Bachelor in Science

Education Studies

Programme Handbook

2026-2027

Institiúid Oideachais Marino

Institute of Education

An Associated College of
Trinity College Dublin, the University of Dublin

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A Note on this Handbook

This handbook applies to all students taking the B.Sc. in Education Studies. 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, email, 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.

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.

General Information about Marino Institute of Education

Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion in education. We have a long and proud involvement with education, specifically initial teacher education (ITE).

Our association with Trinity College Dublin began in 1976, when the first intake of lay students registered for the Bachelor in Education (B.Ed.) course. In July 2011, this relationship was further strengthened with the formalisation of an agreement, which places MIE under the joint trusteeship of the Congregation of Christian Brothers Province and Trinity College Dublin, the University of Dublin.

In the last decade, the academic mission and scope of MIE's activity has been re-envisioned to encompass a deeper understanding of education in and beyond the classroom, to incorporate the continuum of teacher education and the education of specialist education practitioners at early years, primary and further reduction levels. This is allied with a commitment to education studies encompassing non-traditional education settings and the wider education environment in a pluralist context.

Message from the President of Marino Institute of Education

A Mhac léinn, 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 bheas 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 1450 students registered on our courses, which include:

Undergraduate Programmes:

- Bachelor in Science (Early Childhood Education).
- Bachelor in Education (Primary Teaching).
- Bachelor in Science (Education Studies).
- Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht).
- Trinity International Foundation Programme.

Postgraduate Programmes

- Master in Education Studies (Primary Mathematics Education).
- Master in Education Studies (Intercultural Learning and Leadership).
- Master in Education Studies (Early Childhood Education).
- Master in Education Studies (Inquiry-Based Learning).
- Master in Education Studies (Visual Arts).
- Master in Education Studies (Christian School Leadership).
- Professional Master of Education (Primary).
- Professional Master of Education Through the Medium of Irish (Primary)
- Professional Diploma in Education (Further Education).
- Master in Education Studies (Further Education)

We are committed to educating leaders for the 21st 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.

As a teaching institution, we have always prioritised education and its associated values. We understand that our college provides real opportunities for students to build their identities, to establish educational relationships, an to, along with staff form a binding communit, where empathy, communication and connectivity enable friendships to grow and students to flourish.

We encourage student to engage actively with peers, friends, families and communities in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you on selecting to undertake your studies at Marino Institute of Education. Our core values of care, community, and commitment to excellence will ensure that you will be active and agentic learners on campus and in your specialised placement.

We hope that you enjoy the many amenities that our beautiful campus has to offer. Situated on a parkland site close to the city centre and with expansive grounds and several playing fields, MIE has an inviting student lounge, several computer labs, an early childhood education room, a designated art room, a modern library, a sports hall and student gym, an excellent canteen and a cafe where students can relax and take time to chat.

Whilst Marino Institute of Education's roots are steeped in history, our ambition is to prepare our students for whatever changes and challenges the future holds.

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 the educational journey you are about to embark on. Our counselling and chaplaincy services are also on hand to assist you through some of the unique personal challenges that you may encounter on your learning path.

We are with you every step of the way.

Ní neart go cur le chéile

Teresa O'Doherty

Professor Teresa O'Doherty

President

Message from the Course Leader

Dear students,

Welcome to the B.Sc. in Education Studies Programme!

Over the next four years, I hope you enjoy exploring the depth and breadth of education through your studies, placements, research and wider experiences at MIE. I encourage you to get involved in the MIE community, build connections and embrace opportunities that will help you grow both personally and professionally.

As Course Leader, please keep in touch with me throughout your time on the programme. If you have questions, ideas or observations, email me directly — or never be afraid to stop me in the corridor and say hello!

We are delighted to welcome you and look forward to sharing the next four years with you.

Sorcha Browne

Course Leader for the B.Sc. in Education Studies.

Staff Contact List*

Name	Role	Email	Phone	Office
Sorcha Browne	Course Leader	sorcha.browne@mie.ie	853 5144	M225
Colleen Horn	Ed Studies Placement Coordinator	Colleen.horn@mie.ie	805 7758	M217
Jackie Dwyer	Ed Studies Placement Administrator	Jackie.dwyer@mie.ie	853 5169	Education Office
Registrar's Office		registrars@mie.ie		M105
Education Office		educationoffice@mie.ie		M13
IT Department		Log on to www.mie.ie/helpdesk to log your query		M100
Library		librarydesk@mie.ie	805 7753	St Patrick's Building
Reception			805 7700	St Mary's Building

*For a full list of individual staff contact details please go to

Staff Directory - Marino Institute of Education (mie.ie)

Communicating with staff members & fellow students

One of Marino Institute of Education's guiding principles is to build a community of learning which is person centred, respectful of individual differences and accessible to people who are disadvantaged. MIE expects students to have dignity and respect towards all people they engage with and interact with in the course of their studies in MIE. Students have a responsibility to promote an environment in which diversity and respect is practised, and to set standards of behaviour which are acceptable.

Behaviours such as the following will not be tolerated: any kind of verbal abuse/insults and name calling; demeaning remarks; persistent criticism; dissemination of malicious rumours, gossip or innuendo; written insults by electronic messaging; aggressive behaviour or physical intimidation; shouting in public and/or in private. The MIE Dignity and Respect Policy (Students) may be invoked in response to such behaviours. Where bullying, harassment or sexual harassment have been identified, the MIE's Disciplinary Procedure may be invoked, which may result in disciplinary action up to and including expulsion.

Programme Overview

Programme Learning Outcomes

This programme leads to the award of a degree at Level 8 of the National Qualifications Authority of Ireland. The degree is awarded by Trinity College, the University of Dublin. The major organising themes of the programme and associated programme learning outcomes (PLOs) are:

1. Articulate a critical understanding of the theory, concepts and methods relating to lifelong learning through identification of the major learning needs of and the optimal learning environments for adults, adolescents and children.
2. Theorise, plan, develop, enact and assess strategies to promote lifelong learning that combine knowledge of foundational educational theory, practice and contemporary research.
3. Explain the importance of and defend the need for high ethical standards in the practice of education, including the moral responsibilities of the education profession to diminish intolerance and discrimination.
4. Identify and discuss the sources of prejudice and stereotypes and critically investigate the role that education plays in the liberation or oppression of individual groups in Ireland and across the world.
5. Interrogate the nature, meaning, purpose and practice of education, as manifested in traditional and non-traditional educational contexts, within a global society.
6. Evaluate how education that is informed by the arts, culture and sport can promote a holistic approach to the teaching and learning of diverse groups.
7. Compare and critique educational policies and practices in Ireland with other societies and debate the benefits and limitations of educational policy interventions in an ever-changing global context.
8. Examine the political, social, cultural and global dimensions of education policy formation and appraise the complex relationships that exist among factors that influence teaching and learning in different environments.
9. Design, conduct, analyse and present a research project as a means of engaging in the pursuit of knowledge in greater depth, and over time in support of life-long learning, either as a practitioner or an academic, in the field of education.
10. Engage in experiences in different educational environments and in doing so develop knowledge and understanding relating to the “world of work”, the application of knowledge to the work setting, the development of skills of reflection and the application of professional competencies.

Through engagement with and completion of this course, students will acquire the knowledge, know-how and competences outlined in the following learning map:

Knowledge – Breadth	Knowledge and understanding of the theory, concepts and methods relating to the broad field of education at local, national and international level. Knowledge and understanding of the theory, concepts and methods relating to the education of children, adolescents and adults in a variety of settings.
Knowledge – Kind	Integration of educational knowledge, theory and methods across a variety of topics. Specialised knowledge of a chosen area within education.
Know-How & Skill range	To become aware of and apply learning to the innovation, design, implementation and evaluation of educational courses. Knowledge and understanding of self and development of one's personal philosophy of education. Commitment to working effectively within a range of educational contexts, both independently and with others.
Know-How & Skill Selectivity	To develop critical, analytical and evaluative capacities to explore educational policies and practices in Ireland and in other countries, and to appraise the benefits and limitations of educational policy alternatives in an ever-changing global context. To recognise the complex relationships among factors that influence teaching and learning and evaluate the extent to which various policies and practical interventions have succeeded or failed.
Competence - Context	The ability to demonstrate how education that is informed by literature and the fine arts can nurture creativity and contribute to a richer appreciation of life and culture. The ability to question the nature, meaning, and purposes of education, as manifested in traditional and non-traditional contexts, within a multi-cultural society.

Competence - Role	To support participation in lifelong learning by all members of society. To empower a critical engagement in education as a lifelong endeavour. To defend the need for high ethical standards in the practice of education, including the responsibility of the profession to diminish intolerance and discrimination.
Competence - Learning to Learn	Transfer and utilise skills and theory gained through engagement in field-based experiences. Assimilate and apply knowledge and theory in group-based learning tasks. Learning to support continuing personal and cultural development.
Competence – Insight	Formulating a personal philosophy of education that is inclusive toward all members of a multi-cultural society and contributes to personal growth, creativity, and deeper appreciation of the richness of Irish culture. Managing the ethical issues that arise in education, such as prejudice and stereotypes, and devise educational courses that represent forces for liberation rather than oppression.

Programme Delivery

The course will be delivered on the MIE campus over four academic years. The total credit weighting for the course is 240 ECTS credits. The course will be delivered using a blended approach consisting of predominantly face-to-face lectures and workshops along with some on-line delivery in the final year.

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.

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 –B.Sc.Ed Studies will have earned 240 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.

Erasmus+ Mobility/International Mobility Opportunities

Students on the B.Sc. in Education Studies course can undertake Erasmus+ mobility in second, third or fourth year. Other mobility funding options are also available through the Swiss SEMP programme where students can avail of funding to study in Zurich. If you are interested in undertaking a semester abroad, please contact erasmus@mie.ie for further details.

Work Placement & Internship Information[1]

The work placement in each year allows students to experience the practical application of the theory they are learning on the course. It also provides a meaningful and realistic insight into the world of education. Due to the breadth of work placements undertaken by the students, group reflection and a collaborative sharing of experience enhances the learning for all.

In years 1, 2, and 3 the work placement is a three-week block. In Year 4, the internship is taken in an eight-week block.

The student will organise their own work placement in accordance with the directions provided by the Institute. It is expected that the students will engage fully with the work placement and will demonstrate an enthusiasm for learning about the work of the provider over the duration of

[1] Students will receive a separate Work Placement Handbook with more in-depth information about placement component of the programme

the placement. The student will be professional at all times, in terms of conduct, dress and manner. Students will maintain confidentiality and discretion at all times. The work placement is not to be discussed online, through social media or any other public forum. The student will be punctual and attend for all days of the work placement. Missed days will have to be compensated for, in consultation with the course coordinator. In the event of a student not being able to attend the following procedure must be adhered to:

- The student will contact their work placement provider.
- The student will contact their placement tutor.
- The student will contact the Institute.

The student will engage in observation of the work of the placement provider to:

- Participate in the daily activities of the placement provider.
- Reflect on the work of the placement provider through the use of prescribed reflection questions as provided by the Institute.
- In third year, students are expected to attend a post placement interview which allows them to critically reflect on their experiences and enables them to articulate their learning outcomes. Specific guidance on this interview will be provided in class and through the Year 3 Work Placement Moodle page.

The student will agree a work plan for the placement prior to the commencement of the placement. A copy of this must be presented to the placement tutor and the placement provider. The student will provide contact details of the placement provider for their placement tutor, including map, phone and email.

Students who do not keep work placement deadlines or return work placement forms by the assigned deadlines may not be given permission to complete their Work Placement that year. Placements will be completed during the repeat/deferred period in May/June and associated assessments completed for the autumn re-assessment examinations.

Specific guidelines relating to the assessment procedures to be adhered to in year 4 will be given during lectures, are available on Moodle and can be found in the Year 4 module descriptors.

Garda Vetting

Prior to participating in any component of placement, students are required to have successfully completed the Garda Vetting process. A student's failure to complete Garda Vetting, either by not returning vetting application forms on time or by not completing the online part of the process, may impact a student's ability to undertake placement. This in turn may result in a failing grade for placement. It is the student's responsibility to ensure that they have

been successfully vetted and to respond to any communication sent by the Registrar's Office or Placement Office in relation to vetting and to contact the relevant office (e.g. Registrar's Office) if a delay occurs or a query arises in completing the vetting process.

Child & Vulnerable Adult Safeguarding

The safeguarding of children and vulnerable persons is a priority for MIE. All staff and students are required to adhere to the Institute's safeguarding policies which are available on the MIE website. All staff and students are required to be Garda Vetted and complete the TUSLA Safeguarding e-learning programme. No student or staff member will be permitted to work with children or vulnerable persons either on campus (e.g. research/ outreach projects) or off campus (e.g. placement) unless they have completed both their Garda Vetting and safeguarding training.

Any queries related to safeguarding can be directed to the Designated Liaison Person, Dr Natahsha O'Donnell at natasha.odonnell@mie.ie

The Child Safeguarding Policy can be accessed using the link below;

safeguarding-policy-children_v11.pdf

The Vulnerable Persons Safeguarding Policy can be accessed using the link below;

23-safeguarding-policy-vulnerable-persons_v11.pdf

B.Sc. Ed. Studies Programme Overview

Course Year	**Programme Overview of the B.Sc. Ed. Studies 2026 - 27**									
Strand/Theme	**Foundations** (Sociology, Psychology, Theology, Philosophy, History, Ethics, Social Justice, Policy)		**Work-based Learning**	**Applied Learning**	**Arts, Culture and Sport**	**Life-Long Learning**	**Annualised Focus (i.e. Communication, Social Justice, Using Data)**		**Special Education Needs (SEN)**	**Leadership**
ECTS	10	10	5	5	5	5	5	5	5	5
Year 1	ES8111 The Foundations Studies of Education	ES8107 Introduction to Educational Psychology	ES8108 Work Placement (Self-Care)	ES8THE Transitioning to Higher Education	ES8103 Education and the Arts (Nurturing Creativity)	ES8101 Adult Education	ES8102 Communication for Education	ES8105 Technology for Teaching and Learning 1	ES8114 Inclusive and Special Education 1	ES8112 Educational Leadership: Underpinnings of Practice
Year 2	ES8212 Contemporary Education, Politics and Society	ES8203 Programme Design and Development	ES8209 Work Placement (Community Mentoring)	ES8207 Education for Sustainable Development	ES8208 Education and Culture (Literature)	ES8201 Adolescence	ES8204 Development Education	ES8206 Intercultural Education	ES8214 Inclusive and Special Ed 2	ES8213 Educational Leadership: Management Purpose and Practice
Year 3	ES8306 Understanding Irish Education Policy	ES8317 Phil of Education (5 ECTS) ES8316 Psychology of Ed (5 ECTS)	ES8310 Work Placement (Career Preparation)	ES8304 Evidence in Education	ES8308 Education and Sports (Inclusion, Diversity and Diversion)	ES8315 Childhood	ES8301 Assessment and Evaluation	ES8309 Research Methods 1	ES8314 Inclusive and Special Ed 3	ES8311 Educational Leadership: Learning, Development and Change
Year 4	**Programme Overview Year 4**						**Credit Total**			
ECTS	5	5	5	5	20	20	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Module	ES8408 Comparative Education (Online/Blended Module)	ES8406 Professional Studies	ES8404 Work Placement Culture and Competencies	ES8409 Technology for Teaching & Learning 2	ES8403 Internship (8 weeks)	ES8405 Research Methods 2 & Dissertation	60	60	60	60
							Total: Year 1- 4 = 240 Credits			

B.Sc. Ed. Studies Year 1			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
The Foundation Studies of Education	10	Introduction to Education Psychology	10
Adult Education	5	Work Placement 1	5
Transitioning to Higher Education	5	Technology for Teaching and Learning 1	5
Education & the Arts (Nurturing Creativity)	5	Education Leadership: Underpinnings of Practice	5
Communication for Education	5	Inclusive and Special Needs 1	5
Gaeilge (Optional)	N/A	Gaeilge (Optional)	N/A
Academic Writing	N/A	Academic Writing	N/A
Total ECTS per Semester	30		30

B.Sc. Ed. Studies Year 2			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Inclusive and Special Needs 2	5	Programme Design & Development	10
Adolescence	5	Work Placement 2	5
Intercultural Education	5	Development Education	5
Education & Culture (Literature)	5	Contemporary Issues in Education 2	10
Educational Leadership: Management, Purpose and Practice	5	Gaeilge (Optional)	N/A
Education for Sustainable Development	5		
Gaeilge (Optional)	N/A		
Total ECTS per Semester	30		30
B.Sc. Ed. Studies Year 3			

Semester 1	ECTS	Semester 2	ECTS
Philosophy of Education	5	Understanding Irish Education Policy	10
Psychology of Education	5	Work Placement 3	5
Childhood	5	Evidence in Education	5
Educational Leadership: Learning Development & Change	5	Education & Sports (Inclusion, Diversity and Diversion)	5
Special Educational Needs 3	5	Research Methods 1	5
Assessment and Evaluation	5		
Gaeilge (Optional module)	N/A	Gaeilge (Optional module)	N/A
Total ECTS per Semester	30		30

B.Sc. Ed. Studies Year 4			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Research Methods 2	20	Internship	20
Workplace Cultures and Competencies	5	Comparative Education	5
Professional Studies	5	Technology for Teaching and Learning 3	5
Total ECTS per Semester	30		30

B.Sc. Ed. Studies Module Information

B.Sc. Ed. Studies 1 Semester 1

Module Name:	**Communication for Education**			
Module Code:	ES8102	**ECTS: 5**	**Module Type**	**Core**
Module Description				
Effective communication skills including written and oral presentations, as well as an ability to work with others, are the main factors contributing to job success in any sector. For those working in an educational setting the ability to communicate effectively is an essential prerequisite for success in the workplace. Communication involves conveying your messages to other people clearly and unambiguously. It is also about receiving information that others are sending to you, with as little distortion as possible. Communication skills, both verbal and non-verbal, such as listening and responding, intercultural communication, presenting and facilitation in group settings will be evaluated, analysed and applied in this module. This course aims to equip students with a basic understanding of the process of communication and to help them develop and practice their own communication skills so that they themselves can become successful communicators in a variety of educational settings.				
Link to Moodle page with full module:	Course: ES8102 B.Sc 1 Communication for Education | MIEOnline			

Module Name:	**Adult Education**			
Module Code:	ES8101	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The rationale of this course is to facilitate students understanding of principles and practices associated with adult learning, both inside and outside of the classroom. Students will learn to compare and contrast learning styles in adulthood and childhood from a theoretical (andragogy vs pedagogy) and practical perspective. They will also explore methodologies to create positive, nurturing educational environments for adult learners, with a specific focus on differentiating instruction for specific populations (e. g. young, middle-aged, elderly). Students will also have the opportunity to explore implications for training in the workplace, issues for public policy in relation to life-long learning, and the effects of diversity and globalisation				

Link to Moodle page with full module:	Course: ES8101 B.Sc 1 Adult Education | MIEOnline

Module Name:	**The Foundations of Education**			
Module Code:	ES8111	**ECTS: 10**	**Module Type**	**Core**
Module Description				
This module sets out the basic principles of the sociology and philosophy of education as they form the Foundations of Education. It contributes to a broad understanding of how individual circumstances and the operation of the institutions of society affect educational outcomes. It also analyses the function of higher, further, adult, and continuing education. It also identifies the nature and purposes of education both for the individual and society. The course is designed to encourage a critical application of the theoretical frameworks to the concepts and structures of modern education systems both national and internationally.				
Link to Moodle page with full module:	Course: ES8111 B.Sc 1 Foundation Studies of Education | MIEOnline			

Module Name:	**Transitioning to Higher Education**			
Module Code:	ES8THE	**ECTS 5**	**Module Type**	**Core**
Module Description				
In 2011, the Irish government published the 'National Strategy for Higher Education to 2030' which made two recommendations related to the area of transition to third-level education. The first of these stated that: • Higher education institutions should prepare first-year students better for their learning experience, so they can engage with it more successfully (p.18). The second (recommendation number 6), recommends that: • Both undergraduate and taught postgraduate programmes should develop the generic skills needed for effective engagement in society and in the workplace (p.18). Although these recommendations are incorporated across undergraduate modules, a need was identified to have an accompanying module that explicitly addressed these goals in students' first semester in college. This module examines how to guide students towards the effective management of their own learning and development. It introduces students to the academic and broader skills required for success in their new academic journey and beyond. It also examines the language that is used in education so that students better understand the language and become more sensitive to how it influences thinking. Education texts and programmes contain many terms that can be confusing for those who are new to the area. Examples of such terms are child-centred, active learning, ability grouping. Other terms are familiar but shape our understanding of education in ways that are often unquestioned. Knowing the language of education and how it shapes our thinking about education is important for people who work in any area of education.				
Link to Moodle page with full module:	Course: ES8THE B.Sc Education 1 Transitioning to Higher Education | MIEOnline			

Module Name:	**Education and the Arts**			
Module Code:	ES8103	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module provides students with an opportunity to explore the centrality of the arts in education and what education can learn from the arts. It investigates different perspectives regarding arts' relationship with creativity, imagination, culture and other learning domains. It examines the natures and range of visual arts, drama, music, dance, interdisciplinary and collaborative arts practices. Students will dialogically and critically reflect on their personal engagement with the arts and arts education so that practice, theory and personal experience are explored simultaneously. They will research different arts and arts education organisations and institutions. This module examines the methodologies employed in various arts and arts education contexts. It also positions arts educational theory and policy within the broader educational landscape.				
Link to Moodle page with full module:	Course: ES8103 B.Sc 1 Education & the Arts Nurturing Creativity | MIEOnline			

B.Sc. Ed. Studies 1 Semester 2

Module Name:	**Work Placement 1**			
Module Code:	ES8108	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module provides students with opportunities to develop an understanding of theoretical knowledge, skills, as well as identify professional skills learned in course work in real world practice settings. This module will introduce the professional competencies of i) communication, ii) leadership, iii) problem solving and iv) organisational skills and their relationship to adult education settings. Additionally, the course is designed to familiarize students with wellness models and self-care practices and their relevance for the field of education. The course will be interdisciplinary in nature. It focuses on the effects of stress on the body and offers practices to assist students to deal with stress in their own lives. Based on Paulo Freire's theory of popular education, this module also seeks to encourage students to multiply what they learn in their own community or place of work. These tools can be adapted for use in a variety of workplaces, such as: caring professions, educational settings, with social workers, counsellors and people working in advocacy and justice and peace work.				
Link to Moodle page with full module:	Course: ES8108 B.Sc 1 Work Placement 1 | MIEOnline			

Module Name:	**Introduction to Educational Psychology**			
Module Code:	ES8107	**ECTS: 10**	**Module Type**	**Core**
Module Description				
The rationale of this course is to facilitate students understanding of how people learn, both inside and outside of the classroom. Students will develop expertise in the creation of educational environments that are learner-centred and information-rich. They will explore concepts such as formative self-assessment, inclusive education and cooperative learning. This course will have both a theoretical and practical focus, incorporating direct, lecture-style tuition as well as group-based and self-directed learning.				

Link to Moodle page with full module:	Course: ES8107 B.Sc 1 Introduction to Ed. Psychology | MIEOnline

Module Name:	**Inclusive and Specia Education 1**			
Module Code:	ES8114	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module aims to enable students to familiarise themselves and gain an understanding of inclusive and special education. It aims to inform on national and international legislation, policy, practice, and terminology in the area. Models of disability and relevant psychological theories are examined to develop and understanding of the theories underpinning difference and disability. It provides insights to and cultivates understanding of different neurotypes and of emotional difficulties. Methods of assessment, and practical strategies for educational and social inclusion are explored. At the end of this course, students will have a greater understanding and consideration for the education neurodivergent learners, along with a greater understanding of the role they might play in supporting and including such learners.				
Link to Moodle page with full module:	Course: ES8114 B.Sc 1 Inclusive and Special Education I | MIEOnline			

Module Name:	**Technology for Teaching & Learning**			
Module Code:	ES8105	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The course will enable students to design and implement technologically mediated learning objects in educational environments. Theoretical frameworks and pedagogy when using technology in education, reflecting on national and international practice, are explored on this module.				
Link to Moodle page with full module:	Course: ES8105 B.Sc 1 Technologies for Teaching and Learning | MIEOnline			

Module Name:	**Educational Leadership: Underpinnings of Practice**			
Module Code:	ES8112	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The past few decades have demonstrated the need for effective leadership within the context of a rapidly changing Irish education landscape. Many different models of leadership exist and are applied in various education contexts. This module will draw upon theory and contemporary scholarship in sociology, political science, economics and education to provide different perspectives on leadership in education. This foundation module will provide an introduction to the nature of education leadership principles, models and theories, including; distributed, instructional, participative, democratic, transformational, moral, strategic leadership.				
Link to Moodle page with full module:	Course: ES8112 B. Sc 1 Educational Leadership Underpinnings of Practice | MIEOnline			

B.Sc. Ed. Studies 2 Semester 1

Module Name:	**Educational Leadership: Management Purpose & Practice**			
Module Code:	ES8213	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module will address two core concepts in education leadership; the educational landscape and the efficacy of organisations from an educational perspective. Students will be encouraged to consider and reflect on the influence of supra national and national organisations on the development of educational policy. They will be introduced to an overview of the nature and function of organisational governance from schools, lobby groups and NGOs. Students will explore the roles and responsibilities of patrons, trustees, management and leadership teams. Introduced to multi-agency partnerships and governance structures, students will be challenged to consider the form and function of education and its relationship to learning and continuous professional development.				
Link to Moodle page with full module:	Course: ES8213 B.Sc 2 Educational Leadership Management | MIEOnline			

Module Name:	**Intercultural Education**			
Module Code:	ES8206	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The purpose of this module is to prepare students to live and work in a diverse society. Students will learn about Irish culture and other cultures and learn how culture influences the behaviour of individuals and groups. Students will become aware of sources of prejudice and stereotypes, while improving their communication and interpersonal skills, in order to diminish intolerance and discrimination. Students will examine and critique models of education in a range of diverse societies across the world.				
Link to Moodle page with full module:	Course: ES8206 B.Sc 2 Intercultural Education | MIEOnline			

Module Name:	**Education and Culture (Literature)**			
Module Code:	ES8208	**ECTS: 5**	**Module Type**	**Core**
Module Description				
Literature can be a powerful instrument through which society is shaped and expressed. Right through life, from early childhood to maturity, people learn about and think about their society through the stories and poems they read, and the dramas and films they watch. Major influences on Ireland's culture and education stem from our colonial past, the close relationship between Church and state and our lack of racial diversity. In the last hundred years these things have changed. As the Republic of Ireland has moved into the 21st century has faced challenges in moving from a largely monoethnic, monofaith society to one of multiculturalism and diversity. In order to protect social cohesion societies can self-censor when issues are seen as difficult or uncomfortable, but literature can and frequently does break through that silence. Students will discover how Irish writers dramatists and filmmakers have tackled historically difficult subjects through plays, poems, stories and films, and will explore how literature can be a powerful educational tool in recording questioning and celebrating our past and new diverse realities.				
Link to Moodle page with full module:	Course: ES8208 B.Sc 2 Education and Culture Anglo Irish Literature | MIEOnline			

Module Name:	**Education for Sustainable Development**			
Module Code:	ES8207	**ECTS: 5**	**Module Type**	**Core**
Module Description				
Climate change is one of the defining characteristics of the contemporary, Anthropocene era. It is generally agreed that global society faces unprecedented environmental challenges. As the urgency to address these challenges increases worldwide, education is identified as a core component of the solutions for sustainability. Sustainable development itself is conceptualised as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Bruntland Commission Report, 1987)". Goal 4, part 7 of the Sustainable Development Goals aims to ensure that by 2030 "all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable				

development" (UN, 2015). Following Misiaszek, (2016), this module strives for a praxis for development in which students re/question who is benefitting and who is negatively affected by environmental actions, and in which they engage in a rigorous analysis of all societies in order to determine environmental actions which are empowering. At the core of this is an appreciation of ecopedagogy which focuses on teaching and learning about the causes and effects of environmental ills through a deeper understanding of diverse social, political and economic systems from multiple perspectives – respecting but also questioning the socio-environmental aspects of local cultures, as well as deconstructing processes of globalisation from above and below.	
Link to Moodle page with full module:	Course: ES8207 B.Sc 2 Education for Sustainable Development | MIEOnline

Module Name:	**Adolescence**			
Module Code:	ES8201	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The rationale of this course is to facilitate students understanding of the concept of "adolescence" as a social construction, and in terms of its psychological and developmental impacts. Physical, cognitive and emotional changes experienced by individuals between the ages of 12 and 18 are considered, with specific reference to educational implications and appropriate teaching practices.				
Link to Moodle page with full module:	Course: ES8201 B.Sc 2 Adolescence | MIEOnline			

Module Name:	**Inclusive and Special Education 2**			
Module Code:	ES8214	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module aims to enable students to familiarize themselves and gain an understanding of inclusive and special education. It aims to inform on legislation, policy, practice and terminology in the area that is relevant to post primary settings. Models of differentiation, universal design for learning and assistive technology are examined to develop understanding of, a range of general learning conditions/difficulties and exceptional abilities. Methods of assessment, and practical strategies for educational and social inclusion are explored. At the end of this course, students will have a greater understanding and consideration for the education and support needs of learners with a range of general learning difficulties/abilities and learners with physical disabilities and chromosomal conditions, along with a greater understanding of the role that they might play in supporting and including such learners.				
Link to Moodle page with full module:	Course: ES8214 B.Sc 2 Inclusive & Special Education II | MIEOnline			

B.Sc. Ed. Studies 2 Semester 2

Module Name:	**Curriculum & Programme Design and Development**			
Module Code:	ES8203	**ECTS: 10**	**Module Type**	**Core**
Module Description				
This module provides an introduction to the theory and practice of designing curricula and programmes for learning in a variety of educational settings, both formal and informal. It is designed to provide insight into, and practical experience in, planning for curriculum. Based on the curriculum literature and contemporary practice, we shall examine the elements and strategies that support the curriculum planning process. Curriculum planning is a collaborative process. It draws from several areas of inquiry and expertise.				
Link to Moodle page with full module:	Course: ES8203 B.Sc 2 Programme Design and Development | MIEOnline			

Module Name:	**Contemporary Education, Politics and Society**			
Module Code:	ES8212	**ECTS: 10**	**Module Type**	**Core**
Module Description				
Building upon preceding foundational modules e.g. 'Foundations of Education', this module draws upon sociological, philosophical, historical and policy perspectives on education. The module facilitates an understanding of perennial and emerging issues in education. Students will critically assess the perennial issues facing Irish education from early years to adult education. Issues of equality, equity, cultural reproduction and structure will be explored through the themes of Access, Gender, Inclusion, DEIS, minority education and the position of the Irish language. Perennial issues will be contextualised in relation to structural constraints, policy developments and challenges going forward. Secondly, students will identify and critically evaluate emerging issues in Irish education, including but not limited to; internationalisation, environmental education and technological change. In the context of the globalisation of education, students will explore the impact of global trends on contemporary Irish education.				
Link to Moodle page with full module:	Course: ES8212 B.Sc 2 Contemporary Education, Politics and Society | MIEOnline			

Module Name:	**Work Placement 2**			
Module Code:	ES8209	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module offers an exploration of the area of Educational Disadvantage. 'Under-achievement in school can have profound consequences for children and adults in later life, not only in terms of economic uncertainty, but also in terms of well-being, health, self-esteem and participation in family and community life' (DEIS, DES, 2005). For these reasons, equal access to education is vital for all members of society. A clear and strong relationship has been established in literature between socio-economic disadvantage and poorer educational outcomes (Loftus, 2017). The module will offer an overview of these relationships from a sociological perspective and examine various intervention programmes aimed at attempting to tackle disadvantage in educational settings, with a particular focus on access to Higher Education. Practical mentoring in the community (e.g. as envisaged by PATH 3 of the Programme for Access to Higher Education or the Trinity Access Programme – TAP) will form a core element of the module. The mentoring is envisaged to increase access to higher education by traditionally disadvantaged groups. As part of the mentoring programme students will undertake visits to settings such as local DEIS schools, Further Education colleges or community/adult education centres throughout the year. Students will receive training prior to the visits and will be provided with the resources they need. Support will be provided throughout the module and through their participation students will gain a unique insight into the issues surrounding access to higher education for groups who have traditionally been under-represented at third level.				
Link to Moodle page with full module:	Course: ES8209 B.Sc 2 Work Placement II | MIEOnline			

Module Name:	**Development Education**			
Module Code:	ES8204	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module aims to develop students' understanding of development issues and development education with particular reference to communicating global development perspectives to adolescents in both the formal and non-formal sectors in Ireland. The module will be underpinned by core principles of development education, contextualised within the new Sustainable Development Goals (SDG) framework and the overarching SDG principles of people, dignity, planet, prosperity, partnership and justice. The module will also be informed by the National Strategy on Education for Sustainable Development 2014-2020.				
Link to Moodle page with full module:	Course: ES8204 B.Sc 2 Development Education | MIEOnline			

B.Sc. Ed. Studies 3 Semester 1

Module Name:	**Educational Leadership: Learning, Development and Change**			
Module Code:	ES8312	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module is designed to provide a comprehensive introduction to the research methodologies most commonly employed by researchers in the field of education. Quantitative and Qualitative approaches will be explored in detail, while the module also focuses on Documentary and Evaluation Research. Central to this module will be the application of these research paradigms to the critical examination of educational policy and initiatives nationally and internationally.				
Link to Moodle page with full module:	Course: ES8312 BSc 3 Educational Leadership 3 | MIEOnline			

Module Name:	**Psychology of the Child**			
Module Code:	ES8316	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module deepens students' understanding of childhood from a child psychology perspective, with a particular focus on development learning, and behaviour. It examines how children grow and learn across key developmental domains. It will draw largely on developmental psychology in delineating various psychological schools of thought and how they describe the learning and development of young children in a holistic sense. It considers the range of internal and external factors that influence development, such as family, environment, and educational contexts, and examines how these factors interact over time.				
Link to Moodle page with full module:	Course: ES8316 BSc 3 Psychology of the Child | MIEOnline			

Module Name:	**Philosophy of Education**			
Module Code:	ES8317	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module offers students an opportunity to engage critically with the philosophical foundations of education, with a particular emphasis on understanding how educational practices shape and are shaped by children's experiences. It introduces students to key philosophical frameworks, including the Philosophy for Children (P4C) approach, which encourages the development or critical thinking, reasoning, and dialogue in young learners.				
Link to Moodle page with full module:				

Module Name:	**Inclusive and Special Education 3**			
Module Code:	ES8314	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module aims to enable students to familiarize themselves and gain an understanding of inclusive and special education. It aims to inform on national legislation, policy, practice, and terminology in the area that is relevant to early childhood settings. It also aims to inform on international agreements and their impact upon Irish policy and practice. Fully inclusive education systems in other jurisdictions will be examined and compared to develop understanding of Ireland's progressive realisation towards a more inclusive education system It provides insights to and cultivates understanding of linguistic and communicative differences and disabilities. Methods of assessment, and practical strategies for educational and social inclusion are also explored. At the end of this course, students will have a greater understanding and consideration for the education and needs of leaners with linguistic and communicative differences and disabilities along a greater understanding of the role they might play in supporting and including such learners.				
Link to Moodle page with full module:	Course: ES8311 B.Sc 3 Inclusive & Special Education III | MIEOnline			

Module Name:	**Assessment and Evaluation**			
Module Code:	ES8301	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The purpose of this module is twofold. Firstly, it provides students with a comprehensive knowledge of the functions and effects of assessment and evaluation within formal learning contexts at all levels of the Irish education system. Students are introduced to the theoretical basis of Assessment of Learning and Assessment for Learning This module will support students to design key features of assessment of/for learning; including learning objectives, grading rubrics, feedback; and to explore what is meant by ethical practice in relation to evaluation. Secondly, this module encourages students to engage with contemporary discourse on assessment and evaluation. Referring to national policy and international policy, quantitative data trends and national case studies, students will critically assess changes in assessment and evaluation. Students will be encouraged to explore reform agendas, debates on standardisation and the influence of international organisations on assessment and evaluation in the Irish education system.				
Link to Moodle page with full module:	Course: ES8301: B.Sc 3 Assessment & Evaluation | MIEOnline			

Module Name:	**Childhood**			
Module Code:	ES8315	**ECTS:5**	**Module Type**	**Core**
Module Description				
Grounded in the sociology of childhood and childhood studies, the course examines how societies conceptualise, represent and structure childhood, and how these constructions shape children's lived experiences. Students will explore the evolution of ideas about childhood – from early religious and philosophical perspectives to contemporary sociological understandings that position the child as a social actor with agency. Central to the module is a rights-based lens, drawing explicitly on the United Nations Convention on the Rights of the Child (UNCRC), which frames children as holders of rights and entitlements, an emphasises on participation, provision, and protection. It also considers how construction of childhood intersects with issues of power, inequality, inclusion, and social justice, and how these constructions appear across media, policy, and children's literature.				

Link to Moodle page with full module:	Course: ES8315 B.Sc 3 Childhood New | MIEOnline

B.Sc. Ed. Studies 3 Semester 2

Module Name:	**Work Placement 3**			
Module Code:	ES8310	**ECTS:5**	**Module Type**	**Core**
Module Description				
The purpose of this module is to explore a variety of childhood education environments for all children. Additionally, this module is designed to provide the knowledge and skills needed to work successfully with families and parent groups in individual, group, school and community settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including family-centred services; and strategies for working with socially, culturally, and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.				
Link to Moodle page with full module:	Course: ES8310 B.Sc 3 Work Placement III | MIEOnline			

Module Name:	**Research Methods 1**			
Module Code:	ES8309	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module focuses on building on student's reflective and critical exploration in relation to research design in education with a view to the practicalities of conducting the research. The module will provide a broad introduction to research methods as a precursor to the final research module in year 4 of the programme. In this module, students will be supported through the process of writing and presenting an initial research design in the form of a research proposal. Good research proposals persuade the reader that a proposed piece of research is both worthwhile and feasible. This simple and straightforward premise applies to all kinds of research proposals. A research proposal is an important part of the research				

process because the success of any project depends on forward planning and organisation. The module is designed to introduce students to educational research through the process of writing a research proposal.	
Link to Moodle page with full module:	Course: ES8309 B.Sc 3 Research Methods 1 | MIEOnline

Module Name:	**Understanding Irish Education: Policy & Practice**			
Module Code:	ES8306	**ECTS: 10**	**Module Type**	**Core**
Module Description				
The purpose of this module is to explore a variety of childhood education environments for all children. Additionally, this module is designed to provide the knowledge and skills needed to work successfully with families and parent groups in individual, group, school and community settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including family-centred services; and strategies for working with socially, culturally, and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.				
Link to Moodle page with full module:	Course: ES8306 B.Sc 3 Understanding Irish Education: Policy & Practice | MIEOnline			

Module Name:	**Education and Sport (Inclusion, Diversity and Diversion)**			
Module Code:	ES8308	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module aims to look at how sport can act as a platform or facilitator for inclusion, diversity, and as a replacement or diversion from some social behaviours in society. Furthermore, practical sessions will aim to improve student competencies across a number of key areas of sport and physical activity through practical workshops. These practical workshops will not only explore practical skills, but will look at issues such as conflict resolution and social unrest, confidence and self-esteem, methods that could improves participation in sport, and practical ideas for inclusion of those with SEN. This module will have strong theoretical foundations in sports psychology, sociology and philosophy in sport.				

Link to Moodle page with full module:	Course: ES8308 B.Sc 3 Education and Sports | MIEOnline

Module Name:	**Evidence in Education**			
Module Code:	ES8304	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module is designed to provide a comprehensive introduction to the research methodologies most commonly employed by researchers in the field of education. Quantitative and Qualitative approaches will be explored in detail, while the module also focuses on Documentary and Evaluation Research. Central to this module will be the application of these research paradigms to the critical examination of educational policy and initiatives nationally and internationally.				
Link to Moodle page with full module:	Course: ES8304 B.Sc 3 Evidence in Education | MIEOnline			

B.Sc. Ed. Studies 4 Semester 1

Module Name:	**Research Methods 2**			
Module Code:	ES8405	**ECTS: 20**	**Module Type**	**Core**
Module Description				
This module is designed to extend the learning from Research Methods 1 (year three) and to support students to prepare and submit a substantial piece of independent research relevant to education studies. The module will provide a deeper understanding of the research methodologies most commonly employed by researchers in the field of education, in order to prepare students for the completion of a research dissertation. Quantitative, Qualitative and Mixed Method approaches will be explored. Central to this module will be the application of these research paradigms to the final year mandatory research project, which all students will undertake. Students will be introduced to other key elements required for the successful preparation of the dissertation including reviewing literature, gathering and managing data, critically analysing data, preparing conclusions and recommendations and writing to a scholarly standard. The topic of the dissertation must link to and build on an aspect of the coursework completed so far, i.e. core modules, specialisation module, work placement.				
Link to Moodle page with full module:	Course: ES8405 B.Sc Education 4 Research Methods | MIEOnline			

Module Name:	**Workplace Culture and Competency**			
Module Code:	ES8404	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The literature on work integrated learning (WIL) is clear in identifying the need for programmes of learning to integrate assessment with the needs and viewpoints of the relevant stakeholders i.e. the students, the educational institution and the employers. It can be an excellent method of providing opportunities for extending the learning (theoretical) commenced by students at the educational institution into the learning environment of the workplace. Definitions of work-based learning include 1 learning for work 2 learning at work 3 learning from work.' (Seagraves et al 1996)				

Consequently, students must demonstrate their understanding of the culture of the workplace, the norms of workplace practice and the skills and competencies which will enable them to be innovators and effective team members. These include both the hard skills or technical competencies and the soft skills such as the application of theory to practice (Dunn et al. 2012) The focus of this module therefore is the application of the theoretical frameworks in terms of the overall learning of the modules completed in the previous part of the course and skills and competencies that are vital for effective and efficient working in the environment of the workplace. The module will focus on the personal skills necessary for creativity and innovation.	
Link to Moodle page with full module:	Course: ES8404: B.Sc 4 Workplace Cultures and Competencies | MIEOnline

Module Name:	**Professional Studies**			
Module Code:	ES8406	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module has a practical focus and is intended to prepare students for the upcoming 8 week internship by giving some background on organisation design, how organisations work, what to expect from an employer and what the employer may expect from you. The module will also provide opportunities for students to plan the scope of what they wish to achieve during the internship and what they want to learn about the world of work and about themselves through this work experience.				
Link to Moodle page with full module:	Course: ES8406: B.Sc 4 Professional Studies | MIEOnline			

B.Sc. Ed. Studies 4 Semester 2

Module Name:	**Internship**			
Module Code:	ES8403	**ECTS:20**	**Module Type**	**Core**
Module Description				
The Internship module is a continuation of the work completed by students in the Professional Studies Module. This module focusses in particular on learning from work as described by Seagraves et al (1996). Central to the spirit of the programme in Educational Studies is an impetus towards providing students with the necessary practical skills to work productively within a variety of educational settings. This module is designed to offer students an opportunity to experience on an extended basis a workplace environment selected by them based on criteria provided by the College. Students will undertake their internships within organisations or bodies which will introduce them to the applied, concrete competencies necessary, while at the same time, affording them an opportunity to network and interface with established professionals in the field. It is intended that students will be encouraged to apply the theoretical concepts and skills acquired during lectures and workshops over the course of their internship. At all times, students will be supported in playing an active and productive part on the team to which they have been assigned. Students will be encouraged to become "reflective practitioners" during the placement. The internship will also provide them with an opportunity to develop increased self-confidence and to focus on their development of five generic workplace competencies that will assist them in becoming work-ready following completion of the course. To support them in doing this, students will be required to compile a professional portfolio which will detail their synthesis, evaluation and critical analysis of the internship experience.				
Link to Moodle page with full module:	Course: ES8403 BSc 4 Internship Preparation | MIEOnline			

Module Name:	**Technology for Teaching and Learning**			
Module Code:	ES8409	**ECTS:5**	**Module Type**	**Core**
Module Description				
The course will enable students to understand the theory and practice which supports the use of technology in a wide variety of educational settings. Through exploring and utilising new and emerging learning technologies, students will be enabled to develop their own transferable skills (such as organisation, communication, and technological literacies) which can be applied in other personal and professional contexts.				
Link to Moodle page with full module:	Course: ES8409 B.Sc 4 Technology for Teaching and Learning 2 | MIEOnline			

Module Name:	**Comparative Education**			
Module Code:	ES8408	**ECTS:5**	**Module Type**	**<Core/Elective**
Module Description				
This module sets out to give students a framework of skills to examine the relationship between education and society and between pedagogical approaches and learning outcomes in various countries and geographical regions. Similarities and difference are explored in relation to international standards and norms. It draws on previous skills and understandings from both the sociology and philosophy of education.				
Link to Moodle page with full module:	Course: ES8408 B.Sc 4 Comparative Education | MIEOnline			

B.Sc. Education Studies Programme Regulations

Registration

New and continuing students must register each academic year by the designated date. A charge is imposed for late registration (after 15 October). Students who do not register by the Friday of Teaching week 8 of their year of the programme, will be deemed to be withdrawn and services such as library and email accounts may be suspended. In such circumstances, undergraduate students must apply through the Admissions Office to the Registrar for re-admission.

Examinations

1. Annual examinations are held in December (Semester 1 exams) and in April or May (Semester 2 exams). Re-assessment examinations of both semesters are held in the following late August/early September.
2. The Court of Examiners will meet at the end of each academic year to moderate marks obtained by students.
3. Examination timetables are published well in advance of the dates of examination, by the examinations officer, on Moodle. The onus rests with each student to establish the dates of the examinations by consulting Moodle.
4. If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor must be notified as soon as possible, **but no later than three days,** after the missed assessment time or deadline, so that they can seek permission from the Registrar for the desired course of action (e.g. deferral until the next available sitting). Relevant supporting documentation must be submitted as soon as possible both to the Registrar's Office and the tutor e.g. med cert. Information on types of supporting documentation permissible can be found in the "Guidelines in support of ad misericordiam appeal"
5. An unexcused absence from an examination is recorded as NS (non-submission/sitting)
6. Examination results are published on MAESTRO, the student management system. It is the responsibility of each student to inform themselves of the results of the examinations by consulting MAESTRO. Any student who has failed the annual or re-assessment examinations should make arrangements the day after publication of results, to meet with the relevant lecturer and/or contact their tutor. If the tutor is unavailable, the student should contact the Registrar's Office.
7. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid.
8. In exceptional circumstances, following the re-assessment examinations, a student's tutor may apply to the Court of First appeal for permission to sit a special examination.

Special examinations may be recommended only where a student has been unable to complete their examinations at the re-assessment session due to illness or other grave cause.

9. A student who either does not sit an examination, does not submit an assignment or does not undertake a performance (i.e. who receives a result of "non-submission") for both the annual and re-assessment examinations, without providing, that the time of the annual or re-assessment examinations, notification of mitigating circumstances, is, typically, not eligible to submit an appeal of the relevant Court of Examiners' decision in relation to the non-submission. Exceptions will only be considered under very exceptional circumstances, where the student is able to demonstrate, with supporting evidence, why they are not in a position to provide notice of mitigating circumstance of either examination sittings and where approved by the Registrar.
10. A student who did not get the opportunity to take a first attempt and/or second attempt at an assessment(s) due to an Ad Mis or Medical circumstances, at the Annual and/or Re-Assessment examinations has the right to submit an appeal, via their tutor, to be granted permission to sit a Special Examination in relevant module(s).
11. The appeal is considered by the Registrar and then submitted to the Court of First Appeal, if the registrar is satisfied that the appropriate evidence has been provided. In such circumstances, the student and their tutor are typically not required to be present at the Court of Frist Appeal. All appeals where, for Ad Mis or medical reasons, students have had only one opportunity to take an assessment are reviewed and typically approved, in absentia, by the Court of First Appeal.

12. Students to whom this applies are notified of this through the exam comment they receive, on MAESTRO, after the publication of the re-assessment results.
13. Students who fall in this category are charged no fee to take the required special assessment(s).

B.Sc. Ed. Studies Rules for Passing and Progression

1. A student's overall mark in each year is a combination of the student's mark in each module, calculated to the weighting allocated to each module.
2. Students cannot rise with their year until they have completed all the requirements of the previous year, including the work placement requirement.
3. The following grade bands are used in assessing work in modules and in the overall results for the course.

Grade	Mark

70% +	First Class Honours - 1
60% - 69%	Second Class Honours, upper division - 2.I
50% - 59%	Second Class Honours, lower division – 2. II
40% - 49%	Third Class Honours – III
30 – 39%	Fail – F1
29% and below	Fail – F2

Compensation

4. Students must receive at least 40% in every module in order to complete the requirements of the year. However, a single failing result (between 35% and 39%) in one 5 ECTS credit module, except the field placement modules, may be compensated, provided no other module has been failed.
5. In the case of a 5-ECTS credit module that has more than one assessment point, internal compensation for a single failed assessment component within the module is permitted, unless specified otherwise. The failed component must be at the F1 level (30% or higher). Where a failed component is at F2, or where more than one component if failed, internal compensation is not permitted.
6. No compensation is permitted in the following
    - In the work placement module across all years.
    - In the research proposal module in Junior Sophister year.
    - In 10 ECTS credit modules, each component must be completed/submitted and passed independently in order to pass the subject. (ES8111 The Foundations Studies of Education, ES8107 Introduction to Educational Psychology, ES8203 Curriculum and Programme Design & Development, ES8202a Contemporary Education, Politics and Society, ES8306 Understanding Irish Education Policy and Practice)
    - Across modules in the Senior Sophister year.
    - Where another module is failed.

Annual Examinations

7. If a student fails a module, (i.e. gets 39% or lower in a non-compensatable module or gets 34% or lower in a compensatable module), in the annual exams, a re-assessment exam or assignment must be taken at the next available sitting.
8. Where 10 ECTS module comprises of more than one assessment component, each component must be passed separately. However, students repeat only the failed component unless otherwise specified.

9. If a module assessment component (s) in not completed or submitted, the result for the component(s) is a NS (non-submission). The student fails the module even if the student's overall average on completed/submitted work exceeds 40%. In such cases, NS is recorded against the passing grade.
10. In the Senior Sophister year, students who fail both the portfolio and the presentation of the work placement have failed the placement module overall. In such an instance, the overall internship module must be repeated on books the subsequent academic year. The result is not capped.

Re-Assessment Examinations

11. If a student fails a module (i.e. with a mark of 39% or lower) in the annual exams, a re-assessment exam or assignment must be taken at the next available sitting.
12. Students are required/permitted to only take re-assessment exam(s)/assignments in the assessment components(s) that are failed or not submitted, unless specified otherwise.
13. If a student in any of the four years has an unexcused non-submission/non-sitting, at the annual exam sitting, and submits/sits for the re-assessment sitting, the mark for work not previously completed counts as the second attempt and it is capped at 40%, even where a higher mark was warranted.
14. In the case of Freshman students who take are-assessment due to a failing mark in the annual examinations, there is no capping of module marks at re-assessment examinations. The overall end-of-year result for students who progress on the basis of marks attained at a re-assessment examination is recorded as "pass at re-assessment" e.g. 52% 'Pass at Re-assessment'.
15. In the case of Sophister students who take a re-assessment due to a failing mark in the annual examinations, there is no capping of the module mark at re-assessment examinations. Instead, 20% of the marks awarded will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%
16. If a student fails an assessment component of a module in the re-assessment exams by receiving less than 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.
17. If a student fails a module, overall, in the re-assessment exams, **all** assessment components of the module must be taken at the next available sitting.
18. If a student fails a module in the re-assessment exams, with the exception of the field placement and SS dissertation modules, the student may be permitted by the Court to repeat the year and take the module at the next available opportunity (i.e. the next annual exams). Should the student be unsuccessful in the second annual exams (i.e. third attempt overall), the student may take the exam one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is possible.
19. The Court of Examiners decides if a student may be permitted to repeat the year on books or off books. In the first three years of the course, students who fail one or two modules and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the court to repeat the failed modules off books. Students who fail one or two modules and achieve an overall average of III (49% or less) for the year will

be recommended by the court to repeat the failed modules on books. Students who fail three or more modules must repeat the year on books, including modules that were successfully completed. In the case of Junior Freshman and Senior Freshman if both 10 ECTS credit module are failed, those modules must be repeated on books.

20. Students granted permission to repeat the year off books and to take examinations only will have the new marks and new overall grade presented to the annual Court of Examiners, which will include the marks for the repeat examinations and marks carried forward from the previous academic year. When one or more modules is/are repeated for a year on books or off books, the student's overall average grade is not capped at the overall annual grade from the previous year.
21. In the Senior Sophister year, students who fail both the e-portfolio and the presentation have failed the work placement internship module overall. In such an instance, the overall internship module must be repeated on books in the subsequent academic year. The result is not capped.

Senior Sophister Dissertation

22. 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 re-assessment 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 examination. 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.
    - In the case of a student repeating the dissertation due to a failing mark, 20% of the mark awarded at re-assessment will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%. In the case of a student taking the dissertation at re-assessments due to a non-submission at the annual examinations, the mark awarded for the re-assessment dissertation is capped at 40%.
    - Students who are unsuccessful in the dissertation module at the re-assessment 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. The mark awarded will not be capped. Should the student be unsuccessful at this time, no further repeat is possible.

- If a student fails to complete or submit the dissertation (for the annual or re-assessment examinations, or both), without notification and evidence of Ad Mis or medical circumstances, the results for the module is recorded as INC (incomplete) and the overall grade for the year is recorded as a FAIL.

End of Year Grades

23. Decisions about raising borderline marks are made at the Court of Examiners.
24. Should a Freshman student's overall mark be borderline (i.e. 49%, 59% and 69%) the Court may recommend that their grade be rounded up to the next grade level if the student has:
    i. Passed all modules in the annual exams.
    ii. A preponderance (more than 50%) of the module grades in the next higher grade level.
    iii. The next higher grade level in one of the 10 ECTs modules.
25. In calculating a student's final degree result, marks from the Junior Sophister and Senior Sophister years will be used with the weighting 35/65. Students will receive an end-of-year result for the Junior Sophister year and for the Senior Sophister year in addition to their degree classification.
26. Borderline marks are not considered for rounding up in Junior Sophister.
27. In the case of a Senior Sophister student whose overall degree mark is borderline, all module marks across Junior Sophister are considered.
28. In order for a borderline mark to be raised at the end of Senior Sophister year a student must have:
    i. The next higher grade level in the dissertation.
    ii. Senior Sophister placement grades in the next higher grade level.
    iii. A preponderance (more than 50%) of module grades in Senior Sophister year in the next higher grade level.
    iv. Passed all Senior Sophister modules and have at most one failed module in Junior Sophister year.

Repeating a Year

1. Students are not permitted to repeat, in the same academic year, assessments or examinations that they have successfully completed or for which they have already achieved a pass or qualified (compensated) pass (i.e. marks between 35-39% where the pass mark is 40% or 45-49% where the pass mark is 50% for some professionally accredited courses), in order to improve their performance. This does not apply to a

student who is repeating a full year on books, where the student is required to retake modules which they have previously passed.

2. Students are allowed to repeat any year of their undergraduate programme, as long as they do not repeat the same year more than once and do not repeat more than two years in total during their degree. Exceptions to this rule require special permission from the MIE President.
3. The maximum number of years to complete an undergraduate degree is six years for a standard four-year programme and seven years for a five-year programme.

Level 7 Degree Exit Option

In exceptional circumstances (typically related to medical/health, financial or professional circumstances), where a student has successfully completed all requirements of years 1, 2 and 3 of the course, the student may exit from the B.Ed. or B.Sc. course with an ordinary (level 7) B.A.

A student who wishes to apply for exiting with a level 7, B.A. degree should apply to the Registrar's Office to do so at the earliest possible opportunity and should supply relevant documentation to support the request.

A student who fails fourth year may apply to exit the course at Level 7.

In each case applications to exit a course at level 7 will be considered by the Registrar and decided on a case-by-case basis.

Students who exit with a level 7 ordinary B.A. degree may not re-enter the course.

Bachelor Degree (NFQ Level 7)

Qualifications which signify completion of the first cycle at ordinary Bachelor's level are awarded to students who have completed a course of study which enables them to show:

a. A comprehension (that builds on and supersedes their general secondary education) of the theory, concepts and processes pertaining to a field or (in the case of joint degrees) fields of learning.
b. A knowledge, supported by the use of advanced textbooks, of one or more specialised areas.
c. That they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and formulating and solving problems with their field of study.

d. That they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems.

e. That they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues.

f. That they have developed those learning skills which are necessary for them to continue to undertake further study at an honours Bachelor or a Higher Diploma level.

Note that an award at Level 7 will not meet the requirements for progress onto some Level 9 courses, such as the Professional Masters of Education (Primary).

External Examiner

Professor Anthony Malone, Maynooth University

Submission of Course Work

1. All course work, 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 (10%) of the marks awarded will be deducted from work which is submitted up to one week after the submission due date.
    - Twenty percent (20%) of the marks awarded will be deducted from work 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 a non-submission (NS).
2. With advanced notice and good reason, due dates may be extended by the lecturer concerned at their discretion in consultation with the particular student and their tutor (and Registrar, if required) as appropriate.
3. Requests for an extension are 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 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.
4. Where a piece of coursework is not submitted for the annual exams, the mark for the coursework will be capped at 40% in the re-assessment exams.
5. Students are required to keep a copy of all assignments submitted.

6. If an assignment is failed or not submitted in the annual exams, students may be permitted by the Court of Examiners to submit a re-assessment assignment. The deadline for receipt of re-assessment assignments is 1.00pm on the first day of the written examinations. The assignment is uploaded to the appropriate re-assessment Moodle page on or before the specified deadline.
7. Re-assessment 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 re-assessments assignments be accepted after 17.00 on Friday of the re-assessment exams week.

Word Count

If an assignment exceeds the prescribed word count by more than 10%, marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500), the penalty will be applied if the upper limit has been exceeded by 10% or more. The same deduction applies if an assignment is more than 10% under the minimum prescribed word count. The number of marks deducted is determined by the lecturer and this should be clearly stated in the assessment brief provided to the student.

Academic Integrity

Please read the following policy that has been developed in relation to Academic Integrity. This should be read in conjunction with the Academic Integrity Procedure which is available on the MIE website A-Z List - Marino Institute of Education.

Context

Students refer to the work of other people when drafting assignments, writing essays, completing projects, creating performances and answering examination questions. Academic work and reports that influence our thinking and writing are acknowledged formally using scholarly conventions, such as those developed by the American Psychological Association (APA). In addition, many of us draw on informal sources to assist us in our work. This might be a friend who discusses ideas with us, a family member who proofreads our work, a neighbour who advises on the layout of our work, a librarian who helps us find a difficult-to-find source or a writing centre where we get advice about scholarly writing. In addition to supportive people, some tools can also help us to develop aspects of our work from organising our ideas, to translating text, to suggesting points of relevance, to paraphrasing content.

When academic work is submitted for a module assessment, students take responsibility for the quality of their work regardless of any tools used. Such tools include artificial intelligences, World Wide Web interfaces, and software. In assessments where students are permitted to use all available supports and tools, they will not be penalised for doing so, provided they are explicit about acknowledging how such supports and tools were deployed in their work and provided they work within the parameters of the set assessment.

Given the range of supports that can be used, and to highlight their own contribution, students are required to acknowledge the full range and extent of formal and informal supports they draw on when doing scholarly work. Students should make clear their individual contribution to their work by stating what tools they used and how they used them for a specific piece of work. Doing this gives credit to those who help, and it contributes to the integrity of academic work.

Definition

Academic integrity has been defined as: “the commitment to, and demonstration of, honest and moral behaviour in an academic setting” (Writing Center, University of North Carolina at Chapel Hill) and "the pursuit of scholarly activity in an open, honest and responsible manner" (Penn State University). One of MIE’s guiding principles is to respect all truth seekers and defend their right to pursue new knowledge wherever it may lead. Academic integrity is critical to the reputation of higher education, and to the recognition of a graduate’s academic learning and resulting qualifications” (QQI, 2021). This is particularly strong in a higher education institution like Marino, where the key purpose is to educate educators. During their time in

Marino Institute of Education, students should be supported in finding their own voice and become confident in expressing it in multiple genres, while building on and acknowledging the work of others in an ethical manner.

Policy

Academic integrity is a central pillar of research ethics and as such these principles complement other work done on ethics in MIE such as MERC (Marino Ethics in Research Committee) and SERC (Student Ethics in Research Committee). 2.

Academic Integrity can be breached in a number of ways. These include

a) Copying and pasting material from sources without acknowledgement.
b) Using paraphrasing software without acknowledgement
c) Engaging the services of an essay mill for contract cheating purposes.
d) Impersonation or copying in an examination.
e) Fabricating or falsifying data.
f) Submitting work of another party (e.g. essay mill, large language model, person) as one's own without acknowledgement.
g) Bribery.

Few, if any, students deliberately set out to breach academic integrity. However, threats to academic integrity may occur for reasons related to knowledge, timing and format of an assessment, opportunity, time, and other factors. Although not an exhaustive list, such threats may include:

a) Students not having skills to summarise, evaluate and write in an academic mode.
b) Lack of clarity on what academic integrity is.
c) Students not understanding self-plagiarism.
d) Unclear guidelines for groupwork.
e) Lack of knowledge of scholarly conventions.
f) Overassessment and lack of feedback.
g) Lack of transparency on assessment criteria.
h) Disproportionate focus on assessment result over learning process.
i) Predictable assessments.
j) Availability of ways to breach academic integrity.
k) Perception that a breach will not be detected.
l) Student workload.
m) Lecturer workload.
n) Procrastination with assignments
o) Part-time employment.
p) Challenge of completing academic work with a learning disability.

q) Challenge of completing academic work when speaking English or Irish as an additional language.

Despite the range of potential threats to academic integrity, the Institute, lecturers and students may mitigate many of the threats through efforts such as the following, (although not an exhaustive list):

a) Training for staff and students.
b) Creating assignments that explicitly design artificial intelligence in or out of assessments.
c) Students participating in an academic writing programme.
d) Engaging in relevant online and/or video tutorials and quizzes.
e) Focus by module leaders on writing quality.
f) Visible procedures for monitoring breaches of academic integrity.
g) Encouraging collegiality, cooperation and independent thinking among students.
h) Academic Writer Software (for training on using scholarly conventions of the American Psychological Association Publications Manual).
i) Offering feedback clinics where individual or collective feedback on assessed work is offered to students.
j) Providing clear assessment rubrics.
k) Managing submission dates for assessed work.
l) Including some continuous assessment.
m) Students volunteering for external work commitments keeping assessment due dates in mind.
n) Incorporating principles of Universal Design for Learning.
o) Setting English language requirements that support student success.

MIE is embedding academic integrity in the curriculum, especially for undergraduate students. The Institute is mindful that the workplace graduates will be entering is one in which mobile technologies and artificial intelligence are ubiquitous, and students will need to be equipped to think critically and to know how to use such developments in ways that are beneficial to their future colleagues, students and the wider community.

Students are expected to uphold academic integrity in their work at all times.

Staff are expected to uphold academic integrity in their own work and to promote it in students' work at all times.

The Institute aims to prevent breaches of academic integrity. This is done in the following ways

a) Educate students on what constitutes academic integrity
b) Communicate the penalties associated with breaches of academic integrity
c) Explain the difference between group work and plagiarism

d) Discuss with students how to acknowledge work that draws on the work of others (or their own previous work).

The Institute monitors potential breaches of, or threats to, academic integrity. Month the ways this is done are:

a) Lecturers monitor external study sites and ask for copyright materials to be removed.
b) The Institute reserves the right to invite students to undertake a viva voce assessment at any time, either randomly or where suspicion of a breach of academic integrity exists.
c) Students are asked to cite all supports used in creating work submitted of assessment purposes.
d) Requiring work to be submitted through plagiarism-detecting software

A separate procedure has been created for responding to possible breaches of academic integrity. This can be access via this link

academic-integrity-procedure-ay-25-26.pdf

Prizes and Awards

- Marino Institute of Education presents a gold medal to Senior Sophister student(s) who have an overall degree mark of 73% or above, based on results of both Sophister years, weighted 35:65 and where all modules in Senior Sophister year have a mark of 70% or higher. Should more than one student fall into this category then the dissertation mark will be taken into account.
- Edmund Rice award is presented to the student who achieves the highest overall mark in B.Sc. Education Studies (based on results in the Junior Sophister and Senior Sophister years). If more than one student falls into this category the mark awarded for the dissertation will also be considered.
- Bonn Ealaíon 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.

Academic Resources

Library Services

Located in St. Patrick's building, MIE Library supports teaching, learning and research at MIE with a range of services and resources. These include interlibrary loans, digital extract, reading list services, and a loanable 'library of things' offering equipment and teaching materials. The collections include nearly 30,000 physical items, including reference materials, short- and long-loan academic texts, adult fiction, and teaching resources. These are complemented by digital access to over 14,000+ eBooks and 11,000+ eJournal titles. Facilities include group study room, reading room, PC area and quiet reading nook. Library staff offer expert support in developing research skills and using scholarly resources. For more information and for opening hours please see the website

Learning Tools

MIE uses a variety of online tools to deliver asynchronous and synchronous learning content to students. MIE utilises the following learning tools that are based on research in eLearning on instructional design principles, where a pedagogy first approach to technology integration is preferred in MIE

Moodle is MIE's virtual learning environment (VLE). All programme learning content will be made available to students via Moodle and this platform is used to host your module content, online classes, manage assignments, provide supports and feedback.

MIE also uses the video conferencing platforms integrated into Moodle to support online classes. Panopto is MIE's video content management software. All lectures that are recorded will be made available to students via Panopto and Moodle. Panopto's recording functionality will also enable students to submit video presentations for assignments.

MIE utilises Turn-it-in, a plagiarism checking and prevention software for your essay-based assignments.

All students in MIE are provided with a free Microsoft 365 licence for the duration of their studies. Microsoft 365 allow access to online versions of Microsoft suite applications such as Word, Excel and PowerPoint for content creation, Outlook for email, OneDrive for cloud document storage and Teams for collaboration.

All students also have access to an online virtual induction before they can log into any of MIE's IT & eLearning systems.

Education Office

The Education Office is located in St Mary's building and is a central hub offering a number of services to students, including book sales and assignment submissions/collections. We also work closely with the Registrar's Office to monitor student absences and ensure that attendance records are up to date.

Within the Education Office are the placement administrators who monitor all of the B.Ed, B.Oid, PME, ECE, PDEFE and Ed Studies placement arrangements. Also located in the office are dedicated administrators who offer support to our international students.

We provide varied support to the wider staff throughout the year and therefore Education Office staff can often be found helping out at events, covering the main reception desk or providing extra assistance in classrooms.

The office is open Monday to Friday from 9.00am to 5.00pm.

Guidelines on the Presentation of Written Assignments

Presentation of Course Work

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.

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).

Notes on Presenting Word-Processed Course Work

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.

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 preceded by a letter will be published to the student record on MAESTRO by the Registrar's Office. Students will also need their 8-digit student number, which is available from the student profile page on MAESTRO. Scripts are marked anonymously and therefore it is important that all the seat number and student number is recorded, by the student, on the cover of all examination scripts. In the case of B.Sc.Ed. Studies, B596 is an example of the seat number format.

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 Examination

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

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).

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 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.

Examination Techniques

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 25% of marks (if all questions carry equal marks).
- Failure to answer the question set, misreading or misinterpreting the questions: writing 'all I know about….'
- Basing answers largely on 'common sense' rather than on course material.
- Failure to illustrate and support arguments, for example, with reference 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.
- Don't be panicked by the 'scribblers'.
- Read the question carefully; underlying key words – remember the aim is to answer the specific question, not just to air knowledge.

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 books 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 questions 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 is *should* have gone – don't spoil your 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	
Account for	Explain, clarify, give reasons for
Assess	Determine the value of, weigh up
Compare	Look for similarities and differences between
Contrast sharply	Set in opposition in order to bring out the differences
Criticise	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
Describe	Give a detailed account of
Discuss	Explain, then give two sides of the issues and any implications
Evaluate	Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness
Examine the argument that	Look in detail at this line of argument. Explain. Give details about how and why it is
To what extent	
How far.....	Usually involves looking at the evidence/arguments for and against and weighing up
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
Summarise	Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentation

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

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.

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 organisation.
- 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.
- Gives evidence of wide relevant reading.
- Includes a sufficient number of appropriate examples.
- Demonstrates the ability to apply learning to new students 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 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 organisation, 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 factual flaws, and may exhibit some difficulties with the organisation 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 use of material, an overreliance 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 a 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.

IV – 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 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 Support Services

Tutoring Supports

Upon registration in MIE, each student is assigned a personal tutor. The tutor is not an academic support, but rather, someone who is available to meet with the student about anything that adversely affects their attendance, studies or participation in any aspect of the programme. This person is available to act as an advocate for you, and to help you understand your options, so that you can successfully complete your programme of study. Students can obtain the contact details for their tutor in MAESTRO (MIE's online student records system).

For all student services, see https://www.mie.ie/en/student_life/student_support_services/

Student Medical Services

Fairview Medical Centre offers a health service for all MIE-registered students. The Medical Centre has a team of doctors and nurses on duty. Services available include illness review & fitness to attend college, phlebotomy, injections, clinical dressings, well woman services, asthma services, etc. Colds and flu are both viruses and do not generally need a doctor's visit. Each student can avail of three free visits for each academic year under this arrangement. Additional visits are possible at a reduced fee. There is a local pharmacy across the road from the Institute, on Philipsburgh Avenue, for over-the-counter remedies. Fairview Medical Centre is a 15-minute walk from the College and is open from 9.00am -5.00pm on weekdays. There is an emergency service on Saturday mornings. The centre's website is https://fairviewmedicalcentre.com/

Student Counselling Service

The Student Counselling Service is free, confidential, and open to all registered MIE students. You can talk to a counsellor about anything that's on your mind—whether it's personal, academic, or something else that's affecting you.

Where to Find Us

The Student Counselling Service is based in Rooms 36, 41 & 42 on the top floor of the St Patrick's Building (same building as the library).

📌 Don't forget your student ID to access the building.

How to Make an Appointment

You can book your first appointment online here:

👉 https://scs.mie.ie/firstappointment

Or drop by during our Drop-In Hour, Monday to Friday, 12:30pm–1:00pm (term time).
No need to book—just show up. It's first come, first served.

Appointment Times

🕘 Counselling appointments run Monday to Friday, 09:30am – 5:00pm

🗓️ On Tuesdays during term time, we're open until 6:00pm for students who need a later slot.

Getting in Touch

✉️ **Email:** marinocounselling@mie.ie
If something is urgent, include that in your message and we'll respond as soon as we can.

Support Outside Counselling

If you need support outside regular counselling hours, there are other options:

📱 **Crisis Text Line 50808** – Free, 24/7 support by text. Just text MIE to 50808 to connect with a trained volunteer.

🌍 **TalkCampus** – A 24/7 global peer support platform available in multiple languages.
You can talk anonymously with other students around the world about whatever you're going through—day or night.
💬 It's free for MIE students and professionally moderated to keep the space safe.
Sign up here: https://www.talkcampus.com/sign-up

Disability Services

Since 2012, MIE has partnered with Trinity College Dublin's Disability Service to support students with disabilities. We offer tailored support based on individual needs, including meetings with a Disability Officer and referrals to Assistive Technology (AT) and Occupational Therapy (OT) services in both MIE and Trinity.

If you have a disability that may impact your college experience, we encourage you to register with the MIE Disability Service. Visit our Disability Service Moodle page or email access@mie.ie to learn more.

Reasonable Accommodations

MIE is committed to providing equal access to student life for all, in line with the Disability Act 2005, Equal Status Acts 2000 (as amended), and the Universities Act 1997.

We welcome applications from students with disabilities and support them through a range of reasonable accommodations that are designed to remove barriers and help every student reach their full potential as future educators.

Key supports include:

- Needs assessments on entry
- Assistive technology training

- Academic and pre-placement support
- Liaison with lecturers for accessible materials
- Extended library loans

To access support, students must register with the Disability Service and upload evidence of their disability via their MAESTRO student portal. Accommodations are arranged only after full registration is complete.

For more information, contact Simon Yeates, Access Officer at access@mie.ie or by phone on 01 805 7752

Chaplaincy

MIE Chaplaincy Service has a full time Chaplain who works in close co-operation with other student support services on the College Campus. It offers pastoral and spiritual support to students and staff of all faiths and none in the MIE community.

The Chaplaincy Service offers support through a number of initiatives including:

- Pastoral care and wellbeing initiatives.
- Spiritual support.
- Regular creative rituals and Liturgies.
- Inter-faith initiatives.
- Bereavement support.
- Outreach projects – Social justice and volunteering.
- Pilgrimages and immersion projects.
- Care of the Earth – supporting the sustainability vision of MIE.

The full time Chaplain is located in Room 109A and can be contacted at chaplaincy@mie.ie

Dr Marie Whelton may also be contacted especially at times of bereavement at (01) 8535158 or at marie.whelton@mie.ie.

Student Writing

MIE provides support for students developing study skills through academic writing instructor, which is available through the library. This is complemented by specific writing workshops, which are available to all students based on demand, and is available through each individual course lead.

Careers Advisory Service

The aim of the Careers Service, is to support, guide and empower MIE students to develop the skills, competencies, attitudes, and self-belief to engage successfully with the world of work

and to make informed career decisions. The Careers Service works alongside academic staff to encourage students to become confident and competent learners and take charge of their own professional development.

You can use the Careers service all throughout your studies. We can support you with exploring your career options as well as making applications for further study or employment.

Where to find us

The Careers Advisor is based in Room P9 St Patrick's Building (same building as the library, you will need your student ID to access the building)

How to make an appointment

The service is available on Thursdays. You can book your appointment online here.

There is also a drop-in time for quick queries /CV checks Thursdays 1-2pm (term time).

Getting in touch

✉️ **Email: careersadvisor@mie.ie**

Trinity College Dublin Clubs and Societies

MIE has an excellent selection of fantastic clubs and societies, which are growing each year. Students in MIE are also eligible for membership of clubs and societies within Trinity College. More information about the clubs and societies in TCD are available at https://www.tcd.ie/students/clubs-societies/

MIE Policies

For a review of all MIE academic policies and procedures related to the B.Sc. Ed Studies programme and student progression, please consult the following link:

https://www.mie.ie/en/about_us/policies_and_procedures/academic/

This page has links to many aspects of student life in MIE. It is the place to go to find out about policies on academic integrity, attendance, appeals, placement and so much more.