operations: Addition and subtraction, Multiplication and Division</td>
<td>Rules, properties and equations in algebra</td>
<td>3-D shapes</td>
<td>Area and perimeter</td>
<td>Chance</td>
</tr>
<tr>
<td>Fractions, Decimals and percentages</td>
<td>Number Theory</td>
<td>Lines and angles</td>
<td>Volume and capacity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Directed Numbers</td>
<td></td>
<td>Time, Speed, Distance</td>
<td></td>
</tr>
</tbody>
</table>

10. Teaching and Learning Methods

Teaching will be done through a combination of lectures and workshops.

The learning methods used in the classes will include the following:

- Problem solving. The workshops will use a problem-solving approach to uncover the enduring mathematical understandings underlying key mathematical questions, i.e. engagement with performance tasks that are open-ended, complex and authentic.
- Developing mathematical definitions. The students themselves will develop and test mathematical definitions.
The lecturer reserves the right to alter the Module at any stage during the year.

- Use of mathematical materials and resources. The students will explore and critique a wide variety of materials and resources.
- Discussion of mathematical ideas and explaining and following explanations
- Demonstrations

All materials will be made available on Moodle. Use of advance organisers, mind-mapping tools, illustrations and video segments will aim to provide multiple means of representation, expression and engagement in the spirit of universal design for learning.

11. Required Equipment and Resources (if applicable)

A wide variety of mathematical equipment will be explored and evaluated by students during the sessions.

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

This course will be assessed by means of an examination which will consist of 15 mandatory questions based on all aspects of the course: 10 questions for subject matter knowledge for primary mathematics and 5 long response questions for maths methods. The time limit for the examination is 3 hours.

The assessment for the module consists of two parts, A and B. A assesses mathematical knowledge and B assesses mathematics education. Parts A and B carry equal weighting in the overall module grade. Students must pass, i.e. receive the equivalent of 40% in each part in order to pass overall.

Subject matter knowledge for primary mathematics: The assessment will require students to analyse and solve mathematical problems; represent abstract mathematical ideas in multiple ways; explain the mathematics behind algorithms and procedures; provide mathematically precise definitions of key terms and use precise mathematical notation and terminology. They should also be able to describe a variety of key concepts in primary mathematics.

Mathematics Methods: The assessment is intended to measure students’ ability to apply their mathematical knowledge to various situations that are encountered in teaching primary school children and show evidence of how to design effective learning activities on a given topic. Students should demonstrate their ability to apply a variety of appropriate methodologies to particular mathematical lesson content and demonstrate a variety of formative assessment strategies in maths through use of appropriate examples.

All questions must be attempted so familiarity with every aspect of the course is essential.

To obtain full marks on any exam question, students must provide evidence that they have read widely from the required and recommended texts.

13. Pass Requirement

The pass requirement is 40%
14. Method of Supplemental Assessment

Assessment will be by supplemental exam in the parts A and/or B that are failed.

15. Recommended Reading Materials / Indicative Resources


Mathematics Bridging Documents and glossary of terms.


Sixth Class Mathematical Texts. C J Fallon, Folens, EDCO.

Selected chapters from:


Useful Websites

The website: http://mathforum.org/ contains materials related to mathematics education at all levels. A section called Ask Dr. Math is particularly useful for reference purposes and for explanations of key concepts and formulae: http://mathforum.org/dr.math/.

http://mathworld.wolfram.com/ provides definitions which are generally mathematically accurate but may need to be amended for use in the classroom.

*The lecturer reserves the right to alter the Module at any stage during the year.*
http://nrich.maths.org/public/ has a large collection of mathematical problems suitable for students at this level.

http://illuminations.nctm.org/

**Selected articles from:**

National Council of Teachers of Mathematics (NCTM). Teaching Children Mathematics. (These will be made available on Moodle).

<table>
<thead>
<tr>
<th>16. Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous survey with a view to reviewing and improving aspects of the module and its delivery.</td>
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</table>

<table>
<thead>
<tr>
<th>17. Module Co-ordinator(s)</th>
</tr>
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<tbody>
<tr>
<td>Breed Murphy</td>
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<table>
<thead>
<tr>
<th>18. Module Teaching Team</th>
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<tr>
<td>Breed Murphy, Dr. Anne Marie Gurhy</td>
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</table>
Physical Education (PE) and Social Personal and Health Education (SPHE)

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Physical Education (PE) and Social Personal and Health Education (SPHE)

2. Module Code

PM9107

3. Entry Requirements (if applicable)


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

Postgraduate

5. Module Size (hours and number of weeks)

<table>
<thead>
<tr>
<th>Physical Education</th>
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<tbody>
<tr>
<td></td>
<td>Directed study and reading: 10 hours + 10 hours’ experiential workshops (double PE periods required)</td>
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<tr>
<td></td>
<td>Personal study: 20 hours</td>
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<td></td>
<td>Assessment tasks: 10 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Social, Personal and Health Education</th>
<th>Course contact time: 10 hours’ lectures</th>
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<tbody>
<tr>
<td></td>
<td>Directed study and reading: 20 hours</td>
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<tr>
<td></td>
<td>Personal study: 20 hours</td>
</tr>
<tr>
<td></td>
<td>Assessment tasks: 10 hours</td>
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</tbody>
</table>

6. ECTS Value

5 ECTS

The lecturer reserves the right to alter the Module at any stage during the year.
7. Rationale and Aims

Rationale
This course is divided into two learning areas (1) Physical Education (PE) and (2) Social Personal and Health Education (SPHE). It is based on a broad philosophy of health that encompasses all aspects of a child’s well-being, with a particular focus on physical, social, mental, and emotional health. It is concerned with developing students’ knowledge and understanding, skills, values and attitudes that are central to quality PE and SPHE programmes for pupils. Student teachers will be encouraged to focus on the role they play as they promote:

- The physical, social and emotional growth and development of pupils in both learning areas
- The adoption of active, healthy lifestyles through informed decision making which leads to effective and responsible action
- An understanding of the value of self and others and the development of positive interpersonal relationships
- Participation in regular and varied physical education experiences, which provide the foundation for a lifelong commitment to valuing and leading a physically active lifestyle
- The systematic and explicit teaching of personal and social skills to give students a basis for resilience and the resourceful management of their own lives.

Aims: To enable students to...

- Develop their understanding of the importance of the holistic (physical, mental, emotional, social, and spiritual) dimensions of pupils’ well-being through PE and SPHE. This will be focused on children in the middle/senior classes in the primary school
- Recognise the central role and responsibilities of the primary teacher when teaching PE and SPHE in a safe environment
- Identify that learning in PE and SPHE is an active, social process and that knowledge, skills and attitudes in both areas are accordingly actively and socially constructed
- Manage and organise pupils and relevant equipment in PE and SPHE settings
- Teach and assess across a broad range of activities in PE and topics in SPHE
- Demonstrate a critical awareness of practice and procedure in the learning areas of PE and SPHE.

8. Learning Outcomes

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

- Identify and analyse the rationale, nature and value of PE and SPHE in the primary school (GER 2, GER 11, IM9)
- Describe the structure and content of the curriculum in PE and SPHE and identify opportunities for meaningful cross-curricular links (GER2, IM 9).
- Demonstrate the ability to plan, assess, implement and evaluate lessons and own practice through critical reflection in PE and SPHE (IM3, IM6, IM8, GER2).

*The lecturer reserves the right to alter the Module at any stage during the year.*
• Demonstrate a range of teaching methodologies that promote active and differentiated learning within the organisation and management of PE and SPHE in the primary school (IM7, CM 5, CM7).
• Examine a range of appropriate resources and equipment available for the teaching of PE and SPHE (IM5).
• Exercise appropriate judgement in the use of health and safety strategies in PE and SPHE lessons, taking cognisance of Child Protection and other relevant legislation and guidelines (CM1, CM2, CM4, GER 10)
• Evidence a systematic understanding of research methodologies and how they might be applied in the area of PE and SPHE (GER7, IM5, IM9, IM11).

9. Course Content and Syllabus

A. Physical Education

➤ Curriculum content knowledge (specific aims, objectives and underpinning principles) across the 6 strands of PE curriculum
➤ Methodologies and organisational layouts recommended in the curriculum for teaching PE (teacher directed approach, guided discovery approach, integrated approach, station teaching, grid teaching etc)
➤ Generic health and safety issues in PE lessons
➤ Identify the variety of resources available for the teaching of PE, including commercial and non-commercial ‘packs’ supplied by outside agencies
➤ Fundamental Movement Skills (FMS) and the importance of these across PE curriculum
➤ Planning, teaching and assessing lesson plans in PE
➤ Recognise and practise a varied range of activities under following strands of the curriculum:

Athletics:
• Explore, demonstrate and practise informal and formal running, jumping and throwing techniques
• Understand and appreciate the role of Athletics in the holistic development of the child

Games:
• Explore, demonstrate and practise (a) physical skills applicable to a variety of games settings: e.g. throwing, catching, kicking, striking and (b) social skills and affective learning within games settings
• Apply basic skills across various learning domains to small-sided games in both competitive and non-competitive settings
• Investigate the relationship between games and sport

Dance:
• Explore, demonstrate and practise a variety of dances under two dance genres: 1. Creative Dance 2. Folk Dance
• Identify how dance can contribute to the creative, aesthetic and cultural dimensions of a child’s development
• Observe and appreciate dance genres and their relevance to primary school context

The lecturer reserves the right to alter the Module at any stage during the year.
Outdoor and Adventure

- Explore, demonstrate and practise outdoor and adventure activities under the headings of orienteering, trust and co-operative game, team challenges and problem solving activities
- Use indoor and outdoor locations to develop the skills associated with orienteering
- Identify how the outdoor and adventure strand can be integrated with other curricular areas
- develop positive attitudes towards caring for the environment

Gymnastics

- Explore, demonstrate and practise a variety of (a) travelling movements (b) jumps (c) rolls and (d) balances
- Transfer these skills into individual and group sequences with and without apparatus
- Observe and practise the safety guidelines for using apparatus in gymnastics
- observe and describe movement and ask and answer questions about it

Aquatics

- Investigate the practicalities involved in organising an aquatics programme in the primary school
- Identify how aquatics can be introduced within the classroom context through integration with SPHE
- Explore simple water based games during practical pool based session

B. Social, Personal and Health Education

- Curriculum content knowledge (specific aims, objectives and underpinning principles) across the strands of the SPHE curriculum.
- Methodologies and organisational layouts recommended in the curriculum for teaching SPHE (Circle Time, Active Learning)
- Identify the variety of resources available for the teaching of SPHE, including commercial and non-commercial ‘packs’ supplied by outside agencies
- Planning, teaching and assessing lesson plans in SPHE
- Explore and discuss a variety of age-appropriate topics for children across the primary school from amongst the following:
  - Child Protection
  - Substance misuse
  - Relationships and sexuality education (RSE)
  - Media Education
  - Assessment
  - Food and Nutrition
  - Self –Esteem
  - Bullying
  - Conflict Resolution
  - Human Rights Education

The lecturer reserves the right to alter the Module at any stage during the year.
10. Teaching and Learning Methods

**Physical Education:**
In PE, lectures and workshops will require active participation. Students will engage in practical activities and demonstrations which mirror activities prescribed for children in the curriculum.

Theoretical concepts in PE will be addressed using a blended approach. Video footage of exemplars will provide the stimulus here. Students will be directed to various books and articles related to topics within the course syllabus.

Optional extra courses, which may be certified by various associations such as GAA, FAI, IWS, will also be offered to students.

Students will engage in peer tutoring throughout this course.

Guest lecturers for guidance on strategies to facilitate Adapted Physical Activities and for the teaching of the aquatics strand will be invited to present workshops for the students.

Children from local schools will be invited to participate in a lesson taught by the students on Fundamentals within GAA under the guidance of an external lecturer.

**Social, Personal and Health Education:**
In SPHE active learning strategies will also feature ideas such as the set up of ‘circle time’ as an appropriate teaching context.

Theoretical concepts in SPHE will be explored using a blended approach. Video footage of exemplars will provide the stimulus here. Students will be directed to various books and articles related to topics within the course syllabus.

11. Required Equipment and Resources (if applicable)

**Physical Education**
For practical workshops, students must be appropriately dressed in tracksuit and runners for all sessions.

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

**Physical Education**

**Summative Assessment**
Written assignment or equivalent based on the learning outcomes for the PE course.

When students are prevented from submitting coursework due to illness or other legitimate reasons then the prescribed procedures relating to such instances must be strictly followed.

- 10% of the marks awarded will be deducted from work which is submitted up to one week after the expiry of the due date.
- 20% of the marks will be deducted from work which is submitted one to two weeks after the expiry of the due date.
- No work will be accepted 2 weeks after the submission date.

*The lecturer reserves the right to alter the Module at any stage during the year.*
• Please refer to college regulations and TCD guidelines.
• Pass mark for the assignment is 40%

**Formative assessment:**
During PE tutorials, students will teach components of PE lessons (e.g. warm-up section) to fellow students where immediate feedback will be given by the lecturer under set criteria. Peers will also be asked to comment orally on effectiveness of teaching under criteria. This will not be graded in any way.

**Social, Personal and Health Education**
Written assignment or equivalent based on the learning outcomes for the SPHE course
Pass mark for the assignment is 40%

13. **Pass Requirement**

Physical Education and Social, Personal and Health Education
Students must achieve a minimum of 40% for both modules

14. **Method of Supplemental Assessment**

Re-submission of written assignment or resitting of examination

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

List the primary reading materials and/or web resources that students might use to support their learning.

**Physical Education**

**General,**

Physical Education Curriculum-Content Statement, Government of Ireland, Dublin: Stationary Office, 1999

Physical Education Curriculum-Teacher Guidelines, Government of Ireland, Dublin: Stationary Office, 1999

Primary School Sports Initiative Lessons, cd-rom or available online on [www.pcsp.ie](http://www.pcsp.ie)


*The lecturer reserves the right to alter the Module at any stage during the year.*
Games


Dance


Mc Evoy, J (2009) Dancin’ Time (DVD and CD pack)


Adapted Physical Education


Give it a Go – Including people with disabilities in sport and physical activity; Australian Sports Commission

Aquatics


Outdoor and Adventure activities

Flint, D and Suhr, M The Big Book of Mapwork 1; Hodder, Wayland


Gymnastics


Sabin, V. (2000) Primary School Gymnastics, a teaching manual (4-7 years), Northampton: Val Sabin Publications

Useful websites:

www.pdst.ie
www.pecentral.com
www.teachingideas.co.uk

The lecturer reserves the right to alter the Module at any stage during the year.
The lecturer reserves the right to alter the Module at any stage during the year.

www.pelinks4u.com
www.iws.ie
www.primaryresources.co.uk
www.primarype.com

**Social, Personal and Health Education**

- SPHE Primary Curriculum (DES 1999)
- SPHE Teacher Guidelines (DES 1999)
- The Stay Safe Programme (Child Abuse Prevention Programme 2001)
- Walk Tall – Social Personal and Helath Education Programme for the Prevention of Substance Misuse (DES 1999)
- Quality Circle Time Mosley. (1996) LDA, UK
- Primary School Health Education Programme North Western Health Board (1992)
- Bi Follain Mid-Western Health Board (1996)

**Useful Websites:**

www.ppds.ie
www.pcsp.ie
www.ecdrumcondra.ie
www.staysafe.ie
www.walktall.ie

16. Evaluation

Ongoing evaluation (informal) using KWL strategies.

17. Module Co-ordinator

Dr. Joan Kiely

18. Module Teaching Team

Dr Suzy Macken
Ena Morley
Religious Education

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Religious Education

2. Module Code

PM9109

3. Entry Requirements (if applicable)


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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Course contact hours (Lectures) 20 hours
Directed study (Tutorials and reading) 40 hours
Self directed study 40 hours
Assessment tasks 20 hours
Total student workload 100-120 hours

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale
Religious Education seeks to enable Teacher Education students to address the many spiritual and religious opportunities and challenges facing primary school pupils and to contribute to their holistic development by enabling them to develop ethically and morally, spiritually and religiously.

Aims
- To familiarise students with the appropriate pedagogies and methodologies for the teaching of R.E. at primary school level
- To explore empathically the richness of the World’s Religions and Belief Systems

The lecturer reserves the right to alter the Module at any stage during the year.
8. Learning Outcomes

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

- Research, evaluate and select from a wide variety of pedagogies and methodologies to facilitate the design of R.E. lessons appropriate to specific classroom contexts IM 2,3,5,11. CM 7. GER 1,4,7,12.
- Demonstrate a professional commitment to developing an empathic understanding and appreciation of diverse religions and belief systems IM 7. CM 3,5.
- Identify, research and critically reflect upon suitable strategies for meaningful inclusive practice in R.E. with sensitivity to the culture and ethos of a variety of school models IM 7. CM 3,4,5.
- Critically analyse and self-evaluate the student’s own ontological and epistemological journey in R.E. IM 6,11. CM 2. GER 5,9. CC 1,2,3
- Evidence a systematic understanding of the skills, qualities and attributes required by the R.E. teacher in order to contribute to the holistic development of primary school pupils IM 1,4,6,7,11. CM 4,6,7. GER 3. CC 5,7.
- Demonstrate dimensions of subject knowledge, content knowledge and pedagogical content knowledge in the areas of ethics, morals and spirituality, essential to that holistic development IM 10. CM 5. GER 2,10,11. CC 4,6

9. Course Content and Syllabus


Self-Knowledge – Mindfulness and Meditation, Journalling, Personal Development, Developing Spiritual Intelligence (SQ).

Spirituality – Spirituality of the Child, Spirituality of the Teacher, Spirituality of Place, Spirituality and Reflective Practice.


10. Teaching and Learning Methods

Lectures (including Guest Lectures) and Seminars, School Placement.

11. Required Equipment and Resources (if applicable)

OHP, GB, DVD, FC, Photocopier, Moodle, Library

The lecturer reserves the right to alter the Module at any stage during the year.
12. Methods of Assessment

(Annual & Supplemental) 3000 word essay on one of ten topics from the RE module (or equivalent)

13. Pass Requirement

40%

14. Method of Supplemental Assessment

Examination, to include planning, reflective, and subject knowledge and content elements.

15. Recommended Reading Materials / Indicative Resources

A Reading List will be provided to support the students’ learning, which will include the following:

- Reading materials and web resources for primary R.E. programmes.
- Reading materials and web resources in the areas listed in ‘Course Content and Syllabus’ above.
- Journal articles in the areas of RE, Spirituality (including Children’s Spirituality), Ethics, Beliefs and Values, and other relevant areas.

16. Evaluation

Two Instruments from Stephen Brookfield’s ‘Becoming a Critically Reflective Teacher’ (Jossey-Bass: San Francisco, 1995) will be adapted and used for the purposes of collecting feedback and improving the course:

- Critical Incident Questionnaires (p.115) – Monthly
- Course Evaluation Form (p.268) - Terminally

17. Module Co-ordinator

Dr. Gerry O’Connell

18. Module Teaching Team

Dr. Gerry O’Connell, Dr. Clare Maloney

The lecturer reserves the right to alter the Module at any stage during the year.
SESE approaches and methodologies

Programme(s) to which Module applies

Professional Master of Education   (Primary Teaching)

1. Title of Module

SESE approaches and methodologies

2. Module Code

PM9110

3. Entry Requirements (if applicable)


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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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<td>Directed Study and reading</td>
<td>40 hours</td>
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<tr>
<td>Self Directed study</td>
<td>40 hours</td>
</tr>
<tr>
<td>Assessment tasks</td>
<td>20 hours</td>
</tr>
<tr>
<td>Total student workload</td>
<td>100-120 hours</td>
</tr>
</tbody>
</table>

6. ECTS Value

ECTS

7. Rationale and Aims

Rationale

Social Environmental and Scientific Education (SESE) seeks to examine and understand communities from the local to the global, their diverse heritages, their complex systems and how people and environments affect each other in the present and in the past. This area of study will explore scientific, geographical and historical concepts and procedures relevant to the SESE curriculum and to the students own personal and professional development in the different curricular areas.

The lecturer reserves the right to alter the Module at any stage during the year.
The course will focus on practical experiences that will provide the necessary skills and pedagogical understandings that primary teachers will need in order to teach the three SESE subjects of history, geography and science successfully in various classroom settings, urban, rural and multicultural.

There will be a particular emphasis on practical investigations incorporating fieldwork in different settings for all three subject areas.

Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography and science. The study of the Primary School Curriculum (1999) and the associated Teacher Guidelines will be a primary focus of the course.

The course will afford students the opportunity to critically examine their own attitudes and beliefs in relation to the three subject areas together with effective strategies that will enhance pupils’ learning in social, environmental and scientific education.

Aims
To help students expand and broaden their knowledge of topics in the subject areas of history, geography and science
- To help participants develop a holistic understanding and awareness of the importance of SESE as an area of study within the primary school curriculum and its importance within the classroom, the school and the wider environment
- To stimulate and encourage the students own curiosity and interest in their environment in general so that they support and promote a sense of responsibility and commitment towards the sustainable use of the earth’s resources
- To equip the students with the knowledge and skills necessary to teach SESE in diverse classroom settings with confidence and competence.
- To facilitate constructive debate and discussion of the application of innovative teaching, learning, and assessment strategies in SESE
- To develop understanding in students of the basic processes that govern and shape their world and to promote the sustainable use of the Earth’s resources.
- To develop understanding in students the concept of interdependence in an ever changing world

8. Learning Outcomes

Demonstrate a comprehensive knowledge of the current curriculum documents and recognise the strands, strand units, skills and competencies that pupils should develop at each level in the primary classroom for each curricular area.

Prepare and write lessons and schemes of work in SESE which demonstrate an awareness of the local and global concerns, and which incorporate a development education perspective appropriate to the primary school classroom.

Explore ways that various materials and resources, including the use of ICT, can be used effectively and safely in the classroom to create an active, engaging, learning environment.

Critique materials for teaching SESE and create and develop their own innovative resources.

*The lecturer reserves the right to alter the Module at any stage during the year.*
Use diverse approaches to become a resourceful teacher and a thoughtful reflective practitioner in the subject areas of history, geography and science
Explore a range of different environments through fieldwork to support children’s learning in their own immediate local environment
Demonstrate the skills of working as an historian, a scientist and a geographer.

9. Course Content and Syllabus

| Introduction to SESE – layout of curriculum documents, strands, strand units, skills and concepts in history, geography and science |
| Lines of development from junior classes to senior classes |
| Working as an historian, a geographer and a scientist in fieldwork settings and in the classroom |

**Science**
Methodology and Approaches when teaching the strand of *Living Things* focussing on the concepts of interdependence and conservation for primary classes and connecting to the strand *Environmental Awareness and Care*
Approaches to working as a scientist with *Designing and Making* as a focus
Methodologies and approaches to teaching *Energy and Forces* and *Materials*

**History**
Methodologies and Approaches in teaching Local Studies and Continuity and Change over Time, Personal and Family History
Use of historical fiction in teaching history to middle and senior classes
Approaches to teaching Early Peoples and Ancient Societies, Life society, work and culture in the past, Eras of Conflict and Change

**Geography**
Methodologies and Approaches, skills and concepts for teaching the strand of the *Natural Environment*
Approaches to developing graphical skills
Fostering a Sense of Place
Approaches to teaching the strand of *Human Environments*
Geographical investigation skills (Fieldtrip)

**Integration in SESE**
Building an integrated unit of work

*The lecturer reserves the right to alter the Module at any stage during the year.*
10. Teaching and Learning Methods

This course aims to develop skills and knowledge through flexible delivery which will include active learning, collaborative group work, facilitated group discussion and structured activities. Fieldwork activities in the local environment and in the wider regional and national environment will be an integral part of the course.

Questioning, debate and discussion and interactive activities such as drama and role play, scientific enquiry and geographic investigation will be central in the delivery of lectures. Students will be assigned readings, online tasks and video presentations to enable them to become independent learners possessing a passion for the teaching of SESE.

Guest lecturers from a range of agencies with a remit for promoting heritage, scientific and environmental education will present workshops and seminars in keeping with the overall aims of the course.

Tutors will endeavor to promote learner autonomy to enable students to achieve maximum potential from their courses.

Workshop and lecture notes and relevant course material will be accessible through the virtual learning environment, Moodle, in MIE. Reference books, periodicals and journal will be made available in the library of MIE or electronically where appropriate for students.

11. Required Equipment and Resources (if applicable)

Financial Resources – Subvention to cover the cost of bus trips (approx 2 per year) to fieldtrip sites ie Bog of Allen / Sonairte Co Meath / The Burren

Equipment-( an adequate supply of resources to conduct workshop sessions with groups of 30 students)

Geography: (Indicative) Maps, globes, atlases, weather instruments, samples of rocks / soils / photographs / access to IT resources, software etc.

History :( Indicative) Artefacts, historic maps, replica artefacts, pictures, illustrations, photographs, facsimile historical documents from archives, etc.

Science : (Indicative) magnets, bulbs, batteries, magnifying glasses, thermometers, human anatomy models, prisms, measuring containers etc. Equipment for designing and making

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

Assessment will be by means of a portfolio equivalent to a 3,000-word essay incorporating an integrated scientific/geographical inquiry and an historical inquiry of a suitable place chosen by the student.

The portfolio will demonstrate the student’s ability to work respectively as a historian, as a geographer and a scientist. The student will indicate the relevance of their inquiry to the strands and strand units of primary school curriculum in history, geography and science, as appropriate, along with indicating the practical application in the classroom. The student will also demonstrate the application of geographic skills, the skills of working scientifically as well as the skills of an historian. The student will carry out and inquiry which involves an in-depth study of the place [a town, village or suburb, a river etc.] which

The lecturer reserves the right to alter the Module at any stage during the year.
The lecturer reserves the right to alter the Module at any stage during the year.

is significant and/or interesting to him/her. The inquiry will have a practical application in
the classroom

Criteria for assessment

- Investigations carried out [primary source data]
- Sourcing and use of relevant secondary source materials
- Application of the skills of a scientist/geographer and an historian
- Interpretation of the science, geographe and history curricula with originality and
  creativity
- Classroom application and relevant
- Recourses, including ICT
- Presentation and layout

Formative assessment: 30% of total Mark

At three points students will be given an opportunity to present the plan of their
investigation and chosen methodology and analysis of their findings.

13. Pass Requirement

Students must complete and pass all formative assessments before submitting their
portfolio.

Students must achieve a minimum of 40% in their portfolio assessment

14. Method of Supplemental Assessment

Completion of formative assessment tasks and resubmission of portfolio.

15. Recommended Reading Materials / Indicative Resources

  Office: Dublin
  The Stationery Office: Dublin
  Office: Dublin
  Guidelines, The Stationery Office: Dublin
  Office: Dublin
- Government of Ireland (1999) *Curraclam na Bunscoile* SESE: History Teacher Guidelines,
  The Stationery Office: Dublin


National Council for Curriculum and Assessment, Dublin, Intercultural Education in the Primary School


Catling, S & Willy, T (2009) Teaching Primary Geography, Learning Matters Ltd. Exeter

Limerick Education Centre & Dept of the Environment, Heritage and Local Government (2005) Archaeology in the Classroom

Trócaire, Our World Our History, Maynooth, Co Kildare

Various articles from Primary History (Historical Association London)

Various articles from Primary Geography Journal (Geographical Association, Sheffield)

Maye, S. & Richardson P. Eds (2006) Fieldwork File for the Primary Years, Geographical Association, Sheffield


Websites

http://www.geography.org.uk/
http://www.nationalgeographic.com/
www.nli.ie
www.museum.ie
www.primaryscience.ie

16. Evaluation

Anonymous Survey with a view to reviewing and improving aspects of the module and its delivery.

17. Module Co-ordinator

18. Module Teaching Team

Dr. Sandra Austin
Dr. Karin Bacon

The lecturer reserves the right to alter the Module at any stage during the year.
**Arts Education 1: Visual Arts, Drama & Music**

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. **Title of Module**

| Arts Education 1: Visual Arts, Drama & Music |

2. **Module Code**

| PM9105 |

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

|  |

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

| Post graduate |

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

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<thead>
<tr>
<th>Indicate the number of hours under each heading: lecture, tutorial, seminar, laboratory.</th>
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<tbody>
<tr>
<td>20 hours of direct contact</td>
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<tr>
<td>20 hours of teacher directed learning workshops</td>
</tr>
<tr>
<td>20 hours of teacher directed learning and reading</td>
</tr>
<tr>
<td>40 hours of self directed learning</td>
</tr>
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<td>20 hours for assessment</td>
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6. **ECTS Value**

| 5 ECTS |

7. **Rationale and Aims**

<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>The arts are universal to all cultural groupings. Through the arts, humans come to know themselves and their world and express human experience creatively and imaginatively (DES, 1999). Arts education is an entitlement of every pupil (Bloomfield &amp; Childs, 2000) and since aesthetic and creative development is not an automatic consequence of maturation, primary teachers must be qualified to create zones of development within which the course of pupils’ arts development can be promoted (Eisner, 2002). This requires teachers to have an understanding of the knowledge areas of individual art forms</td>
</tr>
</tbody>
</table>

*The lecturer reserves the right to alter the Module at any stage during the year.*
and how they are applied (Bloomfield & Childs, 2000). While each of the arts share epistemological knowledge domains, they each possess their own epistemologies. Therefore, this module enables students to study the arts in both a discrete and integrated manner in year one.

**Aims**

To enable students to
- critically examine their personal biographies, perceptions and current dispositions towards visual arts, music, and drama
- acquire initial foundation arts ‘connoisseurship’ and understanding of the arts elements
- develop their receptive and expressive abilities through participation, repertoire, critical awareness and context
- exercise creative and imaginative thinking and develop inventiveness and creative risk-taking
- explore curriculum components of the visual arts, music and drama curricula
- foster an open and curious disposition towards the arts
- enact their role as caring and moral person, cultural being, instructional manager and generous expert
- examine lesson planning, assessment and key teaching methodologies in relation to arts education

**8. Learning Outcomes**

On successful completion of this module, students will be able to
- Critically examine their own arts education biographies informed by engagement and shared knowledge construction (CC1)
- Reflect upon the centrality and transformative potential of arts education (CC 4)
- Describe key elements of the arts as experienced through direct exploration of some visual arts, music and drama curricula components (IM10)
- Reflect on how ideas, feelings and experiences can be explored through the arts (IM 9)
- Use stimuli effectively and appropriately in their teaching (IM 9)
- Appraise the general aims and emphases of arts education curricula at primary level (IM 9)
- Critique the rationale, structure and key emphases of the arts curricula (IM 9)
- Appraise existing teaching materials in light of curriculum emphases (IM 3)
- Design imaginative and meaningful lesson plans
- Reflect upon process and key literature to inform classroom arts practice

**9. Course Content and Syllabus**

**Year 1**

**Unit A: Visual Arts Education (2.5 ECTs)**

- Critical examination of students’ visual arts education biographies to date
- Rationale for the inclusion of visual arts in the primary school curriculum
- Conceptual development in relation to the properties and possibilities of the visual elements

*The lecturer reserves the right to alter the Module at any stage during the year.*
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- Skills development in relation to techniques employed using different media and tools
- Examination of the visual arts curriculum
- Lesson planning for visual arts education
- Examining the role and responsibilities of the teacher
- Exploration of methodologies and organisational strategies employed for teaching visual arts
- Appraisal of a diverse range of art work by other professional artists
- Creative process descriptions and display possibilities for the classroom

Unit B: Music and Drama Education (2.5 ECTs)

- Critical examination of students’ music and drama biographies to date
- Personal skills development through practical exploration of music and drama
- Establishing a safe environment for drama work
- Introduction to some drama approaches and methodologies for drama
- Exploration of the relationship between play, educational drama and theatre
- Conceptual development in relation to the elements of music and drama
- Examination of music and drama curricula
- Creative and informed planning for music and drama

10. Teaching and Learning Methods

Constructionist and social constructivist approaches
- Experiential workshops
- Teacher and self directed learning
- Collaborative learning
- Situated learning
- Problem based learning
- Excursion/ field trip

11. Required Equipment and Resources (if applicable)

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

Combined double focus group presentation 50%
Individual critical reflective folio-journal (1,500 words) 50%

13. Pass Requirement

40% in both elements

14. Method of Supplemental Assessment

Re-presentation, submission completion of failed element(s) or equivalent assessment assigned

The lecturer reserves the right to alter the Module at any stage during the year.
15. Recommended Reading Materials / Indicative Resources

List the primary reading materials and/or web resources that students might use to support their learning.

**Visual Arts**


**Drama**

- DES (1999) *Primary School Curriculum, Drama, Curriculum Statement*
- DES (1999) *Primary School Curriculum, Drama, Teacher Guidelines*
- O’Sullivan, C. and Williams, G. (Eds) (1998) *Building Bridges: Laying the Foundations for a Child-Centred Curriculum in Drama and Education*

*The lecturer reserves the right to alter the Module at any stage during the year.*
Music


Gael Linn, (2005) Buntús Ceoil Traditional Music for Listening & Responding, Dublin


16. Evaluation

What feedback is collected and how is this used to improve the course?

Anonymous end of programme survey which together with the reflections of the module teaching team is used to develop the module.

17. Module Co-ordinator

Michael Flannery PhD

18. Module Teaching Team

Michael Flannery PhD, Máire Nuinseann & Elaine Clotworthy

The lecturer reserves the right to alter the Module at any stage during the year.
# Module Specifications - Year Two

## Advanced School Placement

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. **Title of Module**

| Advanced School Placement |

2. **Module Code**

| PM9201 |

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

| Successful completion of School Placement module. |

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

| Level 9 Postgraduate |

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

| Course contact time: 20 hours | Directed study & reading: 100 hours | Placement: 300 hours | Assessment tasks: 120 hours | Total student work load: 480-560 hours |

6. **ECTS Value**

| 20 ECTS |

7. **Rationale and Aims**

Field experiences in teacher education programmes are excellent opportunities for pre-service teachers to learn to teach in complex and authentic learning situations. Sawyer (2006) posits that knowledge is now considered as ‘situated, practised and collaboratively generated.’ Indeed, it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995). Darling-Hammond (2006) called for tighter coherence and integration between course work and work in schools, intensively

*The lecturer reserves the right to alter the Module at any stage during the year.*
supervised clinical work and closer, proactive relationships with schools that model good teaching.

This module has been designed to extend and deepen the knowledge, skills and competences developed by students through the school placement module in the first year of the Professional Master of Education. Opportunities are provided for the personal and professional growth of students to facilitate the development of professional dispositions essential to their work as primary school teachers. Students are prepared to participate fully in all aspects of the role of the teacher, competently and effectively.

In their second year of the Professional Master of Education, students should continue with observations and reflections and will have increased responsibilities for planning and teaching to include a significant period when they will have total responsibility for the teaching and learning within the classroom. Students reflect on their practice during the placement and discuss this with their tutor during feedback sessions. Students will be required to set learning goals for themselves based on their reflections and learning from their first year. This will form part of their teaching file and will form part of their discussions with their tutors during feedback sessions. Students will also be expected to engage in an element of research on their placement. This will be assessed through their research dissertation.

This module aims to

- Foster an awareness of the Teaching Council Code of Professional Conduct
- Provide opportunities for students to observe experienced teachers teaching and be involved in a wide range of school activities
- Provide opportunities for students to plan cohesively for teaching, learning and assessment using a wide range of methodologies and approaches
- Provide opportunities for students to apply and further develop the competencies required to facilitate quality teaching and learning
- Develop knowledge and skills required to provide a stimulating, purposeful learning environment catering for the holistic development of their pupils
- Promote a commitment to lifelong learning based on an understanding of the continuum of education and to provide opportunities for students to engage in practice based research
- Enable the students to engage in professional discussions with relevant members of the school community and Institute staff
- Equip students with skills necessary to respond to current and emerging issues in Irish education.

8. Learning Outcomes

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

- engage in appropriate long and short-term planning for senior classes which recognises and facilitates whole-class, group and individual learning styles.
- select from, plan and apply, a wide and creative range of teaching methodologies, including collaborative and active methodologies, that are age and stage appropriate for senior classes and that motivate pupils and enhance their learning
- choose and employ appropriate skills and strategies to evaluate and support pupils’ learning using both summative and formative assessment
- Integrate meaningfully the use of creative technologies to support teaching and learning

The lecturer reserves the right to alter the Module at any stage during the year.
The lecturer reserves the right to alter the Module at any stage during the year.
Integration
Engaging in the whole school experience

Planning:
Timetabling
Whole school planning
Long-term planning / yearly/termly schemes
School Placement Requirements
School placement planning and support

Reflection
Reflection on school placement
Critical reflection on practice as an integral part of teachers’ work

The school and the external environment:
Support services for teaching e.g. PDST
The Teaching Council
The NCCA
Education Welfare Service
National Parents’ Council
Education Centre Network
The Irish National Teachers’ Organisation (I.N.T.O)
*Other relevant organisations

10. Teaching and Learning Methods
Lectures, workshops, tutorials, self-directed study, directed school experience programme
With a view to ensuring that the curriculum is inclusive of all learners, consideration is given to the following:

- Physical accessibility and suitability of school placement environment
- Accessibility of lecturer and HEI Tutor for student support
- PowerPoint slides developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)
- Provision of on-line course notes allowing for use of assistive technologies such as screen reader

11. Required Equipment and Resources (if applicable)

The lecturer reserves the right to alter the Module at any stage during the year.
12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

Assessment of School Placement will be both formative and summative in second year. Students will receive formative feedback from their co-operating teachers who will observe lessons and offer guidance for improvement. Students will also receive formative feedback from their HEI tutor in the form of a written supplicate which offers guidance for areas for improvement. Summative assessment will be based on the average of a minimum of three visits from School Placement Tutor(s) during the placement.

School Placement is assessed under two areas – Preparation for Teaching and Teaching and Learning. Both Preparation and Planning will be assessed under two key areas – Long Term Planning and Short Term Planning. This will be assessed out of 100% with each area having equal weighting. The component Teaching and Learning will be assessed under the key areas of Professional Values and Practice, Communication, Quality of Teaching, Children’s learning experience, Classroom management and organisation and Assessment of and Progression in learning. This will be assessed out of 100% with each area having equal weighting. Students’ Professional Portfolios will also form part of the assessment for School Placement. Examples of these reflections include reflections on their experience of planning, teaching and learning; their professional communications and their contribution to the school. The school experience block will be assessed through the Professional and a post-placement interview. This assessment will be based on four key areas of skill and knowledge development: Professional Communication and Conversations, School Administration, Developing My Own Initiative and Contribution to My School Community. Students will be expected to demonstrate through their portfolios and at individual interviews how they have developed the four areas during the ten week block placement with specific reference to the three week school experience block.

The overall mark for School Placement will be broken down as follows:

- Placement Grade (Average of all visits on SP) 75%
- Interview 25%
- Professional Portfolio Pass/Fail

Due to the critical nature of placement and the requirements of the Teaching Council, students who are unsuccessful on school placement will have one repeat opportunity. Given the constraints of the primary school year, in second year the repeat attempt will have to take place during the subsequent academic year. In second year, students must attain 40% in each in order to pass both elements of School Placement.

13. Pass Requirement

40% in both components – Preparation for Teaching and Teaching and Learning.

Both Preparation and Planning and Teaching and Learning must be passed independently

Non-compensatable element of programme

Due to the high stakes nature of placement for Primary School pupils and the requirements of the Teaching Council, only one repeat attempt will be allowed.

The lecturer reserves the right to alter the Module at any stage during the year.
14. Method of Supplemental Assessment

Repeat School Placement with identical requirements.
This repeat placement will take place the following academic year and after the School Placement Court of Examiners.

15. Recommended Reading Materials / Indicative Resources

**Compulsory Reading**


NCCA (2007) Assessment in the Primary School Curriculum; Guidelines for schools. Dublin:


The Teaching Council of Ireland (2013). Guidelines on school placement. Maynooth, County Kildare, Ireland:


Sample Journals:

Oideas

Irish Educational Studies

Sample Websites:

[www.teachingcouncil.ie](http://www.teachingcouncil.ie)
[www.ncca.ie](http://www.ncca.ie)
[www.into.ie](http://www.into.ie)
[www.ippn.ie](http://www.ippn.ie)
[www.education.ie](http://www.education.ie)

*The lecturer reserves the right to alter the Module at any stage during the year.*
Up to date:

DES Circulars
Inspectors’ Supplicates
Educational Policy Documents

16. Evaluation

Students will complete an online questionnaire based on their school placement programme

17. Module Co-ordinator

Mairéad Minnock

18. Module Teaching Team

Dr Colleen Horn

The lecturer reserves the right to alter the Module at any stage during the year.
# Creative Technologies for Teaching and Learning

**Programme(s) to which Module applies**

<table>
<thead>
<tr>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Master of Education (Primary Teaching)</td>
</tr>
</tbody>
</table>

## 1. Title of Module

Creative Technologies for Teaching and Learning

## 2. Module Code

PM9203

## 3. Entry Requirements (if applicable)

N/A

## 4. Level (Postgraduate)

Level 9 Postgraduate

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Course contact F2F</th>
<th>Directed study and reading</th>
<th>Self-directed study</th>
<th>Assessment tasks</th>
<th>Total student workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20 hours</td>
<td>50 hours</td>
<td>50 hours</td>
<td>20 hours</td>
<td>140 hours</td>
</tr>
</tbody>
</table>

## 6. ECTS Value

5 Credits

## 7. Rationale and Aims

**Rationale of the module**

This course aims to address this issue by enabling students to identify, develop and apply the digital skills and competencies, required for teaching and learning, in an experiential way. It integrates a wide range of creative technologies available to a student and develops the pedagogical understanding behind their integration into a classroom based on the TPACK Model (Mishra & Koehler, 2006).

This will be achieved in the following ways: observation of experienced practitioners; micro-teaching; teaching and completion of a reflective professional portfolio.

*The lecturer reserves the right to alter the Module at any stage during the year.*
Aims of the module

- To introduce students to a variety of digital technologies in enhance and support teaching and learning in both face-to-face and online settings.
- To enable students to effectively use ICT for planning, teaching, learning, assessment and critical reflection.
- To familiarise students with Web 2.0, Web 3.0 and other technologies, educational software and online learning tools, gaining experience in their use for an education audience.
- To introduce students to the pedagogical frameworks of using technology in an educational setting, including TPACK, SAMR & PEAT
- To create realistic and meaningful opportunities for students to study and reflect upon current practice in Irish primary schools.

8. Learning Outcomes

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

1. Interpret and critically analyse theoretical frameworks underlying technology and its use for teaching and learning
2. Evaluate various educational software packages and employ these technologies to create online educational content
3. Evaluate and experiment with various digital tools and demonstrate how their application in a classroom can support teaching and learning
4. Explain the concepts of communal constructivism, behaviourism, user generated content, peer learning, digital learning objects, pedagogies for educational content online, 21st century learning skills and other concepts and justify their use in an educational setting.
5. Create their own digital learning objects, having researched and evaluated appropriate technological and pedagogical interventions for their intended audience/class/age/group
6. Summarise the range of technologies available in an educational environment.
7. Use and evaluate emergent technologies and analyse their application to education
8. Understand the concepts of constructivism, behaviourism; user generated content, 21st century learners, digital natives, digital learning objects/resources, peer digital learning, creative commons, copyright and publishing and understand how these concepts apply when using technology for teaching and learning.

9. Course Content and Syllabus

This 5 ECTS module is designed to cover the various technologies available in education. Content will include:

1. Theory and Pedagogy of using technology in Education, reflecting on national and international practice
2. Accessing educational resources online, and copyright considerations
3. Presentation Skills and various software packages available
4. Publishing content, Creative Commons approach, communities of practice

The lecturer reserves the right to alter the Module at any stage during the year.
5. Digital tools for collaborative practice
6. Digital storytelling in education
7. Podcasting for education
8. Digital assessment tools
9. Design of digital books and portfolio tools for use in education
10. Creation of digital learning objects

Each lecture has a practical element, whereby students create the digital learning object associated with that lecture. For example, students will be asked to create their own podcast, publish it to the web, and allow other course members access to it.

The course culminates in a practical end of year project, where students are asked to design and create digital tools to enhance the teaching of a topic of their choice. Students can choose the topic and the class group for whom the content is designed.

They are then assessed based on the submission of the digital tools, and written critical reflection piece on the completion on the completion of the task.

10. Teaching and Learning Methods

Lectures and workshops – students will attend ‘hands on’ practical face-to-face workshops, based on using the technology required for the module.

Online elements – students will access software packages available online.

Reflection and debriefing – following the observation of experienced practitioners / microteaching / teaching, students will have access to a moderated online discussion forum (using Moodle and/or professional portfolio) to reflect, debrief and share ideas in a structured and supported environment.

Group discussion – students will have access to a moderated online discussion forum for the duration of the module, to share ideas and lend support to each other.

Selected readings – students will access articles of relevance and share research with each other, through the online discussion forum.

Peer Learning Database – students will upload and share content on a database held within a password-protected virtual learning environment, leading towards a community of practice approach to the various elements of the module.

Content development – students will develop digital learning objects that can be used in an educational setting.

11. Required Equipment and Resources (if applicable)

Students should have access to a computer with reliable broadband internet access, a sound card, microphone and speakers.

Computer room and/or Collab room access is required for the duration of this module.

Some software packages as required for the module, either downloaded in advance, or during the module as required.

*The lecturer reserves the right to alter the Module at any stage during the year.*
12. **Methods of Assessment** (for example, essay, seminar paper, examination, presentation)

<table>
<thead>
<tr>
<th>Part 1: Creation of three digital tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are asked to create a digital learning object (DLO) using any of the technologies they have been introduced to during the course. (65%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Critical Reflection piece</th>
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</thead>
<tbody>
<tr>
<td>With this they are asked to upload a written critical reflective piece describing how this DLO will be used in a classroom environment, the age group it is designed for, and the considerations made when designing it, with that age group/class in mind. (35%)</td>
</tr>
</tbody>
</table>

Assessment will be marked against a rubric, as designed by the course coordinator.

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13. **Pass Requirement**

40% to pass the module.

14. **Method of Supplemental Assessment**

Repeat the initial task.

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


*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.
16. Evaluation

At the end of the course, students will complete an online questionnaire. This will be circulated by the module co-ordinator. Feedback from this process will then inform any course amendments required for the next delivery date of the module.

Interim amendments can be made to the course based on suggestions received from students through the discussion forum and during face to face delivery.

17. Module Co-ordinator

Ciara Reilly

18. Module Teaching Team

Ciara Reilly

The lecturer reserves the right to alter the Module at any stage during the year.
**Educational Theory and Practice**

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. **Title of Module**

   Educational Theory and Practice

2. **Module Code**

   PM2906

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

   

4. **Level (Postgraduate)**

   Level 9 Postgraduate

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

   40 hours Course contact time
   40 hours Directed Study and reading including seminars, tutorials and workshops
   200 self-directed study
   250 hours’ assessment tasks and dissertation
   200 hours Total student effort

6. **ECTS Value**

   25 ECTS

7. **Rationale and Aims**

   **Rationale**
   Recent years have seen calls for a greater focus in education on the development of *practical* competencies (Ball and Forzani 2009; Grossman 2011; Kazemi, Franke and Lampert 2009; Lampert and Graziani 2009; Windschitl, Thompson and Braaten 2011), with the “foundation” modules (Psychology, Sociology, History and Philosophy) sometimes even deemed “nonessential” (Walsh and Jacobs 2007). However, some writers such as Zeichner (2012), Ryan and O’Toole (2013) and Kelly (2009; 112) maintain that these approaches reduce educators to “technician rather than professional, operator rather than decision-maker, someone whose role is merely to implement the judgements of others and not to act on his or her own”. While it may be acknowledged that attention

*The lecturer reserves the right to alter the Module at any stage during the year.*
during their preparation to student teachers’ enactment of high-leverage educational practices is necessary, even essential, it is not sufficient for their overall development as competent professionals. As Olson and Bruner (1996, 17) put it simply demonstrating ‘how to’ and providing practice at doing so is known not to be enough. Studies of expertise demonstrate that just knowing how to perform skilfully does not get a learner to the same level of real skill as learning to perform skilfully while knowing in some conceptual, reasoned way why one performs as one does.

As such, a thorough grounding in the foundation studies and research methodologies is vital for the development of excellent educational practitioners. In this module therefore, the ‘foundational’ approach to the disciplines is, as recommended (Darling-Hammond, 2006; Conway et al., 2009; Ryan and O’Toole, 2013) reconfigured to promote students’ integrated learning across disciplines, their curriculum methods and other course work, and their classroom practice. Students are introduced to specific theories of each discipline and where relevant their interrelationships, so that they might develop appropriate ‘perspectives’ (Anderson et al., 1995) that enable them to better understand the dynamics and issues of school life and successful classroom pedagogy, as well as the potentially transformative role of education in the lives of children (Freire, 1972). The ultimate aim is that students can employ well-founded and highly appropriate perspectives in their analyses, interactions and research in classrooms and schools.

A critical component of the Professional Master of Education is the development of the necessary practical skills towards the completion of a research dissertation. This component of the module has been designed to provide students with a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on its effect on policy and practice in the domain of education. The knowledge, skills and understanding and, in particular, the competence to engage critically with empirical and non-empirical research which students will gain from this section of the module, will be directly transferable to their development as pedagogical experts. More generally, the development of educational practitioners’ abilities to critically reflect on and deconstruct secondary research has long been a core set of competencies in the area of continuing professional development since the late 1960s. In developing this tradition, it is intended to provide students with the capacity to undertake their own research, but to do so from a theoretically and methodologically informed perspective. It also essential that this is situated with the reflective and reflexive practitioner tradition, to provide a meaningful link between theory, research and practice within the primary school context.

The Educational Theory and Research module is divided into three sections:

1. Psychology and Sociology of Education
2. History and Philosophy of Education
3. Research Methods and Dissertation

Course Aims (Psychology and Sociology of Education):

- To develop in students an understanding of various sociological and psychological perspectives and their interconnections and implications in education.
- To facilitate understanding of the processes of learning and motivation from both a psychological and sociological perspective, and to inform the practical application of such understanding in the field of primary education.

The lecturer reserves the right to alter the Module at any stage during the year.
- To consider how sociological and psychological theories can make a major contribution to understanding how micro-level dynamics and macro-level social factors impact in schools
- To explore through the lens of psychological and sociological knowledge, specific aspects of professional practice in education (e.g. ability grouping; cooperative learning; classroom management etc)
- To empower future teachers to fulfil their potential as transformative educators through the development of psychological and sociological ‘perspectives’ on learning and development

**Course Aims (History and Philosophy of Education):**
- To explain how religious, ethical, economic, political and social thought is reflected in educational systems.
- To analyse and engage in discussion on educational and social policies
- To develop students’ capacity for critical and coherent thinking and analysis
- To provide an overview of major philosophical and historical trends and developments in education
- To encourage course participants to develop their own responses to the philosophical questions arising by engaging in personal critical reflection

**Course Aims (Research Methods and Dissertation):**
- To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education (e.g. medicine, social work, nursing);
- To introduce students to the range of research methodologies and research tools applied by research-based evidence practitioners;
- To develop students’ critical understanding of the reflexive dimensions associated with research-based evidence;
- To develop students’ understanding of the analytical techniques applied in the context of evidence-based research;
- To develop students’ capacity to interpret and critique, from a methodological perspective, empirical and non-empirical forms of evidence.
- To facilitate students in carrying out their research dissertations with appropriate guidance from their supervisor

8. Learning Outcomes

**Psychology and Sociology of Education:**

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

- Critically analyse the implications of specific psychological and sociological theoretical perspectives for education (IM 2, 4, 6, 7, 8; CM 4, 5, 7; GER 4, 5, 7 – 12; CC 1-7).

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11 Adapted from The School of Education, TCD 12 June 2013 Professional Master of Education Document, p.106

*The lecturer reserves the right to alter the Module at any stage during the year.*
Articulate from an informed perspective, concepts of ability / knowledge / learning and how these might impact on practice as a teacher (IM 2, 4, 6, 7, 8; CM 4, 5, 7; GER 4, 5, 7 – 12; CC 1-7).

Identify the multitude of psychological and sociological factors interacting with, and impacting on, motivation and learning (IM 2, 4, 6, 7, 8; CM 4, 5, 7; GER 4, 5, 7 – 12; CC 1-7).

Draw on psychological and sociological insights gained with respect to the dynamics and issues of children’s interrelated home and school lives, to offer explanations for educational achievement / underachievement and to evidence an understanding of potentially successful pedagogical strategies (IM 1-11; CM 1-7; GER 1-5, 7-12; CC 1-7).

Confidently research, interrogate, synthesise and interpret the findings of up-to-date journal articles and other sources in the psychological and sociological literature, and explore application of these insights to their work in education (GER 4, 5, 6, 7, 9, 10; CC 1-7; IM 2, 4, 6, 7, 8).

**History and Philosophy of Education:**

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

- Analyse the implications of specific philosophical and historical theoretical perspectives for education (IM 1; CM 2, 3, 5; GER 1, 10, 11; CC 1, 3, 4, 5).
- Critically analyse the role of various stakeholders in the formation of education systems (CM 4, 5, 6; GER 5, 8, 10, 11).
- Interrogate educational policies from a historical and philosophical perspective (CC 1, 3, 4, 5, 6; GER 10).
- Provide a detailed discussion of a topic, justify and evaluate their position and counter-claims. (CC 1, 2).
- Employ appropriate examples and arguments, including their own thoughts and experiences that reflect a degree of personal critical reflection (GER 5).
- Recognise a philosophical question and provide a balanced and purposeful inquiry (CC 5).
- Deconstruct concepts of knowledge and ways of learning (CC 3).
- Demonstrate an ability to engage with dialogue on philosophically sensitive ideas such as justice, equality and non-discrimination (CC 1, 6, 7).
- Develop an ethical approach to practice informed by an understanding of ethics and the Codes of Professional Conduct for Teachers (CM 1, 2; CC 6).
- Establish a personal philosophical position which will inform future practice (IM 10).

**Research Methods and Dissertation:**

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

- Show a critical understanding of the range of methodological approaches (e.g. case study, life history, quasi-experimental, evaluation, narrative, ethnography) that can be applied in the domain of educational research; (GER 6, 7).
- Articulate an informed awareness of the different research traditions (e.g. feminism, critical theory, critical realism, historiography) which inform the domain of research-based education policy and practice; (GER 6, 7).
- Comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence; (GER 6, 7).

The lecturer reserves the right to alter the Module at any stage during the year.
8. Course Content and Syllabus

**Psychology and Sociology of Education:**

- Concepts of knowledge, intelligence and learning (Sociological emphasis)
- Psychological theories of learning: Behaviourism, Cognitivism and Constructivism (Psychological emphasis)
- ‘Intelligence’ / ‘Ability’ – Implications for classroom practice (Sociological emphasis)
- Motivation (Psychological emphasis)
- Organising children for learning – ability grouping, educational and societal implications (Sociological emphasis)
- Cooperative learning (Psychological emphasis)
- Applied issues in the Psychology of Education e.g. parental involvement, educational transition, giftedness / disability, classroom climate, substance abuse, trauma, teaching styles and behaviour management etc – specific content to be decided based on needs and wishes of students, based on Rogerian concepts of self-direction and student-centred learning (Psychological emphasis)
- Macro sociological perspectives (Structural-Functionalism / Neo-Marxism)
- Explaining under-achievement: social class; equality of educational opportunity; hidden curriculum (teacher expectations); minority groups; social and cultural reproduction (Sociological emphasis)

**History and Philosophy of Education**

The course explores the historical and philosophical development of educational theories, assessing their immediate and long-term influence on European educational systems and that of Ireland. The course traces the development of coherent educational structures at primary level and the transition from education as a narrowly based activity, geared largely towards serving a privileged elite, to mass participation in state-funded educational systems.

The key themes include:

- Education as a public responsibility
- Revolution and state intervention
- The emergence of mass education
- Progressive educational reform

*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.

- Origins of popular education in Ireland
- The emergence of hedge schools
- Religion and education
- Cultural nationalism
- Reform and expansion of the Irish educational system
- Ethics
- Education and freedom
- Culture – education and the transmission of culture
- Democratic education (Dewey)
- Aims of Education
- Education and democracy
- Knowledge

Research Methods and Dissertation

THEME 1: Research methodologies and research ethics

THEME 2: The research design process

THEME 1: Research methodologies and research ethics

Epistemologies behind different research methods, including ‘positivism’, ‘realism’ and ‘interpretivism’, will be explored, leading to the rationale for a particular research method. These epistemologies lead to the ‘ontology’, or a theory of the social entities which dictate the research methodology. There are four main components within this theme. Each one focuses on an in-depth exploration of a research paradigm or of issues relevant to contemporary research discourses.

1. Quantitative Research – Each component begins with examination of the theoretical underpinnings of the particular approach. In this case, positivism and scientific rationalism is the focus of the introduction to quantitative research. This is followed by a study of survey approaches, the advantages and disadvantages of quantitative research methods and possible practical problems/difficulties which may arise when employing a quantitative approach.

2. Qualitative Research - In this section, qualitative research methodologies will be explored in the context of facilitating the in-depth analysis of the lived experiences of interview subjects. Individual interviews, focus groups and the practical implications for adopting such approaches will be explored in this section.

3. Documentary/Evaluative Research – The critical analysis and evaluation of policy documents, research reports and government papers will be a central element of this module. Methods such as Discourse Analysis will be employed to better understand the terminology used in such reports and suggest the official attitudes and mind-sets which are manifested therein. Furthermore, students will be encouraged to evaluate the efficacy of programmes and government initiatives by analysing their purpose, operation and outcomes. Particular emphasis will be placed upon relating the original aims and purposes of these initiatives to the final measureable outcomes.

4. Research Ethics- Ethical and morally responsible behaviour on the part of researchers is central to all contemporary research projects. This is particularly the case when dealing with children, vulnerable adults, members of minority ethnic groups etc and, indeed,
when focusing on potentially sensitive topics (educational disadvantage, integration of minorities in Irish education etc). This module will explore ethical research activities and the practical implications/responsibilities for researchers in this area.

**Theme 2: The research design process**

Once the students have competency with the theoretical foundations outlined above, they are introduced to the skills required to map out the research design process. This facet of the research project provides the researchers with a framework in which they can contextualise their own areas of interest. In the first instance, this part of the research module supports students as they identify their research questions. As the research takes shape, the students will give due consideration to the validity and rigour of the research project. In addition, the students will be required to illustrate a high level of ethical competence as they construct the project proposal. The submission of a draft research project proposal is a critical outcome of this topic.

**Framing the research questions**

In preparation for the research, students will reflect upon and problematise the situation in which teaching and learning takes place. Once a broad area of research is identified it is contextualised in light of current research literature. During their engagement with this theme, students will be required to identify and refine their research question. This work will be carried out with the assistance of the supervisory panel. Members of the panel will meet with the students, work with them in identifying possible topics for research and assist them in formulating a feasible research question.

**Designing the research project**

Research is not a linear process; however, it is guided by principles of rigour and validity. In this theme, students are supported as they apply these concepts to the design of their own research proposals. Research skills and knowledge required for reliable data collection, analysis and use are also featured in this theme.

**Writing the research proposal**

Students will be supported in the design of a research proposal. The structure for the proposal includes, inter alia, consideration of the research problem, the proposed solution – that is the methodology to be used to address the problem, how information will be gathered and utilised and how ethical concerns are addressed. Guidance will be provided to students to ensure that the research proposal is realistic and robust.

**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 the students’ chosen field
- A critical awareness of current issues and new insights, new tools and new processes in some aspect of the student’s chosen 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 chosen field
- The ability to integrate knowledge and handle complexity, to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments within the area of study

*The lecturer reserves the right to alter the Module at any stage during the year.*
10. Teaching and Learning Methods

Methodologies employed will include: presentation / explanation (verbal + visual); in-class review of papers; group work; discussion; debate; online learning; supervision.

With a view to ensuring that the curriculum is inclusive of all learners, consideration is given to the following:

- Physical accessibility of learning environment
- Accessibility of lecturer for student support
- Overheads developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)
- Provision of on-line course notes allowing for use of Assistive Technologies such as screen readers
- Lecturers will be open to alternative methods for supporting student note-taking during lectures (e.g. audio-recording)

11. Required Equipment and Resources (if applicable)

Standard ICT equipment

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

Summative:

- Psychology and Sociology of Education: Group presentations (2,000-word equivalent)

**Summative Assessment:**  
Presentation of group-based project demonstrating integrated knowledge of Sociology of Education and Psychology of Education and potential to practically apply relevant aspects of this knowledge in school. Students are required to (a) present and defend their understandings of concepts of ability, knowledge and learning and (b) draw on this repertoire of psychological and sociological concepts to analyse hypothetical classroom situations of significant underachievement. They then explain how their application of new knowledge (‘perspectives’) served in turning the class around.

Students present in these small groups (4 - 6 students per group) for a period of 30 minutes and are subsequently questioned by both examiners over a period of 20 minutes.

Students prepare for their assessment by working cooperatively (Johnson and Johnson, 1991) in small groups over the course of the year. This approach accords with increased theory to practice application, active engagement with material, inter-disciplinary thinking, self-reflection and critical engagement with curricular content (Ryan and O'Toole, 2013).
**Formative Assessment:**

Regular reviews of learning – students required to write brief answers in class, having read a published paper / aspects of a paper and/or questions provided

- History and Philosophy of Education: 2,000-word essay
- Research Methods and Dissertation: Dissertation (10,000-word)

**Weightings for each section:**

- Introduction and Organisation: 15%
- Literature Review: 25%
- Methodology: 20%
- Analysis and Discussion: 30%
- Quality of Presentation: 10%

13. Pass Requirement

40% in each component. No compensation is possible across the three distinct components.

14. Method of Supplemental Assessment

Supplemental assessment in the failed component:
- Psychology and Sociology of Education: Individual presentation by student(s) concerned
- History and Philosophy of Education: 2,000-word essay
- Research Methods and Dissertation: Dissertation (10,000-word)

15. Recommended Reading Materials / Indicative Resources

**Psychology and Sociology of Education**

**Required reading**

  [http://www.des.emory.edu/mfp/BanEncy.html](http://www.des.emory.edu/mfp/BanEncy.html)

*The lecturer reserves the right to alter the Module at any stage during the year.*


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Up-to-date Educational Psychology text-books for example:


Recommended reading:


*The lecturer reserves the right to alter the Module at any stage during the year.*
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**History and Philosophy of Education**

**Required reading:**


The lecturer reserves the right to alter the Module at any stage during the year.


**Recommended reading:**

Selection of recent relevant papers from the following journals:

Educational Review

Educational Studies

Harvard Educational Review

History of Education

History of Education Quarterly

International Journal of Educational Research

International Journal of Qualitative Studies in Education

International journal of social research methodology

Irish Educational Studies

*The lecturer reserves the right to alter the Module at any stage during the year.*
<table>
<thead>
<tr>
<th>Journal of Ethnographic and Qualitative Research</th>
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<tbody>
<tr>
<td>Journal of Mixed Methods Research</td>
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<tr>
<td>Journal of Philosophy of education</td>
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<tr>
<td>London Review of Education</td>
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<td>Paedagogica Historica</td>
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<tr>
<td>Qualitative Inquiry</td>
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<tr>
<td>Qualitative Research</td>
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<tr>
<td>Qualitative Research in Psychology</td>
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<tr>
<td>Qualitative sociology review</td>
</tr>
<tr>
<td>Sociological methods and research</td>
</tr>
<tr>
<td>Survey Research Methods</td>
</tr>
<tr>
<td>Visual Anthropology</td>
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</tbody>
</table>

**Research methods and dissertation**

**Required reading:**


*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.
**Arts Education 2: Music and Integrated Arts**

Programme(s) to which Module applies

| Professional Master of Education (Primary Teaching) |

1. **Title of Module**

| Arts Education 2: Music, Drama and Integrated arts |

2. **Module Code**

| PM9204 |

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

   |

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

| Post graduate |

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

| 20 hours of direct contact |
| 20 hours of teacher directed learning workshops |
| 20 of other teacher directed learning and reading |
| 40 hours of self directed learning |
| hours for assessment |

6. **ECTS Value**

| 5 ECTS |

7. **Rationale and Aims**

Rationale

Music has the ability to enhance and intensify the other art forms yet contains an intensive degree of intellectual and emotional content within its own right (Bloomfield & Childs, 2000). Drama can play a particular role in the ‘fulfilment of the child’s cognitive and affective needs and in providing for his/her future personal, social, emotional and intellectual development’ (DES, 1999). This module examines content, concepts, skills and teaching approaches addressed in curricula: musically from a listening, responding, performing and composing perspective, while a process drama approach focuses on exploring life through the creation of plot, theme, fiction and make-believe. (DES, 1999). This module also explores the philosophical foundations for teaching integrated arts in the

*The lecturer reserves the right to alter the Module at any stage during the year.*
primary school from a cross curricular, child-centred and creative classroom perspective. It examines when children experience of the arts from a integrated approach, ‘their learning in the humanities, sciences, technology, literacy and numeracy is complemented and enriched’ (Bloomfield & Childs, 2000). It examines how integrated arts nurtures the creative self of the child as well as facilitates the integrative nature of children’s learning.

This module introduces students to arts-based approaches to educational research that aim to elicit, process and share understandings and experiences that may not be fully accessed through more traditional fieldwork approaches (Greenwood, 2012).

Aims

To enable students to

- Further develop initial foundation arts ‘connoisseurship’ and understanding of the music and drama elements
- develop their receptive and expressive abilities through participation, repertoire, critical and contextual skills development in music and drama
- examine lesson planning and evaluation, and key teaching methodologies in relation to music and drama education in the senior classes
- extend their receptive, expressive and evaluative abilities through integrated arts learning projects
- examine the potential of integrated arts learning from a learning within, through and from the arts perspective
- explore the potential of integrated arts from a multi-literacy perspective (visual, musical, emotional, cultural, critical, digital as well as language development)
- examine, experience and evaluate integrated arts units of work
- examine the potential of creative technologies in relation to enhancing learning in arts and integrated arts education

8. Learning Outcomes

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

- Reflect upon the centrality and transformative potential of integrated arts education (Programme learning outcomes CC 4, CC 5, IM 3, IM 10, GER 3, GER 11) (TC 3.1)
- Describe key elements of music and drama as experienced through direct exploration of some music and drama curricula components (Programme learning outcomes IM 10, GER 2) (TC 3.2)
- Reflect on how ideas, feelings and experiences can be explored through music, drama and integrated arts (Programme learning outcomes IM 9, IM 11) (TC 3.1)
- Consider the use of stimuli to realise an idea using various arts modes (Programme learning outcomes IM 9, GER 12) (TC 3.1, 3.2)
- Reflect on the expressive character of compositions, performances, productions and exhibits for music drama, and integrated arts (Programme learning outcomes IM 9, IM 10, CM 7)
- Critically explore the merits of arts integration education at primary level from a cross-curricular, child-centred and creative classroom perspective (Programme learning outcomes IM 9, GER 10)
- Explain the rationale, structure and key emphases of the music and drama curricula (Programme learning outcomes IM 9,GER 6)

The lecturer reserves the right to alter the Module at any stage during the year.
9. **Course Content and Syllabus**

**Unit C: Music and Drama Education 2.5 ECTs**
- Foundation skills development in relation to listening and responding, performing and composing music
- Personal skills development through practical exploration of drama
- Conceptual development in relation to the musical and drama elements
- Appraisal of a diverse range of musics
- Music vocabulary development in relation to appraising music
- Examination of the music and drama curricula, with a focus on senior primary school classes
- Creative and informed planning for music and drama
- Examining the role and responsibilities of the teacher

**Unit D: Arts, Integrated Arts and Arts Based approaches to Educational research 2.5 ECTs**
- Critical exploration of integrated arts [rationale, principles and types]
- Differentiation between learning within, through and from the arts
- Examination of what education can learn from the arts
- Planning for integrated arts from a cross-curricular perspective
- Evaluation of arts integration from a multi-literacies perspective
- Examination of integrated arts assessment
- Creative technologies in integrated arts
- Critical examination of arts-based approaches to educational research

10. **Teaching and Learning Methods**

Constructionist and social constructivist approaches
- Experiential workshops
- Teacher and self-directed learning
- Collaborative learning
- Situated learning
- Problem based learning
- Excursion/field trip

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

*The lecturer reserves the right to alter the Module at any stage during the year.*
12. **Methods of Assessment (for example, essay, seminar paper, examination, presentation)**

<table>
<thead>
<tr>
<th>Essay reflecting planning, reading and research incorporating music, drama and integrated arts elements (3,000 words 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined double focus critical reflection (music &amp; drama). Critically informed integrated arts ICP design</td>
</tr>
</tbody>
</table>

13. **Pass Requirement**

| 40% in both elements |

14. **Method of Supplemental Assessment**

| Re submission, re-presentation of failed component(s) or equivalent assessment assigned |

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

**Music**
- Murphy, R. Espeland, M. (2006.) *Upbeat Music (third to fifth and sixth class)*. Dublin: Carroll Education Ltd.

**Drama**

*The lecturer reserves the right to alter the Module at any stage during the year.*
The lecturer reserves the right to alter the Module at any stage during the year.

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**Integrated Arts and Arts based Research**


**Evaluation**

- Anonymous end of programme survey

**Module Co-ordinator**

- Michael Flannery PhD

**Module Teaching Team**

- Michael Flannery PhD, Máire Nuinseann, Elaine Clotworthy

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http://www.ijeal.org/
Children’s Literature/ Teaching Through the Medium of Irish

Programme(s) to which Module applies

| Professional Master of Education  (Primary Teaching) |

1. Title of Module

| Unit A: Children’s Literature |
| Unit B: Teaching Through the Medium of Irish |

2. Module Code

| PM9202 |

3. Entry Requirements (if applicable)

| |

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

| Level 9 Postgraduate |

5. Module Size (hours and number of weeks)

| Lectures: 20 hours |
| Workshops/seminars: 20 hours |
| Directed study and reading: 20 hours; |
| Personal study: 40 hours; |
| Assessment tasks: 20 hours |

6. ECTS Value

| 5 ECTS |

7. Rationale and Aims

| Unit A: Children’s Literature |

Rationale

“Effective teaching and learning in language and literature depends upon strong subject knowledge, of both a range of texts and approaches to studying them” (Gamble & Yates, 2008). Teachers aiming to foster a love of reading in children and to facilitate meaningful engagement with literature must themselves have a strong knowledge of and enthusiasm for children’s literature. This course aims to extend students’ knowledge, understanding and appreciation of children’s literature, including its historical, sociological and

The lecturer reserves the right to alter the Module at any stage during the year.
ideological dimensions, and to develop their ability to apply this to their appraisal of selected texts from a range of genres.

Unit A: **Children’s Literature**  Aims

- To deepen students’ knowledge, understanding and appreciation of children’s literature, including its historical, sociological and ideological dimensions.
- To enable them to critically evaluate works from a range of genres and forms including: picture books, traditional stories (myths/legends/fairytales/folktales), poetry and fiction (realistic/historical/fantasy).
- To explore the evolution of children’s literature in the context of a) literary history generally and b) evolving societal concepts of childhood.
- To consider contemporary developments and theoretical approaches.
- To develop the students’ appreciation of the value of children’s literature in education and to raise their awareness of national and international children’s literature organisations, children’s book awards and school-based initiatives.

Unit B: **Teaching Through the Medium of Irish**  Rationale

There is a significant number of Gaeltacht and all-Irish schools in existence and there is a significant number of students who wish to teach through the medium of Irish. Latest research shows the value of teaching other subjects through the medium of Irish in schools where Irish is the second language. The Teaching Council recognises that it is necessary for every student teacher to complete a module on “Teaching Through the Medium of Irish: Language and Culture”.

Unit B: **Teaching Through the Medium of Irish**  Aims

- give the student an understanding of immersion education in general and of the evolution of Irish-Medium Education in Ireland from 1831
- investigate and explain the Gaelscoil System
- analyse the situation/conditions of Gaeltacht schools
- inform the student about support organisations for Irish-Medium Education
- browse teaching and learning resources for education through the medium of Irish
- discuss the challenges and controversies associated with Irish-Medium Education
- investigate pre-schooling through the medium of Irish.

8. **Learning Outcomes**

**Unit A: Children’s Literature**

On successful completion of the Children’s Literature Unit, the student will be able to

- critically analyse and appraise children’s literature from a range of genres (IM5, GER1,2, CC3)
- consider historical, sociological and ideological dimensions of children’s literature(CC3,4,7)
- apply children’s literature theory to their criticism of children’s books (IM5,9,10, GER1,2,5, CC3,4)

*The lecturer reserves the right to alter the Module at any stage during the year.*
- critically evaluate the literary merit and educational value of children’s books (IM5,9,10,11, GER1,2,5,12, CC3,4)
- reflect on contemporary developments in children’s literature (IM5,10,11, GER1,2,5,8, CC3,4)

**Unit B: Teaching Through the Medium of Irish:**

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

- Give an informed description of, and engage in debate about, the Gaelscoil System
- Demonstrate a clear understanding of the circumstances of Gaeltacht schools
- List comprehensively the support organisations for Irish-Medium Education and explain their roles
- Clearly identify and source teaching and learning aids for Irish-Medium Education and explore the most realistic possibilities for teaching other subjects through the medium of Irish in schools where Irish is the second language
- Recognise the challenges and the controversies surrounding Irish-Medium Education, express opinions about them and take a stance in regard to them
- Give an informed description of the Irish-Medium Preschool System and Aistear and analyse their worth.

9. **Course Content and Syllabus**

**Unit A: Children’s Literature**

The course will combine a broad perspective of children’s literature, including its historical, sociological and ideological dimensions, with close analysis of specific texts. The syllabus will comprise a selection of children’s literature from a range of genres including picture books, traditional stories, classic and contemporary fiction (realist/historical/fantasy) and poetry. Students will also be required to read secondary literature to inform their appraisal of primary texts. The value of children’s literature in education will be explored and students will be made aware of national and international children’s literature organisations, children’s book awards and school-based literature initiatives such as the Writers in Schools scheme.

Outline: Evolving constructs of childhood and children’s literature history

- Traditional story – folktales and fairy tales
- Animals as characters in children’s literature
- Classic adventure stories
- Fantasy fiction - alternative worlds
- Realist fiction – family and orphan stories
- Historical fiction – representing the past in children’s fiction
- World literature – global, international, and multicultural literature
- Picturebooks - design and format/ pictures as narrative/ picture-text interactions
- Poetry for children

**Unit B: Teaching Through the Medium of Irish**

Immersion Education in the global context; the evolution of Irish-Medium Education in Ireland from Catholic Emancipation; Pearse’s schools; the policy of the new State; the Preparatory Colleges for teachers; the situation of Irish-Medium Education in the
twenties, thirties and forties; the growth of the Gaelscoil movement; the role of parents; feedback of the teacher; outlook of children and parents; the Gaeltacht story; support organisations; third-level; current Government Policy; controversial questions; current research; teaching and learning aids; challenges of terminology and practical challenges of teachers; Irish-Medium preschools and Aistear; the community and the cultural context; teaching through the medium of Irish in schools where Irish is the second language (CLIL – Content and Language Integrated Learning- and Extended Core Programmes); a visit to a gaelscoil/a Gaeltacht school.

### 10. Teaching and Learning Methods

**Unit A: Children’s Literature**

Classes will be interactive and students will be required to participate in discussions and group/paired activities. The course will include a workshop with a children’s author/poet. Students will also give a brief presentation on an aspect of the course which they have researched.

Powerpoint slides, handouts and other resources (including useful website links) will be available on Moodle.

**Unit B: Teaching Through the Medium of Irish**

Lectures, Guest Speakers, Seminars, Planning Sessions, Reflection, Directed Study, Personal Study and Reading.

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

**Unit A: Children’s Literature**

Students will sometimes be required to bring the texts under discussion to class in order to facilitate close reading of particular passages.

**Unit B: Teaching Through the Medium of Irish**

Data projector, computer, television, video recorder, radio, cd player, dvds, interactive white-board, suitable soft-ware.

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

**Unit A: Children’s Literature**

Formative Assessment: Students will be required to prepare work in advance of class with a view to participating in group discussions and activities.

Summative Assessment: a 1,500-word essay on one of a number of given topics and/or genres in children’s literature related to the course.

**Unit B: Teaching Through the Medium of Irish**

Reflective Journal: 1,500 words

*The lecturer reserves the right to alter the Module at any stage during the year.*
13. Pass Requirement

40% in each Unit

14. Method of Supplemental Assessment

<table>
<thead>
<tr>
<th>Unit A: Children’s Literature</th>
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<tbody>
<tr>
<td>Re-submission of 1,500-word essay</td>
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</table>

| Unit B: Teaching Through the Medium of Irish |
| Written Examination: 1.5 hours |

15. Recommended Reading Materials / Indicative Resources

<table>
<thead>
<tr>
<th>Unit A: Children’s Literature</th>
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</thead>
<tbody>
<tr>
<td>Alexander, Kwame. <em>The Undefeated.</em></td>
</tr>
<tr>
<td>Carroll, Lewis. <em>Alice’s Adventures in Wonderland.</em></td>
</tr>
<tr>
<td>Colfer, Eoin. <em>Artemis Fowl.</em></td>
</tr>
<tr>
<td>Crossan, Sarah. <em>Apple and Rain.</em></td>
</tr>
<tr>
<td>Doyle, Roddy. <em>Wilderness.</em></td>
</tr>
<tr>
<td>Hosseini, Khaled. <em>Sea Prayer.</em></td>
</tr>
<tr>
<td>Mitchell, Jane. <em>A Dangerous Crossing.</em></td>
</tr>
<tr>
<td>Parkinson, Siobhán. <em>Amelia.</em></td>
</tr>
<tr>
<td>Pearse, Philippa. <em>Tom’s Midnight Garden.</em></td>
</tr>
<tr>
<td>Rowling, J.K. <em>Harry Potter and the Philosopher’s Stone.</em></td>
</tr>
<tr>
<td>Rudden, Dave. <em>Knights of the Borrowed Dark.</em></td>
</tr>
<tr>
<td>Taylor, Marilyn. <em>Faraway Home.</em></td>
</tr>
<tr>
<td>Thompson, Kate. <em>The New Policeman.</em></td>
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<tr>
<td>White, E.B. <em>Charlotte’s Web.</em></td>
</tr>
</tbody>
</table>

Selected picture books, fairy tales and poetry will be specified in lectures and on moodle.

**Secondary Reading**


*The lecturer reserves the right to alter the Module at any stage during the year.*


Journals

Children’s Literature in Education

The Lion and the Unicorn

The Journal of Children’s Literature Studies

Bookbird. A Journal of International Children’s Literature

Other Resources

The Times Educational Supplement

Book Choice for Primary Schools

What's the Story? The Reading Choices of Young People in Ireland

The lecturer reserves the right to alter the Module at any stage during the year.
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Bookfest Recommended Reading Guide (published annually)


Useful websites

www.childrensbooksireland.ie
Children’s Books Ireland

www.ibby.org
International Board of Books for Young People

Unit B: Teaching Through the Medium of Irish


Ó Laoire, M. (2016). Tumoideachas agus FCÁT (Foghlaim Chomhtháite Ábhar agus Teangacha) i gComhthéacs Mhúineadh na Gaeilge i gCóras Oideachais na hÉireann. In T.J. Ó Ceallaigh & M. Ó Laoire (eag.), An Tumoideachas: Bua nó Dua? (Páipéir roghnaithe ón gCéad Chomhdháil Taighde Uile-Oileánda ar an Tumoideachas) (pp.124-131). Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta


(2007) Language and Literacy in Irish-medium Primary Schools, NCCA
16. Evaluation

Anonymous survey with a view to reviewing and improving aspects of both units of the module and their delivery

17. Module Co-ordinator

<table>
<thead>
<tr>
<th>Unit A:</th>
<th>Children's Literature</th>
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<tbody>
<tr>
<td>Dr Ciara Ní Bhroin</td>
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<table>
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<tr>
<th>Unit B:</th>
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<tr>
<td>Aodáin Mac Suibhne</td>
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18. Module Teaching Team

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<thead>
<tr>
<th>Unit A:</th>
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<tr>
<td>Dr Ciara Ní Bhroin</td>
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<table>
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<tr>
<th>Unit B:</th>
<th>Teaching Through the Medium of Irish</th>
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</thead>
<tbody>
<tr>
<td>Dr Marie Whelton, Madeleine Ní Ghallchobhair, Aodáin Mac Suibhne</td>
<td></td>
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The lecturer reserves the right to alter the Module at any stage during the year.