

Professional Master of Education

Primary Teaching



INSTITIÚID OIDEACHAIS ★
MARINO
INSTITUTE OF EDUCATION

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

Programme Handbook 2019-2021

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A Note on this Handbook

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

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

Please note that a copy of this document is available from the Registrar's Office on request.

Introduction to Marino Institute of Education

Guiding Principles

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

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

Message from the President of Marino Institute of Education

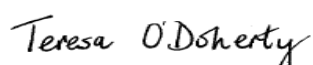
A Mhicléinn, a chara,

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

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

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

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



Dr Teresa O'Doherty, President

Staff Contact List

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

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

Title	First Name	Surname	Role	Ext	Oifig
Dr	Barbara	O Toole	Course leader	5126	P38
Dr	Julie	Uí Choistealbha	Dean of Education: Policy, Practice, and Society	7723	M114
Dr	Seán	Delaney	Registrar	7722	M115
	Registrar's Office			5133	M105
	Education Office			7701	M13

General Information about Marino Institute of Education

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

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

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

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

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

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

Programme Overview

Programme aims

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

Programme Learning Outcomes

According to Moon (2001¹), Programme Learning Outcomes (PLOs) evidence areas of learning that are the result of a student's experience of and contribution to a programme, on the basis that the whole may be greater than the sum of the parts. Programme Learning Outcomes identify the range of essential knowledge and the nature of that knowledge, along with the necessary skills and attitudinal dispositions which must be achieved by practitioners within a profession (Scattergood, 2008²).

PLOs for the Professional Master of Education (Primary Teaching) in MIE are centred on the four pillars which underpin the college's conceptual framework. These include teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner (Seifert, 1999³), and teacher as cultural and civic person (Conway et al, 2009⁴). Seifert's teacher as generous expert

¹Moon, J. (2002). *The module and programme development handbook: a practical guide to linking levels, learning outcomes and assessment*. Routledge: New York

²Scattergood, J. (2008). *Writing learning outcomes at programme and module levels*. Dublin: Trinity College Bologna Desk

³Seifert, Kelvin L. (1999) *Constructing a psychology of teaching and learning*. Boston: Houghton Mifflin Company.

⁴Conway, P., Murphy, R., Rath, A., Hall, K. (2009) *Learning to teach and its implications for the continuum of teacher education: A nine country cross national study*. (Report to Teaching Council). Maynooth, Ireland: Teaching Council.

learner is expanded to include teacher as researcher. Practitioner researchers can offer an insider's perspective into classroom ecologies (Cochran-Smith & Lytle, 1999⁵) and bring skills that Schwandt (1994⁶) identified as those of a connoisseur. Schwandt (1994⁷) states that connoisseurs in a research context have a kind of heightened awareness or education perception - a particular kind of attention to nuance and details, to multiple dimensions or aspects - that comes from intimate familiarity with the phenomenon being examined (Schwandt, 1994, p.129⁸). This insight can develop the researcher's capacity to perceive and interpret nuances in classrooms (Kennedy-Lewis, 2012⁹).

7.3.1 Teacher as instructional manager (IM)

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

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

⁵ Cochran – Smith, M. & Lytle, S. (1999) "The teacher research movement: A decade later." *Educational Researcher*, 28(7) pp. 15-25.

⁶ Schwandt, T. (1994) *Constructivist interpretivist approaches to human inquiry*. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118–137). London: Sage.

⁷ *ibid*

⁸ *Ibid.*

⁹ Kennedy –Lewis, B. (2012) *When a Teacher Becomes a Researcher: Using Self- Narrative to Define One's Role as Participant Observer*. *Theory into Practice*, 51(2) pp. 107-113.

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

7.3.2 Teacher as caring and moral person (CM)

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

- Research and evaluate key literature in the area of ‘teacher as caring and moral person’, including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011¹⁰)
- Reflect on and self-evaluate their own practice in relation to their role as ‘teacher as caring and moral person’
- Demonstrate inclusive practice with sensitivity to each school’s culture and ethos and implement that in their own classrooms
- Provide appropriate care to each child taking into account their social and cultural background
- Research and implement, as appropriate, emerging educational theory that supports holistic development and differentiated learning in a way that respects the needs, rights and dignity of all children
- Act as an advocate on behalf of children as appropriate
- Motivate, inspire, acknowledge and celebrate effort and success

7.3.3 Teacher as generous expert learner and researcher (GE)

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

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

¹⁰ Teaching Council (2011) *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications*.

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

7.3.4 Teacher as cultural and civic person (CC)

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

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

Programme Delivery

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

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

Description of the European Credit Transfer System (ECTS)

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

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

ECTS credits are awarded to a student only upon successful completion of the course year.

Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed some component courses.

Programme Regulations for Passing and Progressing

	Year 1 Teaching /learning	Year 2 Theory/practice	Total ECTS
School Placement / Professional Studies	School Placement (including School Placement Studies) 10 ECTS (19%) Approximations of Practice 5 ECTS Total: 15 ECTS	Advanced School Placement (including Advanced School Placement Studies) 20 ECTS (33.35%) IT in Teaching and Learning 5 ECTS (8.33%) Total: 25 ECTS	40 ECTS
Foundation Studies	Psychology / Early Childhood Education 5 ECTS (9%) Inclusive Education 5 ECTS (9%) Total: 10 ECTS	Educational Theory and Practice & Research Project 25 ECTS (41.66%) Total: 25 ECTS	35 ECTS
Curriculum Studies / Subject Knowledge / Specialism	English Methods/ Subject Knowledge 5 ECTS (9%) Irish Methods/ Subject Knowledge 5 ECTS (9%) Mathematics Methods/Subject Knowledge 5 ECTS (9%) Physical Ed/ Social Personal & Health Ed 5 ECTS (9%) Religious Ed 5 ECTS (9%) Social Environmental & Scientific Ed 5 ECTS (9%) Arts Education (Visual Arts, Music and Drama) 5 ECTS (9%) Total: 35 ECTS	Arts Ed (Music, Drama & Integrated Arts) / Integration 5 ECTS (8.33%) Literacy / Literature & Teaching in Irish Medium contexts 5 ECTS (8.33%) Total 10 ECTS	45 ECTS
	60 ECTS	60 ECTS	120 ECTS

PME Yr 1	Sch Place Studies Plan & Prep	School Place Studies Teach & Learn	Teaching and Learning (A oP)		Psychology/Early Childhood Ed	Inclusive Ed	Eng Meth/Subject Knowledge	Irish Meth/Subject Knowledge	Math Meth/Subject Knowledge	Physical Ed/SPHE	Religious Ed.	SESE	Arts Ed (Vis Art & Drama/Music)
Weighting (for year 1)	9.5%	9.5%	n/a		9%	9%	9%	9%	9%	9%	9%	9%	9%
	Autumn: 3.8%	Autumn: 3.8%											
	Spring: 5.7%	Spring: 5.7%											
Weighting (for degree)	4.75%	4.75%			4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%
ECTS	10		5		5	5	5	5	5	5	5	5	5
PME Yr 2	Adv Sch Place Studies (P & P)	Adv Sch Place Studies (T & L)	Professional Interview	Creative Technologies in Teaching and Learning	Ed Theory and Pract & Research Project		Arts Ed (Integrated Arts & Music/Drama)	Literacy/Literature & Teachin Irish Med					
Weighting (for year 2)	8.34%	16.67	8.34	8.33%	41.66%		8.33%	8.33%					
Weighting (for degree)	4.16875%	8.3375%	4.16875%	4.165%	20.83		4.165%	4.165%					
ECTS	20			5	25		5	5					

Passing and Progression - PME

1. A student's overall mark in each year is a combination of the student's marks in each module, calculated according to the weighting allocated to each module.
2. The following grade bands are used in assessing work in modules and in the overall results for the course.

Grade	Mark
70% +	First class honors
60% - 69%	Second class honors, upper division
50% - 59%	Second class honors, lower division
40% - 49%	Third class honors
30% - 39%	F1
29% and below	F2

3. School Placement:

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

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

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

student who is failing will have to complete a supplemental block placement of ten weeks in one school.

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

Curriculum Studies & Foundation Studies

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

- (i) In the case of Maths Methods/Subject Knowledge, assessment for the module is by written examination consisting of two parts A and B. Students must pass each part separately, i.e. receive the equivalent of 40% in each part in order to pass the module overall. Students who fail one or both parts of the examination are required to repeat the failed part(s) only.
- (ii) In the case of the modules PE/SPHE and Education Theory and Practice and Arts Education 1 & 2 students must achieve a minimum of 40% in each of the module sections. Students must repeat the failed module sections only.
- (iii) The oral Irish component of Modhanna Múinte na Gaeilge must be passed independently (i.e. a fail result in the oral Irish component is not compensatable). Where the student obtains an aggregate pass mark in the relevant module component but a fail mark in the Irish oral, only the oral exam needs to be repeated. Where the student obtains a pass mark in the supplemental Irish oral, the aggregate mark in the module will be increased accordingly but the student's grade in the module cannot be raised, i.e. it is capped at the original aggregate grade obtained by the student. Where the student obtains an aggregate fail mark in the module component and a pass mark in the Irish oral, all parts of the module component including the Irish oral exam, must be repeated.

Progression to Year 2

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

If a student fails a module, i.e. with a mark of 39% or lower in the annual examinations, a supplemental examination or assignment must be taken at the next available exam session.

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

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

- If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.
- Where a module mark is the average of two or more assessment components, compensation for one failed component within the module is permitted unless specified otherwise. Compensation within the module applies if a student receives an overall pass result (40% or higher) for the module and receives at least 30% in the assessment component within the module
- Where a module consists of more than one assessment point, all course work and exams must be completed/submitted in order for the student to pass the module. In other words, if work remains incomplete, the student fails even if the student's above average on completed work in a module exceeds 40%. In such cases NS (non-submission).is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.
- The Court of Examiners decides if a student may be permitted to repeat the year on books or off books. Students who fail one or two modules but who pass the school placement module (all parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off books. Students with a fail on school placement and/or an overall yearly average of 49% (III) or below will repeat all modules on books. However, in such a case, if the failed module(s) is/are all in one block and if the school placement components are passed,

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

the Court of Examiners may recommend that the student repeat on books only the block in which the failed module(s) is/are.

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

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

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

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

Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Master of Education (Primary Teaching).

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

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

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

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

Tréimhsí Foghlama sa Ghaeltacht

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

Submission of Coursework

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

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

With advance notice and good reason, due dates may be extended by the lecturer concerned at his/her discretion in consultation with the particular student and the Registrar as appropriate. Requests for an extension must be made in writing to the lecturer and may be granted on medical grounds (with medical certificate required for submission) or in respect of *ad misericordiam* situations (with the approval of the student's personal tutor). In cases where an extension has been granted, the new due date and the signature of the lecturer, needs to be entered on the assignment cover sheet. For the purposes of applying penalties, the revised due date becomes the due date for submitting the assignment.

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

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

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

Plagiarism

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

General

All members of the academic community use and build on the work and ideas of others. It is commonly accepted, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

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

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

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

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

Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Plagiarism in the context of group work

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

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

Self plagiarism

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

Avoiding plagiarism

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

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

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

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

Prizes and awards

At the end of the degree the following awards presented;

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

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

School Placement

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

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

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

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

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

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

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

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

This block placement will require the students to engage in structured observation and critical reflection. Students will become part of the professional learning community of the school. They will also engage with theoretical knowledge presented during lectures and seminars in the first semester of second year and will critically deconstruct that theory in light of their practicum experience. This link between theory and practice is a critical element of this module and will form part of the professional portfolio kept by students over the ten-week placement. Second year students will have an extended whole-school experience where they will have opportunities to engage in curriculum planning meetings,

staff meetings, supported engagement with parents and other appropriate professionals, (e.g. Special Education Needs Organisers or SENOs and Education Welfare Board or EWB personnel), participation in school-based continuing professional development and engagement with other relevant activities, as appropriate.

School Placement Schedule

Year Group	Semester 1	Semester 2	Special Education
PME 1	Three weeks 3 rd to 6 th Classes	Three weeks Infant classes	Fridays in Semester 2
PME 2		10 weeks in school. One-week orientation. Two x three week blocks of assessed placement in two different classrooms Three weeks whole school experience/Data gathering	

Professional Suitability

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

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

A Variety of School Placement Experiences

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

Scoláireachtaí chun Socruchán Scoile a dhéanamh sa Ghaeltacht

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

Scholarships towards taking School Placement in a Gaeltacht area

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

Special Education Placement

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

School Placement Framework

School placement is scheduled in blocks of two, three or ten weeks. On placement in first year, students are generally required to complete a block of at least ten days to evidence their ability to plan for progression and development of pupil learning. Where a student misses a significant amount of time they may be required to defer the school placement until the next available time. Each case is examined individually and in conjunction with

students' tutors and the Registrar of the Institute. Prior to each School placement students have a seachtain ullmhúcháin/ preparation week which is detailed below.

Preliminary Visits

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

Preparation Week

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

Academic Resources

Library

The library provides a range of services and facilities to support student learning. The main collection consists of over 30,000 items and is focused on meeting the reading requirements of all students. The library subscribes to journals on education and related subjects.

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

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

IT Facilities

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

Guidelines on the Presentation of Written Assignments

1. Presentation of coursework

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

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

2. General features of presentation

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

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

A title page should be provided stating:

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

A bibliography should follow the text and any appendices.

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

3. Notes on presenting word-processed coursework

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

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

4. Appendices

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

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

Information about Sitting Examinations

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

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

Guidelines for Revising for Examinations

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

A. Revision Time

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

Using Revision Time

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

Diagrammatic notes: one strategy

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

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

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

Past papers and specimen papers

Have a go at:

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

B. Examination Technique (1)

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

Some common mistakes in examinations

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

Examination strategies

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

C. Examination Technique (2)

Brainstorm

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

Planning

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

Writing up answers

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

Timing

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

Key words used in assignment and exam questions

Account for	Explain, clarify, give reasons for
Assess	Determine the value of, weigh up
Compare	Look for similarities and difference 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 Presentations

- Preparation
 - Depth and breadth of reading
 - Clarifying roles
 - Deciding objectives
 - Structuring the agenda
 - Producing the agenda on time
 - Distributing reading tasks
- Presentation
 - Introducing the topic
 - Explaining aims and objectives
 - Speaking clearly and confidently
 - Use of handouts
 - Use of audio-visual aids
 - Use of IT
 - Managing interest in the topic
- Managing the Group
 - Moving the agenda along
 - Maintaining relevance
 - Summing up where necessary
 - Involving everyone
 - Not allowing anyone to dominate
 - Encouraging a relaxed atmosphere
 - Timing the discussion
- Discussion/Analysis
 - Awareness of relevant issues
 - Stimulating informed discussion
 - Originality of thought and judgement
 - Taking account of others' viewpoints
 - Responding to questions
 - Providing information
 - Deciding what is relevant
 - Clarifying discussion
 - Drawing a positive conclusion from the group

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

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

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

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

What differentiates an upper second class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the

greater evidence of additional reading, the improved structure and organization, the superior quality of the argument, and the level of critical thinking displayed.

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

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

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

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

II.2 – Lower Second class (50-59%)

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

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

factual flaws, and may exhibit some difficulties with the organization of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

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

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

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

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

The attempt to answer the question may not be completely successful

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

III – Third class (40-49%)

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

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

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

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

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

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

Fail – (0-39%)

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

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

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

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

Student Supports

Tutor Service

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

Health Service

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

Contact Name	Fairview Medical Centre	
Address	37/39 Fairview Strand Fairview Dublin 3	
Telephone:	01 8331616 01 8339856	
Fax:	01 8530891	
Email (General Enquiries)	info@fairview.ie	
Email (Repeat Prescriptions)	meds@fairview.ie	
Email (manager)	deirdre@fairviewmedical.ie	
Website	www.fairviewdoctors.com	
Doctors	Dr Peter Kelly Dr Ronan Cormican Dr Frank Broderick Dr Sinéad MacEoin Dr Fiona McGlynn	
Number of GPs	Male: 3	Female: 2

Opening Hours	08.00 – 17.30	Monday – Friday
	08.00 – 11.30	Saturday
All clinics by appointment. Emergency services accommodated daily. Over 500 Doctor appointments weekly with an additional 200 Nursing appointments		
Average wait for appointment	Appointments generally available on day of request and we aim to see patients at appointment time or within 15 minutes	
Walk in facility available?	Yes, emergencies given priority.	
Out of hours service	D-Doc 1850 22 44 77 18.00 – 08.00 Weekdays 6.00pm Friday – 08.00am Monday Weekends	
Nurses	Oonagh Langan RGN Geraldine Ó Scanail RGN	
Phlebotomists	Fran Lyndon	
Occupational Doctor Services	Medical reports Illness review Fitness to attend college	
Well woman services	Cervical Smears (Free Service) Gardasil Injection Implanon Services Merina Coil Pregnancy Tests Full Sexually Transmitted Infection (STI) screening	
Additional Services	Phlebotomy (blood testing) Asthma Nurse Specialist Smoking Cessation Clinic Travel Health Centre (Yellow Fever Approved Clinic)	
Medical Cover for students:	Term: Sept – May Up to 3 Doctor consultation for acute medical services Doctor consultation fee for the 4 th visit thereafter: €45.00 (discount for 1 st year students) Standard Fee is €55.00 GMS patients can avail of all the standard GMS services at our centre.	

(1) The NCSS Cervical Check programme provides free smear tests every three years to women aged 25 to 44.

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

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

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

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

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

Please refer to the Fairview Medical Centre website for more information:

<http://dublinfamilydoctor.com/home/>.

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

Student Counselling

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

There are a number of different services which are available. All the therapists at the counselling service in Trinity College are qualified and accredited Psychotherapist, Clinical or Counselling Psychologists. We also have trainee students from accredited programmes who are supervised and see students on site.

One to one assessment and counselling sessions: opening hours Mon - Fri 9.15 a.m. - 5.10 p.m. and late opening Tuesday during term time until 8.00pm. To make an appointment, students can call 01 896 1407 or drop into the Service on the third floor of Phoenix House at 7-9 South Leinster Street, Dublin 2. You can contact the service by phone at 01 8961 407.

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

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

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

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

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

These services are available online:

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

Student Learning and Development

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

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

Student learning development groups or workshops run in the service; access to these may be drop in, or by booking

One-to-one learning support. These appointments may be made in the same way as counselling appointments.

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

Disability Service

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

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

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

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

Student Assistance Fund

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

- students whose participation in higher education would otherwise be at risk without financial support;
- students from socio-economically disadvantaged backgrounds with ongoing needs for financial support;
- students with other circumstances giving rise to short or longer-term financial difficulties, including family responsibilities, bereavement, family difficulties, accidents or health problems.

Further details can be found on Moodle, The SAF notice-board (beside the main ladies' toilets), or from Gerry O'Connell (gerry.oconnell@mie.ie).

Student Writing

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

Careers Advisory Service

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

Trinity College Dublin Clubs and Societies

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

Institute Policies

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

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

Other Documents

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

- Annual Calendar/Féilire na Bliana
- Timetable/Clár Tráth

Module Specifications – Year One

School Placement

Programme(s) to which Module applies

Professionals Master of Education

1. Title of Module

School Placement

2. Module Code(s)

PM9101

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

10 ECTS

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

6. ECTS Value

10 ECTS

7. Rationale and Aims

Rationale

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

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

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

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

This module aims to

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

8. Learning Outcomes

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

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

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

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

9. Course Content and Syllabus

Professional Matters:

- The Role of the Teacher
- Overview of the Curriculum
- Overview of Curriculum Methodologies
- Working as a Professional
- Teaching Council's Code of Professional Conduct
- Child Protection Guidelines

Teaching and Learning:

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

Planning:

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

Reflection:

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

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

10. Teaching and Learning Methods

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

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

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

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

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

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

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

13. Pass Requirement

40% in both components – Preparation for Teaching and Teaching and Learning.
Both Preparation and Planning and Teaching and Learning must be passed independently
Non-compensatable element of programme
Due to the high stakes nature of placement for Primary School pupils and the requirements of the Teaching Council, only one repeat attempt will be allowed.

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

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

Texts:

- Black, P, & Wiliam, D, (1998). Inside the Black Box. NFERNelson: London
- Black, P et al, (2004). Working Inside the Black Box: Assessment for Learning in the Classroom. PhiDelta Kappan, Vol. 86(1), pp. 9-21
- Cohen, L., Manion, K., Morrison, K., & Wyse (2010) *A Guide to Teaching Practice*. Oxon, UK: Routledge
- DES (Department of Education and Science) (2005) Literacy and Numeracy in Disadvantaged Schools: Challenges for Teachers and Learners, Dublin: Stationery Office
- DES (Department of Education and Science) (2005) DEIS Delivering Equality of Opportunity in schools. An action plan for Educational Inclusion, Dublin: Stationery Office
- Downes, P. & Gilligan, A.L. (2007) Beyond Educational Disadvantage. Dublin: IPA

- Eivers, E., Sheil, G. and Shortt, F. (2004) *Reading Literacy in Disadvantaged Primary Schools*, Dublin: Educational Research Centre.
- Good, T., & Brophy, J. (2008) *Looking in Classrooms* (10th ed.) Boston: Pearson Education.
- Kyriacou, C., (1998). *Essential Teaching Skills*. Cheltenham: Stanley Thornes
- NCCA (2007) *Assessment in the Primary School Curriculum; Guidelines for schools*. Dublin: NCCA
- NCCA (2009) *Aistear, The Early Childhood Curriculum Framework*. Dublin: Stationery Office
- The Teaching Council (2012) *codes of Professional Conduct* (2nd Edition) Maynooth: The Teaching Council
- Wayne, S. (2005) *Practical MI Thematic Units*, Australia: Hawker Brownlow.
- Wayne, S. (2006) *More Practical MI Thematic Units*, Australia: Hawker Brownlow
- Weir, S. & Archer, P. (2011) *A report on the first phase of the evaluation of DEIS*. Dublin: Educational Research Centre

Sample Journals:

Oideas
Irish Educational Studies

Sample Websites:

www.teachingcouncil.ie
www.ncca.ie
www.into.ie
www.ippn.ie
www.education.ie
www.teacherinduction.ie
www.curriculumonline.ie

Up to date:

DES Circulars
Inspector's Reports
Educational Policy Documents

16. Evaluation

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

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

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

17. Module Co-ordinator

Dr Julie Uí Choistealbha

18. Module Teaching Team

Jennifer O Sullivan Mairead Minnock
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The lecturer reserves the right to alter the Module at any stage during the year.

Teaching and Learning

Programme(s) to which Module applies

Professional Master of Education

1. Title of Module

Teaching and Learning

2. Module Code

PM9111

3. Entry Requirements (if applicable)

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

Postgraduate, level 9

5. Module Size (hours and number of weeks)

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

Lecture: 20 hours

College-based and classroom based approximations: 20-30 hours

Reading and Preparation: 40 hours

Assessment: 5-10 hours (includes preparation and approximating)

6. ECTS Value

5 ECTS Credits

7. Rationale and Aims

Rationale

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

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

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

Aims

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

8. Learning Outcomes

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

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

Combine several practices in one mini-lesson

Complete taks within the time constraints available

Several of the learning outcomes are based on high leverage practices identified at the University of Michigan by Davis & Boerst (2014) and others.

9. Course Content and Syllabus

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

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

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

- Setting up and managing small group work
- Leading a whole class discussion
- Eliciting, probing, and developing individual students' thinking about content.
- Conducting a meeting about a student with a parent or guardian
- Conducting a meeting about teacher with parents/guardian
- Combining a selection of practices in order to teach a coherent lesson or a segment of instruction

10. Teaching and Learning Methods

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

11. Required Equipment and Resources (if applicable)

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

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

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

Students must complete one summative assessment

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

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

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

evidence of such engagement will be permitted to take the summative module assessment.

13. Pass Requirement

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

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

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

Core Reading for Students

Baines, E., Blatchford, P., and Kutnick, P. with Chowne, A., Ota, C. and Berdondini, L., (2009). *Promoting Effective Group Work in the Primary Classroom: A Handbook for Teachers and Practitioners* London: Routledge.

Chapin, S. H., O'Connor, C., Canavan Anderson, N., (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6*. Sausalito, CA: Math Solutions.

Daniel, Alastair K. (2012). *Storytelling across the Primary Curriculum*. London: Routledge.

Wragg, T., and Brown, G.A. (2001). *Explaining in the Primary School*. London: Routledge.

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

Bain, R. B. (2012). Using disciplinary literacy to develop coherence in history teacher education: The clinical rounds project. *The History Teacher*, 45 (4).

Bonfield, T. & Horgan K. (2016). *Learning to teach, teaching to learn*. Dublin: Gill Education.

Clarke, Shirley (2008) *Active Learning through Formative Assessment*. London: Hodder Education.

Doyle, Walter (1983). Academic Work in *Review of Educational Research*, 53 (2), pp. 159-199

Hattie, John & Timperley, Helen (2007). The Power of Feedback in *Review of Educational Research*, 77 (1), pp. 81-112.

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

Janssen, F., Grossman, P. & Westbroek (2015). Facilitating decomposition and recomposition in practice-based teacher education: The power of modularity. *Teaching and Teacher Education* 51 (137-146).

Lawrence-Lightfoot, Sara (2003) *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*. New York: Random House.

Palmer, Parker J. (1998, 2007). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass.

Supplementary Reading for Students

Coulter, C., Michael, C., & Poynor, L (2007). Storytelling as pedagogy: An unexpected Outcome of Narrative Inquiry in *Curriculum Inquiry* 37 (2), pp. 103-122.

Inoue, N. (2009). Rehearsing to teach: Content-specific deconstruction of instructional explanations in pre-service teacher training. *Journal of Education for Teaching*, 35(1), 47-60.

Jackson, K., Garrison, A., Wilson, J., Gibbons, L., & Shahan, E. (2013). Exploring relationships between setting up complex tasks and opportunities to learn in concluding whole-class discussions in middle-grades mathematics instruction in *Journal for Research in Mathematics Education* 44(4), pp. 646-682

McDonald, D., (2009). March of the Not-So-Perfect Penguins: Storytelling as Pedagogy in *Kappa Pi Record* Summer 2009, pp. 180-183.

Video for Students

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

Background Reading which informed the module design

Ball, D. L., & Forzani, F., M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60, 497-511.

Boursicot, K. & Roberts, T. (2005) How to set up an OSCE. *The Clinical Teacher*, 2 (1), pp16-20.

Charalambous, C.Y., Hill, H.C., Ball, D.L. (2011). Prospective teachers' learning to provide instructional explanations: how does it look and what might it take? *Journal of Mathematics Teacher Education*, 14 (6), pp. 441-463.

Grossman, P., Compton, C., Shahan, E., Ronfeldt, M., Igra, D., Shaing, J., (2007) Preparing practitioners to respond to resistance: a cross-professional view. *Teachers and Teaching*, 13 (2) pp. 109-123

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P.W., (2009) Teaching practice: A cross-professional perspective. *Teachers' College Record*, 111 (9) pp. 2055-2100

Pell, G., Fuller, R., Homer, M & Roberts, T (2010). How to measure the quality of the OSCE: A review of metrics – AMEE guide no. 49. *Medical Teacher* 32, pp. 802-811.

Schoonheim-Klein, M., Muijtjens, A., Habets, L., Manogue, M., van der Vleuten, C., and van der Velden, U. (2009). Who will pass the dental OSCE? Comparison of the

Angoff and the borderline regression standard setting methods in the
European Journal of Dental Education 13 (pp. 162-171).

Website: <http://www.teachingworks.org/>

16. Evaluation

Students' views of the module are sought at the end of each term.

Because the module is delivered by more than one instructor, review of feedback and of student learning on the module is ongoing.

A range of metrics, such as those identified by Pell, Fuller, Homer and Roberts (2010), will be used to evaluate the quality of the summative assessment.

17. Module Co-ordinator

Mr Tom McGann

18. Module Teaching Team

Dr Seán Delaney

Suzy Macken

Tom McGann

Dr Claire Dunne

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

Child Psychology and Early Childhood Education

Programme(s) to which Module applies

Professional Master of Education

1. Title of Module

Child Psychology and Early Childhood Education

2. Module Code

PM9108

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9

5. Module Size (hours and number of weeks)

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

Course contact time:

Lectures: 20 hours

Tutorials: 10 hours

30 hours directed study

40 hours self-directed study

20 hours assessment, preparation and tasks.

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

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

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

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

subjects, and in relation to implications for practice. In so doing they understand that all good practice is underpinned by theory and research.

Aims

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

8. Learning Outcomes

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

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

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

- differentiated learning experiences for the children as necessary (IM 2, 4, 5, 7; CM4, 5; CC 1, 2,3, 4, 5, 6, 7)
- Exhibit critical, analytical and interdisciplinary approaches to the study of child development and learning, and develop one's perspectives and approaches in relation to practice (IM1, 2, 4, 6, 7, 10; GER 5, GER 9; CC5, 7)

9. Course Content and Syllabus

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

Theme 1: Factors that influence children's development and implications for learning.

Theme 2: Language development and Emergent Literacy

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

Specifically, the following topics will be addressed:

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

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

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

Theme 2: Language development and Emergent Literacy

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

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

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

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

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

10. Teaching and Learning Methods

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

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

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

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

Lecturers will be open to alternative methods for supporting student note-taking during lectures (e.g. audio-recording), and will adhere to all requests for 'reasonable accommodation' through the Marino Disability Service.

11. Required Equipment and Resources (if applicable)

Standard ICT equipment

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

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

13. Pass Requirement

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

14. Method of Supplemental Assessment

For example, re-submission of essay (if failed)

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

15. Recommended Reading Materials / Indicative Resources

Required viewing

http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Aistear_Toolkit/

Required reading

Aistear, the Early Childhood Curriculum Framework

2 NCCA Research papers informing Aistear, the Early Childhood Curriculum Framework:

French, G. (2008) Children's early learning and development

Kernan, M. (2008) Play as a context for early learning

Florez, I. R. (2011). Developing Young Children's Self-Regulation through Everyday Experiences. *Young Children*, July 2011, 46-51.

Leong, D. J. and Bodrova, E. (2012). Assessing and Scaffolding Make-Believe Play. *Young Children*, January 2012, 28-34.

Moyles, J. (2010) *The Excellence of Play* chapters 6, 7 & 9

Whitebread, D.; Coltman, P. (2008). *Teaching and Learning in the Early Years*. (Introductory section)

Child Psychology text-books available in MIE library, for example:

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

- Berk, L. E. (2009). *Child Development*. New York: Pearson.
- Crain, W. C. (2005) *Theories of development: concepts and applications*, 5th ed. N.J: Pearson /Prentice Hall.
- Damon, W. (2006). *Handbook of Child Psychology Vols I-IV*. 6th Edition. New York: Wiley.
- Herbert, M. (2008). *Typical and Atypical Development: From Conception to Adolescence*. Oxford: Blackwell.
- Parke, R. D. and Gauvain, M. (2009). *Child Psychology: A Contemporary Viewpoint*. New York: McGraw-Hill.
- Santrock, J. W. (2011). *Child Development*. New York: McGraw Hill.
- Schaffer, H. R (2006) *Key concepts in developmental psychology* London : Sage Publications
- Students may select from additional readings according to their interests. The following are offered as examples of relevant readings:
- Bandura, A. (1994). Self Efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behaviour* (Vol. 4, pp. 71-81). New York: Academic Press.
<http://www.des.emory.edu/mfp/BanEncy.html>
- Britzman, D. (2011). *Freud and Education*. Routledge
- Bruer, J. (1999). *The Myth of the First Three Years: A new understanding of early brain development and life-long learning*. NY: The Free Press
- Bronfenbrenner, U. and Ceci, S. J. (1994). Nature-Nurture Reconceptualised in Developmental Perspective: A Bioecological Model. *Psychological Review*, 101(4), 568-586.
- Czubaroff, J. (1988). Criticism and Response in the Skinner Controversies. *Journal of the Experimental Analysis of Behavior*, 49(2), 321-329.
- Freiberg, H. J. And Lamb, S. M. (2009). Dimensions of Person-centred Classroom Management. *Theory into Practice*, 48, 99-105.
- Harrop, A. and Swinson, J. (2010). Comparison of teacher talk directed to boys and girls and its relationship to their behaviour in secondary and primary schools. *Educational Studies*, 37: 1, 115 — 125.
- Gregory, A., Cornell, D., Fan, X. Sheras, P. Shih, T-H. and Huang, F. (2010). Authoritative School Discipline: High school practices associated with lower bullying and victimisation. *Journal of Educational Psychology*, 102 (2), 483-496.
- Karpov, Y. V. (2007). *The Neo-Vygotskian Approach to Child Development*. Cambridge: Cambridge University Press.
- Langford, P. (2005). *Vygotsky's developmental and educational psychology*. Hove: Psychology Press.
- Lightbrown, P. M. and Spada, N. (2013). *How Languages are Learned*. London: Oxford University Press
- Mayes, C. (2005). Ten pillars of a Jungian approach to education. *Encounter: Education for Meaning and Social Justice*, 18, 2

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

- National Educational Psychological Service (NEPS). Behavioural, emotional and social difficulties: A continuum of support: Guidelines for Teachers. Dublin: NEPS.
- Perry, N. E. and Van de Kamp, K. J. O. (2000). Creating classroom contexts that support young children's development of self-regulated learning *International Journal of Educational Research* 33, 821-843
- Riley, P. (2011). Attachment Theory and the Student- Teacher Relationship: A practical guide for teachers, teacher educators and school leaders. London: Routledge
- Rogers, C. (1995). Client-centred Therapy (chapter 9: Student-centred Teaching). London: Constable.

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

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

- Bruce, T. (1997). *Early Childhood Education* Hodder and Stoughton
- Curtis, A. (2000). A curriculum for the Preschool Child, Learning to Learn.
- Drake, J. (2001). Planning Children's Play and Learning in the Foundation Stage David Fulton Publishers, London.
- Lindon, J. (2007). Understanding Child Development, Linking theory and Practice (2007) Hodder Arnold
- Maynard, T. & Thomas, N. (2004). An Introduction to Early Childhood Studies Sage
- Moyles, J. (2002) *Just Playing* (OUP)
- Moyles, J. (1992). Organizing for Learning in the Primary Classroom - a balanced approach to classroom management OUP
- Norman, K. (1992). Thinking Voices – The National Oracy Project
- Paley, V.G. A Child's work: *The Importance of Fantasy Play*
- Paley, V.G. Mollie is Three: *Growing up in School*
- Paley, V.G. *White teacher*
- Paley, V.G. *Wally's Stories*
- Paley, V.G. Boys and girls. Superheroes in the Doll Corner.
- Riley, J. (2006). *Language and literacy 3-7* Paul Chapman publishing
- Roskos K. A & Christie, J.F. (2007) Play and Literacy in Early Childhood. Research from Multiple Perspectives
- Sharp, E.(2005) Learning through talk in the Early Years – Practical activities for the classroom Paul Chapman publishing A SAGE publications
- White, H. (2005) Developing Literacy skills in the early years - A practical guide Paul Chapman publishing A SAGE publication. 2005
- Zigler, E.F., Singer, D.G & Bishop-Josef, S.J. (2005). *Children's Play – The Roots of Reading*.

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

16. Evaluation

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

17. Module Co-ordinator

Dr Joan Kiely

18. Module Teaching Team

Dr Joan Kiely (Early Childhood Education)

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

Inclusive Education

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Inclusive Education

2. Module Code

PM9106

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Course contact time: 20 hours (14 Special Ed. + 6 Development Ed. and Intercultural Ed.)

Tutorials: 7 (4 Special Ed. + 3 Development Ed. and Intercultural Ed.)

Directed study and reading 33 hours

Personal study 40 hours

Assessment tasks 20 hours

6. ECTS Value

ECTS

7. Rationale and Aims

Rationale

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

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

become capable in the design and delivery of a broad, balanced curriculum that includes all pupils and which incorporates a social justice and global perspective.

Aims

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

8. Learning Outcomes

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

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

9. Course Content and Syllabus

Learning difficulties and special educational needs:

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

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

Most or all of the following areas will be addressed:

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

Development education and intercultural education:

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

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

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

Looking at the relevance of **intercultural education** in the Irish primary classroom.
Analysing current demographic trends in Irish society.

An exploration of multiculturalism, assimilationism, integration, interculturalism.
Examining and critiquing an intercultural approach to education.

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

Development education in the primary school – why a global perspective? An exploration of 'development'. Complexity of measuring development. Critiquing the concept of 'development'. State of the world ("If the world had 100 people..."). The language of 'development': Global South/Global North. The Sustainable Development Goals.

What is 'development education'? Key principles for the classroom.

The work of Irish Aid. The 'One World' Awards.

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

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

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

10. Teaching and Learning Methods

- Lectures
- Seminars
- Group work
- Guest lectures

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

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

11. Required Equipment and Resources (if applicable)

Standard ICT equipment

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

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

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

13. Pass Requirement

40 %

14. Method of Supplemental Assessment

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

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

15. Recommended Reading Materials / Indicative Resources

Learning Difficulties / Special Educational Needs / Educational Disadvantage:

Required Reading

Day, T. and Travers, J. (Eds). (2012). Special and Inclusive Education: A Research Perspective. London: Peter Lang.

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

- Griffin, S. and Shevlin, M. (2011). *Responding to Special Educational Needs: An Irish Perspective* (2nd edition). Dublin: Gill and Macmillan.
- Westwood, Peter. (2015). *Common sense Methods for Children with Special Educational Needs* (7thed). London: Routledge.
- Flood, Eilis (2013). *Assisting children with Special Educational Needs – An Irish perspective* (2nd ed). Dublin: Gill and Macmillan.
- Downes, P. and Gilligan, A.L. (Eds.). (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration. (students will be referred to a selection of papers from this book).
- Conaty, C. (2002). *Including All: Home, School and Community United in Education*. Dublin: Veritas.

Relevant papers from the following journals:

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

Supplementary books/ resources

- National Educational Psychological Services (NEPS). (2013), *Effective Interventions for Struggling Readers*. https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf
- National Educational Psychological Services (NEPS). (2010), *Behavioural, Emotional and Social Difficulties - A Continuum of Support: Guidelines for Teachers*. Dublin: The Stationery Office. (<http://www.opw.ie/en/governmentpublications/>)
- National Educational Psychological Services (NEPS). (2007), *Special Educational Needs: A Continuum of Support*. Dublin: The Stationery Office. (<http://www.opw.ie/en/governmentpublications/>)
- National Council for Special Educational Needs (NCSE). (2006), *Guidelines on the Individual Educational Plan Process*. Dublin: The Stationery Office. (<http://www.opw.ie/en/governmentpublications/>)
- Department of Education and Science (2000). *Learning Support Guidelines*. Dublin: Government Stationery Office.

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

National Council for Curriculum and Assessment (NCCA) (2007). Guidelines for Teachers of Students with Mild / Moderate / Severe-Profound General Learning Disabilities. Dublin: NCCA.

National Council for Curriculum and Assessment (NCCA) (2017). *Special Educational Needs Pathways*. Dublin: NCCA.

Recommended Reading

Students will be referred to a wide range of publications available in college library relevant to specific areas addressed during course: These will include:

Dyslexia (Literacy / Numeracy):

- Ball, M., Hughes, A. and McCormack, W. (2011). *Dyslexia: An Irish Perspective*. Dublin: Dyslexia Association of Ireland.
- Hannell, G. (2004). *Dyslexia: Action Plans for Successful Learning*. London: David Fulton.
- Henderson, A. (1998). *Maths for the Dyslexic: A Practical Guide*. London: David Fulton.
- Lever, M. (2003). *Number: Activities for Children with Mathematical and Learning Difficulties*. London: David Fulton.
- Lever, M. (2003). *Measures and Handling Data: Activities for Children with Mathematical Learning Difficulties*. London: David Fulton.
- Lever, M. (2003). *Shape and Space: Activities for Children with Mathematical Learning Difficulties*. London: David Fulton.
- Miles, T.R. and Miles, E. (eds) (1992). *Dyslexia and Mathematics*. London: Routledge.
- Neanon, C. (2003). *How to Identify and Support Children with Dyslexia*. Cambridgeshire: LDA.
- Ott, P. (1997). *How to Detect and Manage Dyslexia: A Reference and Resource Manual*. Oxford: Heinemann Educational Publishers.
- Reason, R. and Boote, R. (1994). *Helping Children with Reading and Spelling*. London: Routledge.
- Squires, G. and McKeown, S. (2003). *Supporting Children with Dyslexia: Practical Approaches for Teachers and Parents*. Birmingham: Questions Publishing Company.

Dyspraxia:

- Kirby, A. and Drew, S. (2003). *Guide to Dyspraxia and Developmental Coordination Disorders*. London: David Fulton.
- Kirby, A. and Peters, L. (2007). *100 Ideas for Supporting Pupils with Dyspraxia and DCD*. London: Continuum.
- Portwood, M. (1999). *Developmental Dyspraxia: Identification and Intervention: A Manual for Parents and Professionals*. London: David Fulton.

Speech and Language:

- Hull Learning Services (2004). *Supporting Children with Speech and Language Difficulties*. London: David Fulton.

Mc Minn, J. (2002). *Supporting Children with Speech and Language Impairment and Associated*

Difficulties. Birmingham: Questions Publishing Company.

Speake, J.(2003). *How to Identify and Support Children with Speech and Language Difficulties*.

Cambridgeshire: LDA.

ASD:

Cumine, V., Leach, J. and Stevenson, G. (1998). *Asperger Syndrome: A Practical Guide for Teachers*. London: David Fulton.

Cumine, V., Leach, J. and Stevenson, G. (2000). *Autism in the Early Years: A Practical Guide*. London: David Fulton.

Gray, C. (1994). *Comic Strip Conversations*. London: Future Horizons.

Gray, C. (2000). *The New Social Story Book*. London: Future Horizons.

Gray, C. and White, A.L. (2002). *My Social Stories Book*. London: Jessica Kingsley.

Hull Learning Services (2004). *Supporting Children with Autistic Spectrum Disorder*. London: David Fulton.

Jordan, R. (1999). *Autistic Spectrum Disorders: An Introductory Handbook for Practitioners*. London: David Fulton Publishers.

Jordan, R. and Jones, G. (1999). *Meeting the Needs of Children with Autistic Spectrum Disorders*. London: David Fulton.

Seach, D., Lloyd, M. Preston, M. (2003). *Supporting Children with Autism in Mainstream Schools*. Birmingham: Questions Publishing Company.

Task Force on Autism (2001). *Educational Provision and Support for Persons with Autistic Spectrum Disorders: The Report of the Task Force on Autism*. Dublin: Task Force on Autism.

Down Syndrome

Hull Learning Services, (2004). *Supporting Children with Down Syndrome*. London: David Fulton.

ADHD / Behaviour Management:

Alban-Metcalf, J. and Alban-Metcalf, J. (2001). *Managing Attention Deficit Hyperactivity Disorder in the Inclusive Classroom: Practical Strategies*. London: David Fulton.

Cooper, P. and O'Regan, F. J. (2001). *Educating Children with ADHD: A Teacher's Manual*. London: Routledge / Falmer.

Faupel, A., Herrick, E. and Sharp, P. (1998). *Anger Management: A Practical Guide*. London: David Fulton.

Glenn, A., Cousins, J. and Helps, A. (2004). *Behaviour in the Early Years: Tried and Tested Strategies*. London: David Fulton.

Hull Learning Services (2005). *Supporting Children with Behavioural Difficulties*. London: David Fulton.

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

- Hutchinson, N. and Smith, H. (2004). *Intervening Early: Promoting Positive Behaviour in Young Children*. London: David Fulton.
- Kewley, G. (1999). *Attention Deficit Hyperactivity Disorder – What Can Teachers Do?* London: David Fulton.
- Newell, S. and Jeffrey, D. (2002). *Behaviour Management in the Classroom: A Transactional Approach*. London: David Fulton.
- O' Regan, F.J. (2002). *Teach and Manage Children with ADHD*. Cambridgeshire: LDA.
- Rogers, B. (1997). *Cracking the Hard Class: Strategies for Managing the Harder than Average Class*. London: Paul Chapman.
- Rogers, B. (1998). *You Know the Fair Rule: Strategies for Making the Hard Job of Discipline and Behaviour Management in School Easier*. Essex: Longman Industry and Public Service Management.
- Rogers, B. (2001). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. London: Books Education.
- Spohrer, K.E. (2003). *Supporting Children with ADHD*. Birmingham: Questions Publishing Company.

Physical Disabilities:

- Hull Learning Services. (2004). *Supporting Children with Cerebral Palsy*. London: David Fulton.
- Hull Learning Services. (2004). *Supporting Children with Epilepsy*. London: David Fulton.
- Hull Learning Services. (2004). *Supporting Children with Fragile X Syndrome*. London: David Fulton.

ICT:

- McKeown, S. (2000). *Unlocking Potential: How ICT Can Support Children with Special Needs*. Birmingham: Questions Publishing Company.

Exceptionally Able:

- Montgomery, D. (2003). *Gifted and Talented Children with Special Educational Needs: Double Exceptionality*. London: David Fulton.

Differentiation:

- Carter, N., Prater, M.A. and Dyches, T.T. (2009). *Making Accommodations and Adaptations for Students with Mild to Moderate Disabilities*. New Jersey: Pearson.
- Karten, J. (2005). *Inclusion Strategies that Work: Research-based Methods for the Classroom*. California: Corwin Press.
- Vaughn, S.R., Bos, C.S. and Schumm, J.S. (2011). *Teaching Students who are Exceptional, Diverse and at Risk in the General Education Classroom*. Boston: Pearson.

Informal Assessment:

- Hannell, G. (2006). *Identifying Children with Special Needs: Checklists and Action Plans for Teachers*. California: Thousand Oaks.

Special Needs Assistants:

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

Flood, E. (2010). *Assisting Children with Special Needs: An Irish Perspective*. Dublin: Gill and MacMillan.

Inclusion (Policy/Debate):

Frederickson, N. and Cline, T. (2009). *Special Education Needs, Inclusion and Diversity* (2nd edition). Berkshire: Open University Press.

Educational Disadvantage:

Perry, E. and Francis, B. (2010). *The Social Class Gap for Educational Achievement: A Review of the Literature*. [RSA Social Justice Paper]. (paper also addressed in Sociology course).

Ryan, A. (1998). Teachers, travellers and education: A sociological perspective. *Irish Educational Studies*, 17, 161-174.

also addressed in Sociology course).

Development education and intercultural education:

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

Bryan, A. (2010). Corporate multiculturalism, diversity management, and positive interculturalism in Irish schools and society. *Irish Educational Studies*, 29(3), 253-269.

Bryan, A. & Bracken, M. (2011). Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools. Dublin: Irish Aid.

Carney, E. (2014). Investigating the development of academic language proficiency in a multilingual classroom. Unpublished MES thesis. Marino Institute of Education.

Carney, E. (2016). Teaching academic language to EAL students. *In Touch*, Issue 166, December, pp. 40-41.

Conteh, J. (2018). Opening potential for EAL learners. In B. Skinner and B. O'Toole (Eds.). *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.

Coulby, D. (2009). Intercultural Education: Theory and Practice. *Intercultural Education*, 17(3), pp. 245-257.

Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.

Cummins, J. (2011). Literacy Engagement. *The Reading Teacher*, 65(2), pp. 142-146.

Cummins, J. (2014). Language and identity in multilingual schools. In D. Little, C. Leung and P. Van Avermaet (Eds.). *Managing diversity in education*. Bristol: Multilingual Matters.

Dolan, A.M. (2014). *You, Me and Diversity: Picture books for teaching development and intercultural education*. Stoke-on-Trent: Trentham Books.

- Devine, D., Kenny, M. and Macneela, E. (2008). Naming the 'other': children's construction and experience of racisms in Irish primary schools, *Race, Ethnicity and Education* 11(4), 369-385.
- Drury, R. and Robertson, L. (2008). *Stages of early bilingual learning*. www.naldic.org.uk
- Durand, T. (2010). Celebrating diversity in early care and education. *Early Childhood Development and Care*, 180(7), pp. 835-848.
- Faas, D., Darmody, M. and Sokolowska, B. (2015) Religious diversity in primary school: Reflections from the Republic of Ireland. *British Journal of Religious Education*.
- Faas, D., Smith, A. & Darmody, M. (2018c). Children's Agency in Multi-Belief Settings: The Case of Community National Schools in Ireland. *Journal of Research in Childhood Education*, 32(4), 486-500.
- Fischer, K. (2016). *Schools and the Politics of Religion and Diversity in the Republic of Ireland: Separate but Equal?* Manchester: Manchester University Press.
- Graves, M.F., August, D. & Mancilla-Martinez, J. (2013). *Teaching Vocabulary to English Language Learners*. NY: Teachers College Press.
- Grech, O. (undated) A Human Rights Perspective on Development. Bray: 80:20.
- Hancock, A. (2018). Inclusive practices for pupils with English as an additional language. In B. Skinner and B. O'Toole (Eds.). *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.
- Jones, J.Y. and Nygaard, A. (2016). Whose Reality Counts? In H. Hartmeyer and L. Wegimont (Eds.) *Global Education in Europe Revisited*. Munster and NY: Waxmann.
- Joseph, E. (2018). Whiteness and racism: Examining the social order in Ireland. *Irish Journal of Sociology*, 26(1), 46-70.
- Kirwan, D. (2014). From English language support to plurilingual awareness. In D. Little, C. Leung and P. Van Avermaet (Eds.). *Managing diversity in education*. Bristol: Multilingual Matters.
- Kirwan, D. (2018). Creating a plurilingual whole-school environment to support pupils' learning. In B. Skinner and B. O'Toole (Eds.). *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.
- Larkin, T., Morris, L., O'Caoimh, C., Muzanenhano, P., Wilson, B. and O'Toole, B. (2018). *Just connections, just trade: A teaching resource about Africa*. Dublin: MIE and PMIA.
- Leung, C. & Creese, A. (2010). *English as an Additional Language*. LA & London: Sage Publications.
- Lytra, V., Volk, D., Gregory, E. (eds.) (2016). *Religion in Young Lives: Navigating Language, Literacies and Identities*. Abingdon and NY: Routledge.
- Lundy, L. (2007) 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), pp. 927-942.

- Kymlicka, W. (2012). *Multiculturalism: Success, Failure, and the Future*. Migration Policy Institute: Transatlantic Council of Migration.
- Manyak, P. (2008). What's your news? Portraits of a rich language and literacy activity for English-language learners. *The Reading Teacher*. 61(6).
- Martin, F. and Griffith, H. (2012). Power and representation: a postcolonial reading of global partnerships and teacher development through North-South study visits. *British Educational Research Journal*, 38(6), 907-927.
- Mc Daid, R. (2018). Closing the achievement for minority language children: A rapporteur's thoughts on continuing the march. In B. Skinner and B. O'Toole (Eds.). *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.
- Modood, T. (2007). *Multiculturalism*. Cambridge: Polity Press.
- Modood, T. (2009). Muslims, religious equality and secularism. In G.B. Levey and T. Modood (Eds.) *Secularism, Religion and Multicultural Citizenship*. Cambridge: Cambridge University Press.
- Moloney, C. and O'Toole, B. (2018). Windows and Mirrors or Closed Doors? Representations of diversity in early years' textbooks. *Irish Teachers' Journal*, 6(1).
- Osler, A. & Starkey, H. (2010) *Teachers and human rights education*. Stoke-on-Trent: Trentham Books.
- O'Toole, B. (2015). 1831-2014: A chance to get it right this time? *Irish Educational Studies*, 34(1), pp.89-102.
- O'Toole, B. and Skinner, B. (2018). Closing the achievement gap: Challenges and opportunities. In B. Skinner and B. O'Toole (Eds.). *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.
- Parekh, B. (2008). *A New Politics of Identity*. Hampshire and NY: Palgrave Macmillan.
- Parker-Jenkins, M. and Masterson, M. (2013). No longer 'Catholic, White and Gaelic': schools in Ireland coming to terms with cultural diversity. *Irish Educational Studies*. DOI: 10.1080/03323315.2013.851438.
- Revell, L. (2012). *Islam and education: the manipulation and misrepresentation of a religion*. Stoke-on-Trent: Trentham Books.
- Roche, M. (2014). *Developing Children's Critical Thinking through Picture Books*. Routledge.
- Ruane, B., Waldron, F., Maunsell, C., Prunty, A., O'Reilly, M., Kavanagh, A.M., & Pike, S. (2010) 'Bringing Alive the Spirit of Human Rights': Irish Teachers' Understanding of and Disposition towards Human Rights and Human Rights Education. In F. Waldron & B. Ruane (eds.) *Human Rights Education: Reflections on Theory and Practice*. Dublin: Liffey Press.
- Sachs, J. (2005) *The End of Poverty*. London: Penguin Books.
- 80: 20 (2006). *80:20 Development in an Unequal World* (5th edition). Bray: 80:20.

Skinner, B. & O'Toole, B. (2018). *Minority language pupils and the curriculum: closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-book.

Smyth, E. (2010). *Religious Education in a Multicultural Society: School and Home in Comparative Context*. Economic and Social Research Institute. Retrieved from: <https://www.esri.ie/pubs/BKMNEXT214.pdf>

Smyth, E. and M. Darmody (2011). 'Religious Diversity and Schooling in Ireland', in M. Darmody, N. Tyrrell and S. Song (eds.), *Changing Faces of Ireland: Exploring Lives of Immigrant and Ethnic Minority Children*, Rotterdam: Sense.

Van Avermaet, P. (2018). Working towards a multilingual social interaction learning model. In B. Skinner and B. O'Toole (Eds.), *Minority language pupils and the curriculum: Closing the achievement gap*. Dublin and Coleraine: MIE and University of Ulster E-Book.

Websites:

www.irishaid.ie

www.developmenteducation.ie

16. Evaluation

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

17. Module Co-ordinator

Dr. Anne Ryan

18. Module Teaching Team

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

English Methods/Competence

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

English Methods/Competence

2. Module Code

PM9103

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

ECTS

7. Rationale and Aims

Rationale

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

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

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primary school. This includes understanding what literacy learners need in order to learn the code of written language.

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

Aims

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

8. Learning Outcomes

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

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

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

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

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

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

Demonstrate knowledge and understanding of appropriate formative and summative assessment strategies in English (IM6; IM8; GER4)

9. Course Content and Syllabus

English Methods (junior classes)

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

Oral language

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

Reading

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

Writing

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

Planning

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

English Methods (Middle & Senior classes)

- Oral language
- Approaches to oral language development in middle/senior classes
- Functions and names of parts of speech

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

Reading

- Shared reading strategies
- Vocabulary instruction
- Oral Reading fluency: Modelled Reading, assisted reading, repeated reading, wide reading
- Comprehension strategies - prediction, visualisation, making connections, questioning, monitoring comprehension, visualization, clarification, determining importance and synthesis
- Reading Genres: Narrative (including novels), Expository, Diagrammatic, newspapers
- Response to Poetry
- Assessment of Reading

Writing

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

English Competence

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

10. Teaching and Learning Methods

Full group lectures (addressing key concepts in teaching English in the context of the Primary English Curriculum)

Small group seminar sessions.

Provision of on-line course content/notes

11. Required Equipment and Resources (if applicable)

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

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

hour examination or equivalent

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

13. Pass Requirement

40 %

14. Method of Supplemental Assessment

Supplemental: 3-hour examination

15. Recommended Reading Materials / Indicative Resources

English Methods

- Armbruster, B.B., Lehr, F. & Osborne, J.M. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The National Institute for Literacy.
<http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press
- Big Ideas in Beginning Reading*. (n.d.). University of Oregon Web site:
<http://reading.uoregon.edu>
- Browne, Ann (2001) *Developing Language and Literacy 3 – 8* (2nd Ed.) Chapman
- Courteney, A. & Gleeson, M. (2010). *Building Bridges of Understanding*, Limerick: Mary Immaculate College of Education
- Culligan, B. (1997) *Improving Children's Spelling* Dublin: B. Culligan.
- DES (1999) *Primary School Curriculum. English*. The Stationery Office: Dublin.
- DES (1999) *Primary School Curriculum. English – Teacher Guidelines*. The Stationery Office: Dublin.
- Ericson, L. & Juliebo, M.F. (1998) *The Phonological Awareness Handbook for Kindergarten and Primary Teachers* International Reading Association.
- Godwin, D. & Perkins M. (1998) *Teaching Language and Literacy in the Early Years*
- Goswami, U. & Bryant, P. (1990) *Phonological Skills and Learning to Read*. LEA
- Graves, D. (1994) *A Fresh Look at Writing* Heinemann
- Ministry of Education, New Zealand, *Dancing with the Pen, the Learner as a Writer*.
- Ní Mhurchú, M. (1998) *Phonological Awareness and Learning to Read: Guidelines for the Practitioner*, in Casey (Ed.) *Learn Journal of the Irish Learning Support Association*.
- National Council for Curriculum and Assessment (2009) *Aistear: The Framework for Early Learning*. Dublin: NCCA
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.

- Neuman S.B. & Wright T. (2010). Promoting language and literacy development for early childhood educators: A mixed-methods study of coursework and coaching *Elementary School Journal* 111(1) 63-86.
- Owens, R.E. (2001) *Language Development, An Introduction* New York: Allyn and Bacon.
- Paris, S. G. (2005). "Reinterpreting the Development of Reading Skills". *Reading Research Quarterly*, vol. 40 no. 2, pp. 184–202.
- Pressley, M. (2006). *Reading Instruction That Works: The Case for Balanced Teaching*, 3rd ed. New York: Guilford
- Samuels, S. J., & Farstrup (Eds.) (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Stahl, S. A., & Heubach, K. (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*. 37(1), 25-60.

English Competence:

- Moats, L.C. (2003) *Language essentials for teachers of reading and spelling*. Longmont, CO: Sopris West. Moats, L.C. (1994) The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 81-102.
- Snow, C. E., Griffin, P., and Burns, M. S., eds (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass
- Wilson A. & Scanlon J. (2011) *Language Knowledge for Primary Teachers*. New York: Routledge.

16. Evaluation

As is appropriate, the students will be given a questionnaire during and at the end of the course, and in the light of information gained the course will be reviewed and if necessary amended.

17. Module Co-ordinator

Dr. Gene Mehigan

18. Module Teaching Team

Dr. Gene Mehigan; Dr Jennifer O'Sullivan; Dr. Mary Clarke

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

Gaeilge (Teanga, Litearthacht agus Litríocht)

Clár lena mbaineann an Modúl

Máistreacht Proifisiúnta san Oideachas (Bunmhúinteoireacht)

1. Teideal an Mhodúil

Gaeilge (Teanga, Litearthacht agus Litríocht)
Múineadh na Gaeilge

2. Cód an Mhodúil

PM9104

3. Riachtanais Iontrála (má bhaineann sé leis)

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

Leibhéal 9 Iarchéim

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

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

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

6. Luach CEAC

Gaeilge 2.5;
Múineadh na Gaeilge 2.5

7. Réasúnaíocht agus Aidhmeanna

Gaeilge:
Réasúnaíocht

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

Aidhmeanna

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

Taitneamh a bheith le baint as an Modúl, dearcadh dearfach a chothú i leith na teanga, fonn sa mhac léinn a chothú an Ghaeilge a úsáid mar theanga i bpobal foghlama dátheangach

Mar fhoghlaimeoir teanga, an mac léinn a spreagadh an phríomhfhreagracht a ghlacadh as a f(h)oghlaím féin, as a c(h)umas ag an leibhéal iontrála (B1, Fráma Tagartha Comónta Eorpach – FTCE a aithint, as torthaí foghlama atá le baint amach a aithint, as bealaí a aithint chun na torthaí foghlama sin a bhaint amach, as clárú a dhéanamh ar a d(h)ul chun cinn ar bhonn reatha agus as méid áirithe neamhspleáchais foghlama a bhaint amach.

- Feasacht Teanga agus Cultúir a fhorbairt agus a chothú
- Cumas cluastuisceana an mhic léinn a fhorbairt
- Líofacht cainte, saibhreas cainte, cruinneas cainte agus dea-fhoghraíocht an mhic léinn a fhorbairt
- Cumas brí a bhaint as téacsanna scríofa gearra agus fada, agus cumas léamh os ard le brí agus le dea-fhoghraíocht a fhorbairt
- Cumas an mhic léinn scríobh go saoráideach agus go cruinn a fhorbairt
- Maidir le litríocht, scileanna léirmheastóireachta a fhorbairt
- Cruinneas gramadaí a fhorbairt go córasach agus i gcomhthéacs feidhmiúil.

Múineadh na Gaeilge:

Réasúnaíocht

Teanga bheo chumarsáide í an Ghaeilge. Is cuid dár n-oidhreacht í agus is í an ghné is sainiúla den chultúr Gaelach í. Cuireann foghlaim na Gaeilge ar chumas an pháiste teagmháil níos dlúithe a dhéanamh leis an gcultúr sin. Is í an Ghaeilge teanga náisiúnta na hÉireann, tá stádas bunreachtúil aici agus i gcoitinne tá sé riachtanach go bhfoghlaimíonn gach páiste bunscoile Gaeilge.

Aidhmeanna

Tuiscint a fhorbairt ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sna ranganna sóisearacha, sna meánranganna agus sna hardranganna, mar a mholtar é sin a dhéanamh i gCuraclam na Gaeilge

Tuiscint a thabhairt do na mic léinn ar Churaclam na Gaeilge agus ar a bhfuil i gceist le Cur Chuige Cumarsáideach sna ranganna go léir

Deiseanna a thabhairt don mhac léinn straitéisí, modhanna múinte agus áiseanna cuí a fheiceáil, triail a bhaint astu agus staidéar agus machnamh a dhéanamh orthu

Tuiscint a thabhairt ar an tábhacht a bhaineann le béim a chur ar thaitneamh, ar dhearcadh dhearfach i leith na Gaeilge a chothú agus ar úsáid a bhaint aisti go neamhfhoirmiúil

Cabhrú leis an mac léinn tabhairt faoi phleanáil ghearrthréimhseach agus fhadtréimhseach do Mhúineadh na Gaeilge

Féidearthachtaí agus buntáistí a bhaineann le hábhair eile a mhúineadh trí mheán na Gaeilge a chur os comhair na mac léinn.

8. Torthaí Foghlama

Gaeilge:

- Mac léinn a n-éiríonn leis/léi an Modúl seo a chríochnú go sásúil, beidh ar chumas an mhic léinn sin:
- an bealach inar glacadh freagracht as foghlaim a léiriú go beacht; an cumas, na torthaí foghlama agus na bealaí foghlama a aithníodh ag an leibhéal iontrála (B1, Fráma Tagartha Comónta Eorpach) a léiriú; an clárú a rinneadh ar bhonn reatha ar an bhfoghlaim sin a thaispeáint, an cúram a tógadh agus an leas fóinteach is féidir a bhaint as suímh idirlín ar son téarmaíochta agus cruinnis a léiriú (GER 1, 2, 5, 7, 9)
- na bealaí a thaispeáint inar chuidigh feasacht teanga le foghlaim agus an ról a bhí ag feasacht cultúir (CC 1, 2, 5)
- éisteacht le tuiscint agus freagraí cearta a thabhairt ar cheisteanna (GER 1)
- labhairt go líofa agus go cruinn le stór focal leathan agus saibhreas cainte oiriúnach agus le dea-fhoghraíocht agus pictiúr a phlé, páirt a ghlacadh i gcomhráite ar an ngnáthluas (GER 2)
- argóintí a thuiscint agus a chur ar fáil (CC 1)
- téacsanna scríofa gearra agus fada a léamh go criticiúil agus a thuiscint (féach ábhar an tsiollabais) (IM 11)
- scríobh go saoráideach agus go cruinn i réimse de *genres*, cumarsáid a dhéanamh go cruinn i scríbhinn, i bhfógraí scoile, i nótaí teachtaireachta agus i litreacha/ríomhphoist agus araile (féach ábhar an tsiollabais) (GER 1, 2)
- léirmheas a scríobh ar shaothar litríochta agus tagairtí a liostú i gceart (IM 11)
- cruinneas gramadaí a léiriú i gcomhthéacsanna a bhaineann lena s(h)aol pearsanta agus lena s(h)aol gairmiúil, in aistriúcháin agus i dtéacsanna feidhmiúla. (GER 2)

Múineadh na Gaeilge:

- tuiscint shoiléir a léiriú ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sna ranganna sóisearacha, sna meánranganna agus sna hardranganna, mar a mholtar é sin a dhéanamh i gCuraclam na Gaeilge (GER 2)
- leagan amach agus príomhthréithe Churaclam na Gaeilge a mhíniú go beacht agus a bhfuil i gceist le cur chuige cumarsáideach a mhíniú (GER 2)
- straitéisí agus modhanna múinte cuí a úsáid chun freastal ar riachtanais chumarsáide i suímh chumarsáide (IM 7)
- an tábhacht a bhaineann le taitneamh agus dearcadh dearfach a mhíniú agus bealaí chun an Ghaeilge a chur chun cinn go neamhfhoirmiúil a rianú (CC 4)
- tabhairt faoi phleanáil ghearrthréimhseach agus fhadtréimhseach (do shocrúcháin scoile agus don saol mar mhúinteoir) agus aonaid oibre a phleanáil faoi scáth téamaí agus topaicí Churaclam na Gaeilge, ceacht Gaeilge a scríobh agus an tábhacht a bhaineann le feidhmeanna teanga agus na tréimhsí i gceacht cumarsáideach a léiriú agus snáitheanna Churaclam na Gaeilge a chomhtháthú, agus measúnú cuí a dhéanamh (IM 1, 3, 8)
- ceacht in ábhar curaclaim eile a phleanáil agus a mhúineadh go héifeachtach trí mheán na Gaeilge (IM 9).

9. Ábhar agus Siollabas an Chúrsa

Gaeilge:

Labhairt agus Cluastuiscint:

Spriocanna foghlama agus straitéisí; clárú leanúnach ar dhul chun cinn.

Úsáid Neamhfhoirmiúil na Gaeilge: an Ghaeilge mar theanga chaidrimh na scoile; an Ghaeilge mar theanga bhainisteoireachta ranga; riachtanais chumarsáide neamhfhoirmiúla an mhúinteora i bpríomhócáidí an scoil-lae; gnáthchomhrá neamhfhoirmiúil leis an bpríomhoide/leis an gcigire; cruinnithe; riachtanais chumarsáide neamhfhoirmiúla an pháiste i rith an scoil-lae; ábhar spéise an pháiste; seachtain na Gaeilge.

Eolas riachtanach ar an nGaeilge agus an múinteoir i mbun teagaisc: orduithe agus teoracha; ceisteanna (spleách agus neamhspleách); míniú; moladh agus dearbhú; eiseamláirí d'fheidhmeanna teanga Churaclam na Gaeilge.

Croí-thopaicí: mise; m'áit dhúchais; mo chumas sa Ghaeilge; an bhunmhúinteoireacht agus cúrsaí oideachais; mo chuid scolaíochta agus taithí scoile; cúrsaí oibre; an saol ag an tríú leibhéal; pobal na Gaeilge agus an Ghaeltacht; socrúchán scoile; cláir theilifíse; scannáin; léitheoireacht; spórt; siopadóireacht; ceol; an teicneolaíocht; cúrsaí sláinte agus cúram coirp; bia agus deoch; taisteal agus laethanta saoire; cúrsaí reatha.

Topaicí eile: na meáin (cuid mhaith de thuairiscí nuachta agus de chláir theilifíse a thuiscint); canúintí; feasacht cultúir agus féilte; feasacht idirchultúrtha.

Rólimirt agus feidhmeanna teanga: beannú; cur in aithne; tús a chur le comhrá; ceisteanna a chur agus a fhreagairt; leithscéal; cuimhne; tuairisciú; ábaltacht; iarraidh ar dhuine rud éigin a dhéanamh; dearcadh agus tuairim; gá; tuiscint agus easpa tuisceana; mian agus rogha; taitneamh agus easpa taitinimh; suim; iontas; buíochas; cabhair; cuireadh; deireadh a chur le comhrá, soiléiriú; athrá á lorg; straitéisí le deileáil le bearnaí tuisceana; aontú agus easaontú; dóchúlacht; comhghairdeas, comhbhrón agus guí; díomá; trua; aiféala; dóchas; imní.

Léitheoireacht agus Léamhthuiscint: ag léamh go ciúin agus os ard; dea-fhoghraíocht; brí as téacs (ag roghnú as: ailt ó nuachtáin, irisí; bróisiúir; cuir síos ar eachtraí agus ar mhothúcháin); téarmaí léirmheastóireachta; téacsanna filíochta agus/nó próis, fada agus gearr; léirmheasanna agus taighde; machnamh.

Scríbhneoireacht: struchtúir, coinbhinsiúin agus cruinneas; fillteán foghlama - téacsanna feidhmiúla (ag roghnú as: lipéid; fógraí scríofa an tseomra ranga agus na scoile; nótaí teachtaireachta; teachtaireachtaí gutháin; achoimrí agus miontuairiscí; póstaer; tuairiscí ar thimpistí; foirmeacha tuairisce; cuirí; gairmré agus foirm iarratais; téacsanna agus ríomhphoist; litreacha; déileáil le comhfhreagras; giotaí leanúnacha, ag roghnú as - ailt, aistí, blaganna, nótaí gearra simplí, teachtaireachtaí pearsanta, ríomhphoist, scéalta, litreacha foirmiúla); comhráite (rólimirt, agallaimh); ailt léirmheastóireachta; cúram (earráidí a aithint, seiceáil, profáil agus athscríobh).

Gramadach: an gá le cruinneas; gramadach i gcomhthéacs feidhmiúil; an briathar rialta agus neamhrialta; an réamhfhocail simplí; na forainmneacha réamhfhocail agus an aidiacht shealbhach; an t-ainmfhocail; an aidiacht; an chopail; suíomh agus gluaiseacht; uimhreacha; cúram, earráidí, profáil; na botúin is coitianta; feasacht teanga agus feasacht gramadaí.

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

Scileanna, Uirlisí agus Foinsí: foclóirí, suímh idirlín, na meáin, leabhair ghramadaí.

Múineadh na Gaeilge:

Curaclam na Gaeilge (struchtúr, scoileanna T1 agus T2, prionsabail, cur chuige cumarsáideach, aidhmeanna, snáitheanna, feidhmeanna teanga, téamaí); úsáid neamhfhoirmiúil na Gaeilge (dea-shampla an mhúinteora, an Ghaeilge mar theanga chaidrimh agus mar theanga bhainisteoireachta an ranga, riachtanais chumarsáide na bpáistí); an ceangal idir ceachtanna foirmiúla agus úsáid neamhfhoirmiúil; Aistear; tábhacht na héisteachta sna ranganna sóisearacha; comhtháthú na héisteachta agus na labhartha; gníomhamhráin; rannta; cluichí teanga do na ranganna sóisearacha agus tábhacht an taitnimh; an Leabhar Mór; tús na léitheoireachta agus na scríbhneoireachta; comhtháthú na snáitheanna (gníomhaíochtaí oiriúnacha éisteachta, labhartha, léitheoireachta agus scríbhneoireachta); rólímirt; cluichí teanga do na meánranganna agus na ranganna sinsearach; an scéalaíocht agus fíorleabhair; feacht teanga agus feacht cultúir; áiseanna agus foinsí (in Treoirínte do Mhúinteoirí agus araile); measúnú; leagan amach ceachta (cuspóirí, áiseanna, na tréimhsí i gceacht cumarsáideach), aonad oibre agus scéim a scríobh don socrúchán scoile; scéimeanna bliana / téarma, scéimeanna seachtaine; measúnú (trialacha caighdeánaithe agus trialacha a dhearann an múinteoir); scoileanna Lán-Ghaeilge agus scoileanna Gaeltachta; féidearthachtaí maidir le hábhair eile a mhúineadh tri mheán na Gaeilge i scoileanna T2.

10. Modhanna Teagaisc agus Foghlama

Gaeilge: Léachtaí, Ranganna Teagaisc Gaeilge, Staidéar Treoraithe, Staidéar Pearsanta agus Léitheoireacht.

Múineadh na Gaeilge:

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

11. Fearas Riachtanach (má bhaineann sé leis)

Gaeilge: Teilgeoir sonraí, ríomhaire, teilifíseán, físthaifeadán, raidió, seinnteoir dhlúthdhioscaí, dvdanna, clár bán idirghníomhach, bog earraí cuí.

Múineadh na Gaeilge:

Seinnteoir dlúthdhioscaí, físthaifeadán, teilgeoir sonraí, teilifíseán, raidió, clár bán idirghníomhach, dlúthdhioscaí ceoil, bogearraí cuí.

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

Gaeilge:

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

Scrúdú Scríofa (trí huaire an chloig) 35% (Gramadach 40%, Téacsanna Feidhmiúla le hAistriú 20%, Comhrá le hAistriú 20%, Litir 20%)

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

Múineadh na Gaeilge:

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

Scrúdú (dhá uair an chloig)

13. Pasmharc

Gaeilge: 40% (Caithfear pas a fháil sa scrúdú cainte agus caithfear an fillteán foghlama a chríochnú go hiomlán.)

Múineadh na Gaeilge: 40%

Caithfidh an mac léinn 40% a ghnóthú i ngach ceann den dá leath den mhodúl.

14. Modh Measúnaithe Breise

Gaeilge:

Scrúdú Scríofa 60% (Gramadach 40%, Téacsanna Feidhmiúla le hAistriú 20%, Comhrá le hAistriú 20%, Litir 20%)

Scrúdú Cainte 40% (Cur Síos ar Phictiúr, Agallamh Traidisiúnta) Caithfear pas a fháil sa scrúdú cainte.

[Fillteán Foghlama: Má fhaigheann mac léinn 40% nó os a chionn i measúnú na bliana, ach má bhíonn an Fillteán Foghlama neamhchríochnaithe, beidh ar an mac léinn an Fillteán Foghlama a chríochnú go hiomlán agus go sásúil (40%) chun pas a fháil.

Má fhaigheann mac léinn níos lú ná 40% i measúnú na bliana, agus má bhíonn an Fillteán Foghlama neamhchríochnaithe, chomh maith le 40% nó os a chionn a fháil san Atriail, caithfidh an mac léinn an Fillteán Foghlama a chríochnú go hiomlán agus go sásúil (40%).]

Múineadh na Gaeilge: Scrúdú.

15. Léitheoireacht Mholta / Áiseanna Tascacha

Gaeilge:

Mac Suibhne, A. & Whelton, M. (2008) *Í a Labhairt*. Baile Átha Cliath: Institiúid Oideachais Marino

Mac Suibhne, A. & Whelton, M. (2009) *Sruth na Maoile: Ábhar Tacaíochta d'Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge*. Baile Átha Cliath: Institiúid Oideachais Marino

Mac Murchaidh, C. (2006) *Cruinnscríobh na Gaeilge*. Baile Átha Cliath: Cois Life

Ó Dónaill, E. (2008) *Gramadach gan Stró*. Baile Átha Cliath: Gaelchultúr Teo.

De Bhaldraithe, T. (1959) *English-Irish Dictionary*. Baile Átha Cliath: An Gúm

Ó Dónaill, N. (1977) *Foclóir Gaeilge-Béarla*. Baile Átha Cliath: An Gúm

Gael-Linn (2005) *Gaeilge Bheo! Resource for Gaeilge Neamhfhoirmiúil*. Baile Átha Cliath: Gael Linn

An Mheitheal um Theagasc na Gaeilge ar an Tríú Leibhéal. (2011) *Siollabas Nua don Dara Bliain Ollscoile*, Baile Átha Cliath

GaelSpell 3

Ceart: www.cruinneog.com

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

Anois

An Foclóir Beag: www.csis.ul.ie/foclóir

Acmhainn.ie: www.acmhainn.ie

Foclóir Gaeilge.ie: www.focloirgaeilge.ie

Focal.ie: www.focal.ie

Gaeilge na seachtaine.ie: www.gaeilgenaseachtaine.ie

English Irish Dictionary.com: www.englishirishdictionary.com

Nuachtáin agus Irisí: www.beo.ie, *Foinse*, *Saol*

Micheál F. Ó Conchúir, *Lámhleabhar Seanfhocal*, Cló Iar-Chonnacht: Indreabhán, 1996.

Máire Áine Nic Gearailt, *An Inis Agus Dánta Eile*, Coiscéim: Baile Átha Cliath, 2010.

Tadhg Mac Dhonnagáin, *Cathal Sa Naiolann*, Coiscéim: Baile Átha Cliath, 2011.

Ailbhe Nic Giolla Bhríghde, *Cócó an Colgán Cairdiúil*, Futa Fata: Co na Gaillimhe, 2010.

Bríd Dáibhís, *Corán Gealaí*, An Clóchomhar: Baile Átha Cliath, 1978.

Caoimhe Máirtín, *An Máistir: An Scoil agus an Scolaíocht i Litríocht na Gaeilge*, Cois Life: Baile Átha Cliath, 2003.

Denvir, G. & Ní Dhonnchadha, A., (eag.), (2000) *Gearrscéalta an Chéid*. Gaillimh: Cló Iar-Chonnachta

Mac Mathúna, S. (1999) *Banana*. Baile Átha Cliath: Cois Life

Ó Conaire, P. (1956) *Scothscéalta*. Baile Átha Cliath: Sairséal agus Dill

Ó hEithir, B. (1976) *Lig Sinn i gCathú*. Baile Átha Cliath: Sairséal–Ó Marcaigh

Ó Súilleabháin, M. (1998 [1933]) *Fiche Bliain ag Fás*. An Daingean: An Sagart

Ó Muirí, P. (2007) *Croí na Ceiste*. Baile Átha Cliath: Comhar Teo.

Desmond, A. (2006) *An Foghlaimeoir Fásta*. Baile Átha Cliath: Comhar Teo.

Ó hÁinle, C., (eag.), (1979) *Gearrscéalta an Phiarsaigh*. Baile Átha Cliath: Helicon Teo.

Ó Loingsigh, É. (2008) *Na Comharsana Nua*. Gaillimh: Cló Iar-Chonnachta

Desmond, A. (2007) *Gaeilge agus Grá*. Baile Átha Cliath: Comhar Teo.

Mac Lochlainn, A. (2009) *Taibhsí an Locha*. Gaillimh: Cló Iar-Chonnachta

Ní Bhrolcháin, M. (1994) *Dialann Chaoimhe*. Gaillimh: Cló Iar-Chonnachta

Ó Muirí, P. (2000) *Paloma*. Baile Átha Cliath: Comhar Teo.

Titely, A. (2004) *Amach*. Baile Átha Cliath: An Gúm

Ó Doibhlin, B. (1973) *Litríocht agus Léitheoireacht*, Baile Átha Cliath agus Corcaigh: Cló Mercier

Múineadh na Gaeilge:

DES (1999) *Curaclam na Bunscoile: Gaeilge, Teanga*. Oifig an tSoláthair: Baile Átha Cliath

- DES (1999) *Curaclam na Bunscoile: Gaeilge, Teanga, Treoirínte do Mhúinteoirí*. Oifig an tSoláthair: Baile Átha Cliath
- Mac Suibhne A; Whelton M. (2006) *Cóir Ghaoithe*, Coláiste Mhuire Marino: Baile Átha Cliath
- Mac Suibhne A.; Whelton M. (2009) *Sruth na Maoile*, Coláiste Mhuire Marino: Baile Átha Cliath
- Harris J., Uí Dhufaigh, M., Ó Néill, P., agus Ó Súilleabháin, E. (1996) *Cúrsaí Nua Gaeilge na Bunscoile: Moltaí agus Ábhar Samplach. Imleabhar 1: (Naíonáin - Rang 2) Imleabhar 2: (Rang 3-6)*. Institiúid Teangeolaíochta Éireann: Baile Átha Cliath
- Téacsleabhair agus scéimeanna éagsúla (go háirithe Séideán Sí - Sruth lán Ghaeilge)
- Harris J., (2006) *Irish in Primary Schools – Long-Term National Trends in Achievement*, DES: Baile Átha Cliath
- Cameron, L. (2001, 2005) *Teaching languages to Young Learners*, Cambridge University Press: Cambridge
- Slaterry, M. & Willis, J. (2001) *English for primary Teachers*, Oxford University Press: Oxford
- Pinter, A.M. (2006) *Teaching Young language Learners*, Oxford University Press: Oxford

16. Meastóireacht

Gaeilge:

De réir mar a oireann, tabharfar ceistiúcháin do na mic léinn i rith an chúrsa agus ag deireadh an chúrsa, agus i bhfianaise an aischothaithe seo déanfar athbhreithniú ar an gcúrsa agus é a leasú, más gá.

Múineadh na Gaeilge:

De réir mar a oireann, tabharfar ceistiúchán do na mic léinn i rith an chúrsa agus ag deireadh an chúrsa, agus i bhfianaise an aischothaithe seo déanfar athbhreithniú ar an gcúrsa agus é a leasú, más gá.

17. Comhordaitheoir an Mhodúil

Gaeilge: Aodán Mac Suibhne

Múineadh na Gaeilge: Aodán Mac Suibhne

18. Foireann an Mhodúil

Gaeilge: Dr Claire Marie Dunne, Aodán Mac Suibhne, Dr. Marie Whelton

Múineadh na Gaeilge: Treasa Uí hÉimhrín, Aodán Mac Suibhne

Mathematics Methods/Subject Matter Knowledge for Primary Mathematics

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Mathematics Methods/Subject matter knowledge for primary mathematics

2. Module Code

PM9102

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

20 hours Lecture/Workshop in three groups
20 hours Laboratory in three groups
20 hours Directed reading/study
40 hours Personal study
20 hours Assessment Tasks

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

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

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

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

Laboratory sessions will explore the lesson planning process and through this reflective process will encompass the development of plans for differentiation and assessment.

Reform mathematics places an emphasis on conceptual understanding and problem solving informed by a constructivist understanding of how children learn. This is a new approach to mathematics for most post graduate students and therefore they will need exposure to new mathematical content and skills followed by reflection activities so that they can begin to engage with the complexity of teaching mathematics at primary level.

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

Aims

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

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

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

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

8. Learning Outcomes

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

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

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

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

9. Course Content and Syllabus

Topics will include:

NUMBER

- Place value
- Operations: Addition and subtraction, Multiplication and Division
- Fractions, Decimals and percentages

ALGEBRA

- Early Mathematical Activities
- Rules, properties and equations in algebra
- Number Theory
- Directed Numbers

SHAPE & SPACE

- 2-D shapes
- 3-D shapes
- Lines and angles

MEASURES

- Length, weight, capacity, time and money.
- Area and perimeter
- Volume and capacity
- Time, Speed, Distance

DATA

- Representing and Interpreting Data
- Chance

10. Teaching and Learning Methods

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

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

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

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

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

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

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

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

13. Pass Requirement

The pass requirement is 40%

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

- Beckmann, S. (2004) *Mathematics for Elementary Teachers* (Book and Activity Manual) Pearson Education
- Deboys, M. & E. Pitt. (2001). *Lines of Development in Primary Mathematics*. Belfast: Blackstaff Press.
- Frobisher, L. et al. (1999) *Learning to Teach Number* Stanley Thornes.
- Government of Ireland (1999) *Curaclam na Bunscoile Mathematics and accompanying Teacher Guidelines*, The Stationery Office: Dublin
- Haylock, D. (2010) *Mathematics Explained for Primary Teachers* (4th Ed.) London: Sage Publications Ltd.
- Lampert, M. (2001) *Teaching problems and the problems of teaching* New Haven: Yale University Press
- Mason, J. and Johnston-Wilder, S. (2006), *Designing and Using Mathematical Tasks*, The Open University, Milton Keynes, Tarquin Publications
- Mathematics Bridging Documents and glossary of terms.
<http://action.ncca.ie/curriculum-connections.aspx>
- O'Brien, H. & G. Purcell. (2004). *The New Primary Mathematics Handbook*. Australia: Horwitz Education.
- Reimer, L. and Reimer, W. *Mathematicians are People, Too* (1990) and *Mathematicians are People, Too Volume 2* (1995) Dale Seymour publications.
- Sixth Class Mathematical Texts. C J Fallon, Folens, EDCO.

Selected chapters from:

- Van de Walle, J. et al. (2010). *Elementary and Middle School Mathematics. Teaching Developmentally*. Boston: Allyn & Bacon.
- Wiggins, G. & J. McTighe. (1998). *Understanding by Design*. Ohio: Merrill Prentice Hall

Useful Websites

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

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

<http://nrich.maths.org/public/> has a large collection of mathematical problems suitable for students at this level.

<http://illuminations.nctm.org/>

Selected articles from:

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

16. Evaluation

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

17. Module Co-ordinator(s)

Breed Murphy

18. Module Teaching Team

Breed Murphy, Dr. Anne Marie Gurhy

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

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

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

2. Module Code

PM9107

3. Entry Requirements (if applicable)

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

Postgraduate

5. Module Size (hours and number of weeks)

Physical Education

Course contact time: 10 hours' lectures

Directed study and reading: 10 hours + 10 hours' experiential workshops (double PE periods required)

Personal study: 20 hours

Assessment tasks: 10 hours

Social, Personal and Health Education

Course contact time: 10 hours' lectures

Directed study and reading: 20 hours

Personal study: 20 hours

Assessment tasks: 10 hours

6. ECTS Value

5 ECTS

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

7. Rationale and Aims

Rationale

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

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

Aims: To enable students to...

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

8. Learning Outcomes

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

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

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

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

9. Course Content and Syllabus

A. Physical Education

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

Athletics:

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

Games:

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

Dance:

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

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

Outdoor and Adventure

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

Gymnastics

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

Aquatics

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

B. Social, Personal and Health Education

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

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

10. Teaching and Learning Methods

Physical Education:

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

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

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

Students will engage in peer tutoring throughout this course

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

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

Social, Personal and Health Education:

In SPHE active learning strategies will also feature ideas such as the set up of 'circle time' as an appropriate teaching context

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

11. Required Equipment and Resources (if applicable)

Physical Education

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

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

Physical Education

Summative Assessment

Written assignment or equivalent based on the learning outcomes for the PE course

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

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

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

- Please refer to college regulations and TCD guidelines.
- Pass mark for the assignment is 40%

Formative assessment:

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

Social, Personal and Health Education

Written assignment or equivalent based on the learning outcomes for the SPHE course

Pass mark for the assignment is 40%

13. Pass Requirement

Physical Education and Social, Personal and Health Education

Students must achieve a minimum of 40% for both modules

14. Method of Supplemental Assessment

Re-submission of written assignment or resitting of examination

15. Recommended Reading Materials / Indicative Resources

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

Physical Education

General,

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

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

Primary School Sports Initiative Lessons, cd-rom or available online on www.pcsp.ie

Armour, K.M. (2011) Sport Pedagogy: An introduction for teaching and coaching, Prentice Hall

Green, K. (2008) *Understanding Physical Education*, London: Paul Chapman Publications

Hall, J. (2004) *The primary Physical Education Handbook*, London: Leapfrogs

Hopper, B, Grey, J and Maude, P. (2000) *Teaching physical education in the primary school*: London: Routledge

Pickup, I, (et al) (2008) *Learning to teach Primary PE*, Learning Matters Ltd

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

Games

Dowson, A. And Morris, K. (2005) Fun and Games:100 sport-related activities for ages 5-16, Leeds: Human Kinetics

Sabin, V. (2005) Primary School games: A teaching manual (8-11years), Northampton: Val Sabin Publications

Dance

Carline, S. (2011) Lesson plans for creative dance: connecting with literature, arts and music, Leeds: Human Kinetics

Lane, C. (1998) Multicultural folk dance treasure chest (Vol 1&2), Human Kinetics

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

Sabin, V. (2005) Primary School Dance: A Teaching Manual, Northampton: Val Sabin Publications

Smith-Autard, J The Art of Dance in Education, London: A&C Black

Adapted Physical Education

Liebermann, L and Houston-Wilson, C (2009) Strategies for inclusion: A handbook for Physical Educators; Human Kinetics

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

Aquatics

Kelvin, J. (2007) PE swimming Key stage 1&2 lesson plans, London: A&C Black

Langendorfer, S. and Bruya, L (1995) Aquatic Readiness: Developing water competency in young children: Human Kinetics

Outdoor and Adventure activities

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

Balazik, D (1995) Outdoor and Adventurous activities for Juniors; A&C Black

Gymnastics

Manners, H.K. and Carroll, M.E. (1991) Movement Education leading to Gymnastics 4-7: A session-by-session approach to Key Stage 1, The Falmer Press

Manners, H.K. and Carroll, M.E. (1991) Gymnastics 7-11: A session-by-session approach to Key Stage 2; The Falmer Press

Sabin, V. (2000) Primary School Gymnastics, a teaching manual (8-11 years), Northampton: Val Sabin Publications

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

Useful websites:

www.pdst.ie

www.pecentral.com

www.teachingideas.co.uk

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

www.pelinks4u.com

www.iws.ie

www.primaryresources.co.uk

www.primarype.com

Social, Personal and Health Education

- SPHE Primary Curriculum (DES 1999)
- SPHE Teacher Guidelines (DES 1999)
- The Stay Safe Programme (Child Abuse Prevention Programme 2001)
- Resource Materials for Relationships and Sexuality Education (DES 2000)
- Walk Tall – Social Personal and Health Education Programme for the Prevention of Substance Misuse (DES 1999)
- Quality Circle Time Mosley. (1996) LDA, UK
- Primary School Health Education Programme North Western Health Board (1992)
- Bi Follain Mid-Western Health Board (1996)

Useful Websites:

www.ppds.ie

www.pcsp.ie

www.ecdrumcondra.ie

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

www.walktall.ie

16. Evaluation

Ongoing evaluation (informal) using KWL strategies.

17. Module Co-ordinator

Dr. Joan Kiely

18. Module Teaching Team

Dr Suzy Macken

Ena Morley

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

Religious Education

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Religious Education

2. Module Code

PM9109

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

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

Aims

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

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

- To provide students with the kinds of self-knowledge, subject knowledge, skills and experiences required to make a positive contribution to the ethical, moral and spiritual development of primary school pupils

8. Learning Outcomes

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

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

9. Course Content and Syllabus

Religious Education – Defining R.E., The Religious Development of the Child, The R.E. Teacher, R.E. Programmes, Pedagogies, Methodologies, Planning for Teaching R.E., An Aesthetic Approach.

World Religions – An Empathic Approach, The Religious Dimension of Intercultural Education, COE, Toledo, REDCo, Cambridge Review, Inclusion in the Classroom – Strategies and Sensitivities.

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

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

Morality and Ethics – The Moral and Ethical Development of the Child, Teaching as a Moral Act, Ethics as First Philosophy, Towards a Global Ethic.

10. Teaching and Learning Methods

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

11. Required Equipment and Resources (if applicable)

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

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

12. Methods of Assessment

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

13. Pass Requirement

40%

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

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

Reading materials and web resources for primary R.E. programmes.

Reading materials and web resources in the areas listed in 'Course Content and Syllabus' above.

Journal articles in the areas of RE, Spirituality (including Children's Spirituality), Ethics, Beliefs and Values, and other relevant areas.

16. Evaluation

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

Critical Incident Questionnaires (p.115) – Monthly

Course Evaluation Form (p.268) - Terminally

17. Module Co-ordinator

Dr Gerry O'Connell

18. Module Teaching Team

Dr. Gerry O'Connell, Dr. Clare Maloney

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

SESE approaches and methodologies

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

SESE approaches and methodologies

2. Module Code

PM9110

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

ECTS

7. Rationale and Aims

Rationale

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

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

The course will focus on practical experiences that will provide the necessary skills and pedagogical understandings that primary teachers will need in order to teach the three SESE subjects of history, geography and science successfully in various classroom settings, urban, rural and multicultural.

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

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

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

Aims

To help students expand and broaden their knowledge of topics in the subject areas of history, geography and science

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

8. Learning Outcomes

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

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

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

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

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

Use diverse approaches to become a resourceful teacher and a thoughtful reflective practitioner in the subject areas of history, geography and science

Explore a range of different environments through fieldwork to support children's learning in their own immediate local environment

Demonstrate the skills of working as an historian, a scientist and a geographer.

9. Course Content and Syllabus

Introduction to SESE – layout of curriculum documents, strands, strand units, skills and concepts in history, geography and science

Lines of development from junior classes to senior classes

Working as an historian, a geographer and a scientist in fieldwork settings and in the classroom

Science

Methodology and Approaches when teaching the strand of *Living Things* focussing on the concepts of interdependence and conservation for primary classes and connecting to the strand *Environmental Awareness and Care*

Approaches to working as a scientist with *Designing and Making* as a focus

Methodologies and approaches to teaching *Energy and Forces* and *Materials*

History

Methodologies and Approaches in teaching Local Studies and Continuity and Change over Time, Personal and Family History

Use of historical fiction in teaching history to middle and senior classes

Approaches to teaching Early Peoples and Ancient Societies, Life society, work and culture in the past, Eras of Conflict and Change

Geography

Methodologies and Approaches, skills and concepts for teaching the strand of the *Natural Environment*

Approaches to developing graphical skills

Fostering a Sense of Place

Approaches to teaching the strand of *Human Environments*

Geographical investigation skills (Fieldtrip)

Integration in SESE

Building an integrated unit of work

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

10. Teaching and Learning Methods

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

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

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

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

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

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

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

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

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

Criteria for assessment

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

Formative assessment: 30% of total Mark

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

13. Pass Requirement

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

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

14. Method of Supplemental Assessment

Completion of formative assessment tasks and resubmission of portfolio.

15. Recommended Reading Materials / Indicative Resources

- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: Science, The Stationery Office: Dublin
- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: Science Teacher Guidelines, The Stationery Office: Dublin
- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: Geography, The Stationery Office: Dublin
- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: Geography Teacher Guidelines, The Stationery Office: Dublin
- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: History, The Stationery Office: Dublin
- Government of Ireland (1999) *Curaclam na Bunscoile* SESE: History Teacher Guidelines, The Stationery Office: Dublin
- Cooper, H. (1995) *History in the Early Years*
- Scoffham, S. (2010) *Primary Geography Handbook*, Geographical Association Sheffield
- Peacock, G.A. (2002) *Teaching Science in Primary Schools*

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

- Loxley, P. Dawes, L. Nicholls, L. & Dore, B. (2010) *Teaching Primary Science*, Pearson Education Limited, Essex
- Hoodles, P. (2008) *Teaching History in Primary Schools*, Learning Matters Ltd. Exeter
- National Council for Curriculum and Assessment, Dublin, *Intercultural Education in the Primary School*
- Harlen, W. (2006) *Teaching Learning and Assessing Science 5-12*, Sage Publications, London
- Catling, S & Willy, T (2009) *Teaching Primary Geography*, Learning Matters Ltd. Exeter
- Limerick Education Centre & Dept of the Environment, Heritage and Local Government (2005) *Archaeology in the Classroom*
- Trócaire, *Our World Our History*, Maynooth, Co Kildare
- Various articles from *Primary History* (Historical Association London)
- Various articles from *Primary Geography Journal* (Geographical Association, Sheffield)
- Maye, S. & Richardson P. Eds (2006) *Fieldwork File for the Primary Years*, Geographical Association, Sheffield
- Killeen, R (2003) *A Timeline of Irish History*, Gill and Macmillan, Dublin
- Dempsey, E and O'Clery, M (2010) *The Complete Field Guide to Ireland's Birds*, Gill and Macmillan, Dublin
- Krieger, C & Doogue, D (2010) *The Wildflowers of Ireland*, Gill and Macmillan, Dublin

Websites

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

16. Evaluation

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

17. Module Co-ordinator

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18. Module Teaching Team

Dr. Sandra Austin
Dr. Karin Bacon

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

Arts Education 1: Visual Arts, Drama & Music

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Arts Education 1: Visual Arts, Drama & Music

2. Module Code

PM9105

3. Entry Requirements (if applicable)

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

Post graduate

5. Module Size (hours and number of weeks)

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

20 hours of direct contact

20 hours of teacher directed learning workshops

20 hours of teacher directed learning and reading

40 hours of self directed learning

20 hours for assessment

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

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

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

and how they are applied (Bloomfield & Childs, 2000). While each of the arts share epistemological knowledge domains, they each possess their own epistemologies. Therefore, this module enables students to study the arts in both a discrete and integrated manner in year one.

Aims

To enable students to

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

8. Learning Outcomes

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

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

9. Course Content and Syllabus

Year 1

Unit A: Visual Arts Education (2.5 ECTs)

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

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

- Skills development in relation to techniques employed using different media and tools
- Examination of the visual arts curriculum
- Lesson planning for visual arts education
- Examining the role and responsibilities of the teacher
- Exploration of methodologies and organisational strategies employed for teaching visual arts
- Appraisal of a diverse range of art work by other professional artists
- Creative process descriptions and display possibilities for the classroom

Unit B: Music and Drama Education (2.5 ECTs)

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

10. Teaching and Learning Methods

Constructionist and social constructivist approaches

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

11. Required Equipment and Resources (if applicable)

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

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

13. Pass Requirement

40% in both elements

14. Method of Supplemental Assessment

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

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

15. Recommended Reading Materials / Indicative Resources

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

Visual Arts

- Calloway, G. & M. Kear (1999). *Teaching Art and Design in the Primary School*. New York: David Fulton
- DES. (1999). *Visual Arts, Arts Education, Teacher Guidelines*. Dublin: Government of Ireland
- DES (1999). *Primary School Curriculum, Visual Arts, Arts Education*. Dublin: Government of Ireland
- Flux, P. (2001) *How Artists use...*Oxford, Heinemann
- Green, L. & R. Mitchell (1997) *Art 7-11 Developing Primary Teaching Skills*. London: Routledge
- Hurwitz, A. & M. Day. (2007) *Children and their Art Methods for the Elementary School*. Wadsworth: Thompson
- Libby, M. (2000) *Using art to create art*. Albany: Delmar Thompson Learning
- Manie, A. (2008) *Collage in the Classroom*. London: A & C Black Publishers
- O Donnell, J. (2007) *Discover art At Dublin City Gallery The Hugh Lane. An Introduction to Modern and Contemporary Art for Young People*. Dublin. Hugh Lane
- Perrella, L. (2004) *Artists' Journals & Sketchbooks*. MA: Quarry Books
- Williams D. (1997) *Step by step Art 3*. London: Topical Resources
- Williams D. (1997) *Step by step Art 2*. London: Topical Resources

Drama

Curriculum

- DES (1999) *Primary School Curriculum, Drama, Curriculum Statement*
- DES (1999) *Primary School Curriculum, Drama, Teacher Guidelines*
- Theoretical books
- Baldwin, P. (2008) *The Primary Drama Handbook*. London: Sage [Chapter one]
- Booth, D. (2010) *Creating Democratic Citizenship Through Drama Education: The Writings of Jonothan Neelands*. London: Trentham Books [Section one: chapters one and three]
- Bowell, P. and Heap, B. (2013) *Planning Process Drama: Enriching teaching and learning*. Oxon: Routledge
- Fleming, M. (2011) *Starting Drama Teaching* (3rd ed.). Oxon: Routledge
- Murphy, P. and O'Keefe, M (2006) *Discovering Drama – Theory and Practice for the Primary School*. Dublin: Gill & Macmillan [pp. 2-8]
- O'Sullivan, C. and Williams, G. (Eds) (1998) *Building Bridges: Laying the Foundations for a Child-Centred Curriculum in Drama and Education*

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

Music

- Cook, N; (1992) *Music, Imagination and Culture*, London: OUP
- DES (1999) *Primary School Curriculum, Music, Curriculum Statement*. Dublin: Government of Ireland
- DES (1999) *Primary School Curriculum, Music, Teacher Guidelines*. Dublin: Government of Ireland
- Flynn, P., Purcell, A., and Williams, B., (2006/7) *The Right Note (Junior infants- second classes)* Dublin: Folens
- Gael Linn, (2005) *Buntús Ceoil Traditional Music for Listening & Responding*, Dublin
- Glover, J. and Ward, S., (1993) *Teaching Music in the Primary School*. London: Cassell.
- McPherson, G., (2006) *The Child as Musician*, New York:OUP
- Pound L. and Harrison C. (2003) *Supporting Musical Development in the Early Years*. Buckingham: Open University Press
- Stakelum, M (2008) Creating a musical world in the classroom: application of a Bourdieuan approach towards understanding teaching practice, *Journal of Music Education*, 25 (1). Pp.91-102.
- Struthers, D, (1994) *What Primary Teachers Should Know about Music for the National Curriculum*, London
- Swanwick, K. (1999) *Teaching Music Musically*. London: Routledge
- Young, S. and Glover, J. (1999) *Primary Music Later Years*. London: Falmer Press

16. Evaluation

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

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

17. Module Co-ordinator

Michael Flannery PhD

18. Module Teaching Team

Michael Flannery PhD, Máire Nuinseann & Elaine Clotworthy

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

Module Specifications - Year Two

Advanced School Placement

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Advanced School Placement

2. Module Code

PM9201

3. Entry Requirements (if applicable)

Successful completion of School Placement module.

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

20 ECTS

7. Rationale and Aims

Field experiences in teacher education programmes are excellent opportunities for pre service teachers to learn to teach in complex and authentic learning situations. Sawyer (2006) posits 171 that knowledge is now considered as 'situated, practised and collaboratively generated.' Indeed, it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995). Darling-Hammond (2006) called for tighter coherence and integration between course work and work in schools, intensively

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

supervised clinical work and closer, proactive relationships with schools that model good teaching.

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

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

This module aims to

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

8. Learning Outcomes

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

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

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

- critically reflect on their teaching experiences and use these reflections to inform future practice and identify areas of focus for future professional development, acknowledging that learning is a life-long process
- establish and maintain a stimulating classroom environment using a variety of classroom management strategies which contribute to the development of positive self-esteem among pupils whilst at all times being sensitive to the complexity of the classroom environment
- exhibit the ethical values and professional standards set out in the Teaching Council's Code of Professional Conduct for Teachers and the Institute's School Placement Handbook in all engagements with pupils, school and Institute staff
- actively participate in a professional learning community which engages in group planning and practice
- demonstrate a deepening understanding of the breadth, depth and range of relationships integral to the teaching profession and the educational community and demonstrate informed opinions and positions in relation to issues based on an understanding of their role as teachers

9. Course Content and Syllabus

Teaching Council Codes of Professional Conduct
Child Protection Guidelines
Professionalism in Schools
Communication with professionals within the school community
Building positive working relationships in school
Guidelines for professional report writing
The Education Acts: School records and teacher records
Continuing professional development
The role of the Principal and school management
The role of the Inspectorate
Induction and Probation
Job application and interview

Teaching in a Senior Class:

Meaningful integration in the curriculum – thematic approaches
Multi-grade teaching
Assessment as an integral element of teaching and learning
Differentiation
Classroom management
Behaviour management
Developing appropriate resources

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

Integration

Engaging in the whole school experience

Planning:

Timetabling

Whole school planning

Long-term planning / yearly/termly schemes

School Placement Requirements

School placement planning and support

Reflection

Reflection on school placement

Critical reflection on practice as an integral part of teachers' work

The school and the external environment:

Support services for teaching e.g. PDST

The Teaching Council

The NCCA

Education Welfare Service

National Parents' Council

Education Centre Network

The Irish National Teachers' Organisation (I.N.T.O)

*Other relevant organisations

10. Teaching and Learning Methods

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

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

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

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

13. Pass Requirement

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

Both Preparation and Planning and Teaching and Learning must be passed independently
Non-compensatable element of programme

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

14. Method of Supplemental Assessment

Repeat School Placement with identical requirements.

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

15. Recommended Reading Materials / Indicative Resources

Compulsory Reading

Cohen, L., Manion, K., Morrison, K., & Wyse (2010) A Guide to Teaching Practice. Oxon, UK: Routledge

Delaney, S. (2016). Become the Primary Teacher Everyone Wants to Have: A guide to career success. Taylor & Francis.

DES. (2019). Primary Language Curriculum. Dublin: Government Publications Office.

DES. (2019). Primary School Curriculum. Dublin: Government Publications Office.

Evans, L. (2002) Reflective Practice in Educational Research, London: Continuum Books.

Moon, J., (2009). Learning Journals: A handbook for reflective practice and professional development. Oxon: Routledge

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

NCCA NCCA (2009) Aistear, The Early Childhood Curriculum Framework. Dublin: Stationery Office

The Teaching Council of Ireland. (2012). Code of professional conduct for teachers (2nd ed.). Maynooth, County Kildare, Ireland: The Teaching Council.

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

White, J., & Gardner, J. (2013). The classroom x-factor: the power of body language and non-verbal communication in teaching. Routledge.

Sample Journals:

Oideas

Irish Educational Studies

Sample Websites:

www.teachingcouncil.ie

www.ncca.ie

www.into.ie

www.ippn.ie

www.education.ie

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

www.teacherinduction.ie

www.curriculumonline.ie

Up to date:

DES Circulars

Inspectors' Supplicates

Educational Policy Documents

16. Evaluation

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

17. Module Co-ordinator

Mairéad Minnock

18. Module Teaching Team

Dr Colleen Horn

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

Creative Technologies for Teaching and Learning

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Creative Technologies for Teaching and Learning

2. Module Code

PM9203

3. Entry Requirements (if applicable)

N/A

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Weeks: 10

+Course contact F2F:	20 hours
+Directed study and reading:	50 hours
+Self-directed study:	50 hours
+Assessment tasks:	20 hours

Total student workload: 140 hours

6. ECTS Value

5 Credits

7. Rationale and Aims

Rationale of the module

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

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

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

Aims of the module

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

8. Learning Outcomes

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

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

9. Course Content and Syllabus

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

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

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

5. Digital tools for collaborative practice
6. Digital storytelling in education
7. Podcasting for education
8. Digital assessment tools
9. Design of digital books and portfolio tools for use in education
10. Creation of digital learning objects

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

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

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

10. Teaching and Learning Methods

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

Online elements – students will access software packages available online.

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

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

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

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

Part 1: Creation of three digital tools

Students are asked to create a digital learning object (DLO) using any of the technologies they have been introduced to during the course. (65%)

Part 2: Critical Reflection piece

With this they are asked to upload a written critical reflective piece describing how this DLO will be used in a classroom environment, the age group it is designed for, and the considerations made when designing it, with that age group/class in mind. (35%)

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

13. Pass Requirement

40% to pass the module.

14. Method of Supplemental Assessment

Repeat the initial task.

15. Recommended Reading Materials / Indicative Resources

Ananiadou, K., & Rizza, C. (2010). *ICT in Initial Teacher training: first findings and conclusions of an OECD study*. Brussels: European Commission. Available at:
<https://ec.europa.eu/jrc/en/publication/contributions-conferences/ict-initital-teacher-training-first-findings-and-conclusions-oecd-study>

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching what makes it special? *Journal of Teacher Education*, 59(5), 389-407.

Caro, R., & Harvey, D. (2016). *Developing Preservice Teachers Technology Integration skills using TPACK*. Paper presented at the Society for Information Technology & Teacher Education International Conference 2016, Savannah, GA, United States. Available at:
<https://www.learntechlib.org/p/172089>

Clarke, L. (2009). The POD model: Using communities of practice theory to conceptualise student teachers' professional learning online. *Computers & Education*, 52, 521 - 529.

Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, 57(3), 300-314.

Drummond, A., & Sweeney, T. (2017). Can an objective measure of technological pedagogical content knowledge (TPACK) supplement existing TPACK measures? *British Journal of Educational Technology*, 48(4), 928-939. doi:10.1111/bjet.12473

Ellis, R. A., Hughes, J., Weyers, M., & Riding, P. (2009). University teacher approaches to design and teaching and concepts of learning technologies. *Teaching & Teacher Education*, 25(1), 109 - 117.

Fernandez, V., Simo, P., & Sallan, J. M. (2009). Podcasting: A new technological tool to facilitate good practice in higher education. *Computers & Education*, 53(2009), 385 - 392.

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

- Lai, J. W. M., & Bower, M. (2019). How is the use of technology in education evaluated? A systematic review. *Computers & Education*, 133, 27-42. Available at: <https://doi.org/10.1016/j.compedu.2019.01.010>
- Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. *Oxford Review of Education*, 38(1), 9-24. doi:10.1080/03054985.2011.577938
- Loveless, A. M. (2003). The Interaction between Primary Teachers' Perceptions of ICT and Their Pedagogy. *Education and Information Technologies*, 8(4), 313-326. doi:10.1023/B:EAIT.0000008674.76243.8f
- Loveless, A., Burton, J., & Turvey, K. (2006). Developing conceptual frameworks for creativity, ICT and teacher education. *Thinking Skills and Creativity*, 1(1), 3-13. doi:10.1016/j.tsc.2005.07.001
- McGarr, O., & Johnston, K. (2019). Exploring the Evolution of Educational Technology Policy in Ireland: From Catching-Up to Pedagogical Maturity. *Educational Policy*. Available at: <https://doi:10.1177/0895904819843597>
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. doi:10.1111/j.1467-9620.2006.00684.x
- NCCA. (2004). *ICTs in the Primary School Curriculum – Guidelines for Teachers*. Dublin: NCCA.
- Puentedura, R. (2010). *SAMR and TPACK: Intro to advanced practice*. Available at: http://hippasus.com/resources/sweden2010/SAMR_TPACK_IntroToAdvancedPractice.pdf
- Shareski, D. (2008). *Kicking it Up a Notch: Film School For Video Podcasters*. Available at: <http://k12onlineconference.org/?p=329>.
- Spaulding, M. (2016). *Does a Web 2.0 based technology integration course develop TPACK ready preservice teachers?* Paper presented at the Society for Information Technology & Teacher Education International Conference 2016, Savannah, GA, United States. Available at: <https://www.learntechlib.org/p/172128>
- Tondeur, J., De Bruyne, E., Van Den Driessche, M., McKenney, S., & Zandvliet, D. (2015). The physical placement of classroom technology and its influences on educational practices. *Cambridge Journal of Education*, 45(4), 537-556. doi:10.1080/0305764x.2014.998624

Indicative journals will include:

- Computers and Education (ISSN: 0360-1315)
- British Journal of Educational Technology (ISSN: 1467-8535)
- Various CRITE (TCD) publications accessible online
- Various SITE publications accessible online
- Various Websites of relevance including but not limited to:
 - Educause online - <http://www.educause.edu/>
 - Future Labs online - <http://www.futurelab.org.uk/>
- Various BLOGS accessible online
- Educational Twitter Feed.

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

16. Evaluation

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

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

17. Module Co-ordinator

Ciara Reilly

18. Module Teaching Team

Ciara Reilly

Educational Theory and Practice

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Educational Theory and Practice

2. Module Code

PM2906

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

25 ECTS

7. Rationale and Aims

Rationale

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

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

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

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

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

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

Course Aims (Psychology and Sociology of Education):

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

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

Course Aims (History and Philosophy of Education):

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

Course Aims (Research Methods and Dissertation):

- To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education (e.g. medicine, social work, nursing);
- To introduce students to the range of research methodologies and research tools applied by research-based evidence practitioners;
- To develop students' critical understanding of the reflexive dimensions associated with research-based evidence;
- To develop students' understanding of the analytical techniques applied in the context of evidence-based research;
- To develop students' capacity to interpret and critique, from a methodological perspective, empirical and non-empirical forms of evidence.
- To facilitate students in carrying out their research dissertations with appropriate guidance from their supervisor¹¹

8. Learning Outcomes

Psychology and Sociology of Education:

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

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

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

- Articulate from an informed perspective, concepts of ability / knowledge / learning and how these might impact on practice as a teacher (IM 2, 4, 6, 7, 8; CM 4, 5, 7; GER 4, 5, 7 – 12; CC 1-7).
- Identify the multitude of psychological and sociological factors interacting with, and impacting on, motivation and learning (IM 2, 4, 6, 7, 8; CM 4, 5, 7; GER 4, 5, 7 – 12; CC 1-7).
- Draw on psychological and sociological insights gained with respect to the dynamics and issues of children's interrelated home and school lives, to offer explanations for educational achievement / underachievement and to evidence an understanding of potentially successful pedagogical strategies (IM 1-11; CM 1-7; GER 1-5, 7-12; CC 1-7)
- Confidently research, interrogate, synthesise and interpret the findings of up-to-date journal articles and other sources in the psychological and sociological literature, and explore application of these insights to their work in education (GER 4, 5, 6, 7, 9, 10; CC 1-7; IM 2, 4, 6, 7, 8)

History and Philosophy of Education:

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

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

Research Methods and Dissertation:

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

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

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- Evaluate the interrelationship between research questions, methodologies and the generation of evidence; (IM 6; GER 6,7)
- Appraise the range of research methods used in the generation of evidence; (GER 6, 7)
- Construct a research proposal which critically applies the key concepts covered in the module; (GER 6, 7)
- Comprehend the ethical and political dimensions of research-based evidence; (GER 6, 7)
- Deconstruct published educational research in its application to educational policy and practice. (CM 1, 5; GER 5, 6, 7, 8, 11; CC 3)
- Complete a substantial, intellectually challenging research project related to their particular field of study, within a set time-frame, and with appropriate guidance from a supervisor (GER 6, 7)

9. Course Content and Syllabus

Psychology and Sociology of Education:

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

History and Philosophy of Education

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

The key themes include:

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

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

Research Methods and Dissertation

THEME 1: Research methodologies and research ethics

THEME 2: The research design process

THEME 1: Research methodologies and research ethics

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

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

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

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

4. Research Ethics- Ethical and morally responsible behaviour on the part of researchers is central to all contemporary research projects. This is particularly the case when dealing with children, vulnerable adults, members of minority ethnic groups etc and, indeed,

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when focusing on potentially sensitive topics (educational disadvantage, integration of minorities in Irish education etc). This module will explore ethical research activities and the practical implications/responsibilities for researchers in this area.

Theme 2: The research design process

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

Framing the research questions

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

Designing the research project

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

Writing the research proposal

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

Dissertation

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

- Knowledge and understanding that is founded upon, extends and enhances that associated with the Bachelor's level, and which is at the forefront of the students' chosen field
- A critical awareness of current issues and new insights, new tools and new processes in some aspect of the student's chosen field
- Application of their knowledge and understanding, their critical awareness and problem-solving abilities, within the context of research, or in the development of professional skills, related to an aspect of the chosen field
- The ability to integrate knowledge and handle complexity, to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments within the area of study

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- Communication of their conclusions, and the knowledge, rationale and processes underpinning these, to wider audiences, in Ireland and overseas

10. Teaching and Learning Methods

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

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

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

11. Required Equipment and Resources (if applicable)

Standard ICT equipment

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

Summative:

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

Summative Assessment:

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

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

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

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Formative Assessment:

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

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

Weightings for each section:

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

13. Pass Requirement

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

14. Method of Supplemental Assessment

Supplemental assessment in the failed component:

Psychology and Sociology of Education: Individual presentation by student(s) concerned

History and Philosophy of Education: 2,000-word essay

Research Methods and Dissertation: Dissertation (10,000-word)

15. Recommended Reading Materials / Indicative Resources

Psychology and Sociology of Education

Required reading

- Alvidrez, J. & Weinstein, R.S. (1999). Early teacher perceptions and later student academic achievement. *Journal of Educational Psychology*, 91(4), 731-746.
- Bandura, A. (1994). Self Efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behaviour* (Vol. 4, pp. 71-81). New York: Academic Press.
<http://www.des.emory.edu/mfp/BanEncy.html>
- Baird, J. A., Andrich, D., Hopfenbeck, T. N., & Stobart, G. (2017). Assessment and learning: fields apart? *Assessment in Education: Principles, Policy & Practice*, 24(3) 317–350. Oxford: Routledge DOI: 10.1080/0969594X.2017.1319337
- Boaler, J., Wiliam, D. & Brown, M. (2000). Students' experiences of ability grouping – disaffection, polarisation and the construction of failure. *British Educational Research Journal*, 26(5), 631-648.
- Diamond, J.B., Randolph, A. & Spillane, J.P. (2004). Teachers' expectations and sense of responsibility for student learning: The importance of race, class and organizational habitus. *Anthropology and Education Quarterly*, 35(1), 75-98.

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- Downey, D.B. & Pribesh, S. (2004). When race matters: Teachers' evaluations of students' classroom behaviour. *Sociology of Education*, 77(4), 267-282.
- Freiberg, H. J. & Lamb, S. M. (2009). Dimensions of Person-centred Classroom Management. *Theory into Practice*, 48, 99-105.
- Gardner, H. (2006). *Multiple Intelligences: New Horizons*. New York: Basic Books.
- Goleman, D. (2011). *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury.
- Gregory, A., Cornell, D., Fan, X. Sheras, P. Shih, T-H. & Huang, F. (2010). Authoritative School Discipline: High school practices associated with lower bullying and victimisation. *Journal of Educational Psychology*, 102 (2), 483-496.
- Hascher, T. & Hadjar, A. (2018). School alienation –Theoretical approaches and educational research. *Educational Research*. Routledge. DOI: 10.1080/00131881.2018.1443021
- Hamilton, L. & O'Hara, P. (2011). The tyranny of setting (ability grouping): Challenges to inclusion in Scottish primary schools. *Teaching and Teacher Education*, 27, 712-721.
- Ireson, J. & Hallam, S. (1999). Raising Standards: is ability grouping the answer? *Oxford Review of Education*, 25(3), 343-358.
- Linchevski, L. & Kutscher, B. (1998). Tell me with whom you're learning, and I'll tell you how much you've learned: Mixed-ability versus same-ability grouping in mathematics. *Journal for Research in Mathematics Education*, 29(5), 533-554.
- Lyons, C. (2002). Conceptions of intelligence and educational disadvantage. *Irish Educational Studies*, 21(1), 1-18.
- Mac Ruairc, G. (2009). Dip, dip, sky blue, who's it? NOT YOU: children's experiences of standardised testing: a socio-cultural analysis. *Irish Educational Studies*, 28(1), 47-66.
- Macqueen, S. (2010). Primary teacher attitudes in achievement-based literacy classes. *Issues in Educational Research*, 20(2), 118-136.
- Nagowah, L. & Nagowah, S. (2009). A Reflection on the Dominant Learning Theories: Behaviourism, Cognitivism and Constructivism. *The International Journal of Learning*, 16 (2), 279-285.
- National Educational Psychological Service. *Behavioural, emotional and social difficulties: A continuum of support: Guidelines for teachers*. Dublin: NEPS.
- Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F. & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67(2), 130-159.
- Perry, E. & Francis, B. (2010). *The Social Class Gap for Educational Achievement: A Review of the Literature*. RSA Social Justice Paper.
- Riley, P. (2011). *Attachment Theory and the Teacher-Student Relationship*. UK: Taylor and Francis.

Roach, J. E. & Lewis, R. (2011). The carrot, the stick, or the relationship: what are the effective disciplinary strategies? *European Journal of Teacher Education*, 34(2), 233-248.

Rogers, C. (1995). *Client-centred Therapy*. London: Constable.

Ryan, A. (1998). Teachers, travellers and education: A sociological perspective, *Irish Educational Studies*, 17, 161-174.

Tennant, M. (2006). *Psychology of Adult Learning*. London: Routledge

Tobias, S & Duffy, T.M. (eds.), (2009). *Constructivist instruction: Success or Failure?* New York: Routledge

Toshalis, E. (2010). From disciplined to disciplinarian: Reproduction of symbolic violence in preservice teacher education. *Journal of Curriculum Studies*, 42(2), 183-213

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

Minton, S. J. (2012). *Using Psychology in the Classroom*. London: Sage.

O'Donnell, A., Reeve, J. & Smith, J. (2012). *Educational Psychology: Reflection for Action*. NY: Wiley.

Slavin, R. E. (2012). *Educational Psychology: Theory and Practice*. Upper Saddle River, NJ: Pearson.

Snowman, J. & McCowan, R. (2015). *Psychology Applied to Teaching*. USA: Cengage Learning.

Recommended reading:

Applefield, J., Huber, R. & Moallem, M. (2000). Constructivism in Theory and Practice: Towards a better understanding. *The High School Journal*, 84(2), 35-53.

Ballantine, J.H. & Hammack, F.M. (2009). *The Sociology of Education: A Systematic Analysis*. (6th edition). New Jersey: Prentice Hall.

Bartlett, S. & Burton, D. (2016). *Introduction to Education Studies* (4th ed). London: Sage Publications

Bruner, J. (1990). *Acts of Meaning*. Cambridge: Harvard University Press.

Eysenck, M. W. (2001) *Principles of cognitive psychology*, 2nd ed. New York : Psychology Press.

Gordon, M. (2009). The misuses and effective uses of constructivist teaching. *Teachers and Teaching: theory and practice*, 15(6), 737-746.

Hmelo-Silver, C. E., Chinn, C. A., Chan, C. K. K. & O'Donnell, A. (2013). *The International Handbook of Collaborative Learning*. New York: Routledge.

Kirschner, P. A., Sweller, J. & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry-based teaching. *Educational Psychologist*, 4(2), 75-86.

Kozulin, A. (2004). Vygotsky's theory in the classroom: Introduction. *European Journal of Psychology of Education*, 14(1), 3-7.

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- Meighan, R. & Harber, C. (2007). *A Sociology of Educating*. London: Bloomsbury Academic.
- Ormrod, J. E. (2008) *Human learning*, 5th ed. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall
- O'Toole, L. (2011). "*Parents speak with many voices*": The complexity of diversity in parental involvement in their children's education in Ireland. *Paper presented to DICE Annual Conference: 'You, Me and Diversity'*, 25th and 26th November, 2011, St. Patrick's College, Drumcondra
- Woolard, J. (2010). *Psychology for the Classroom: Behaviourism*. Oxon: Routledge

History and Philosophy of Education

Required reading:

- Aristotle (1986) N., *Ethics*., Penguin Books
- Akenson, D.H. (1970). *The Irish education experiment: The national system of education in the nineteenth century*. London: Routledge and Kegan Paul.
- Altman, A., & Wellman, C.H. (2009). *A liberal theory of international justice*. Oxford: Oxford University Press.
- Aristotle. (1986). *De Anima (On the Soul)*. Harmondsworth: Penguin.
- Atkinson N. (1969). *Irish education: A history of educational institutions*. Dublin: Allen Figgis.
- Bowen, J.A. (1981). *History of western education*. London: Methuen.
- Boyd, W. & King, E.J. (1995). *The history of western education*. Totowa, N.J: Barnes and Noble Books.
- Brandom, R.B. (Ed.). (2000). *Rorty and his critics*. Oxford: Blackwell Publishing Ltd.
- Brandom, R.B., (ed) (2000) *Rorty and his Critics* Oxford: Blackwell Publishing Ltd
- Bailey, R., (2010a). *The philosophy of education : an introduction* London : Continuum, 2010.
- Bailey, R., (2010b). *The SAGE handbook of philosophy of education[et al.]*, Los Angeles, Calif. ; London
- Barrow, R. & Woods, R.G., (2006). *An introduction to philosophy of education* London : Routledge,
- Blake, N., (2003). *The Blackwell guide to the philosophy of education* Oxford : Blackwell, 2003.
- Carr, W., (2005). *The RoutledgeFalmer reader in philosophy of education* London : Routledge, 2005.
- Curren, R.R., (2003). *A companion to the philosophy of education* Malden, MA.: Blackwell, 2003.
- Connolly, S. (Ed.). (2011). *The oxford companion to Irish history* (2nd ed.). Oxford: Oxford University Press.
- Coolahan, J. & Donovan P. (2009). *A history of Ireland's school inspectorate 1831-2008*. Dublin: Four Courts Press.

- Coolahan, J. (1981). *Irish education: Its history and structure*. Dublin: Institute of Public Administration.
- Curren, R. (Ed.). (2007). *Philosophy of education, An anthology*. Oxford: Blackwell Publishing Ltd.
- Curren R. (Ed.). (2003). *A companion to the philosophy of education*. Oxford: Blackwell.
- Dewey, J. (1915). *The school and society and the Child and the curriculum*, Milton Keynes: BN Publishing.
- Dewey, J. (1997). *Experience and education*. New York: Touchstone.
- Pring, R., (2005). *Philosophy of education : aims, theory, common sense and research / Richard Pring., London : Continuum.*
- Siegel, H., (2009). *The Oxford handbook of philosophy of education, Oxford : Oxford University Press, 2009.*
- Stables, A., (2011). *Childhood and the philosophy of education : an anti-Aristotelian perspective, London : Continuum, 2011.*
- Dewey, John (1915). *The School and Society & The Child and the Curriculum*, Milton Keynes :BN Publishing
- Farren, S. (1995). *The politics of Irish education: 1920-65*. Belfast: Queens University of Belfast, Institute of Irish Studies.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1972). *Pedagogy of the Oppressed* New York:Continuum.
- Fisher, R. (2005). *Teaching children to think* (2nd ed.). London: Nelson Thornes
- Foucault, M. (1999). *Religion and culture*. Manchester: Manchester University Press.
- Heater, D.A. (2004) *A history of education for citizenship*. London: RoutledgeFalmer.
- Held, D. (2006). *Models of democracy* (3rd ed.). Cambridge: Polity.
- Hyland, A. & Milne, K. (Eds.). (1987). *Irish Educational Documents* (Vol 1). Dublin: CICE.
- Hyland, A. & Milne, K. (Eds.). (1992). *Irish Educational Documents* (Vol. 2). Dublin: CICE.
- Kelly, A. (2002). *Compulsory Irish: Language and education in Ireland, 1870s-1970s*. Dublin: Irish Academic Press.
- Keogh, D. (2008). *Edmund Rice and the first Christian Brothers*
- Lawton, D & Gordon, P.A. (2002). *History of western educational ideas*. London: Woburn Press.
- Limond, D. (2005). 'Schoolmaster of all Ireland: The progressive credentials of PH Pearse. *History of Education Review* 34(1)
- Limond, D. (2006). 'Island of Saints and Scholars', Public Affairs Ireland, May 2006
- Limond, D. (2010). '[An] historic culture ... rapidly, universally, and thoroughly restored'? British influence on Irish education since 1922, *Comparative Education*, 46(4), 449-462.
- Lipman, M. (1991). *Thinking in education*. Cambridge: Cambridge University Press.
- Lipman, M. (Ed.) (1993). *Thinking children and education*. Iowa: Kendall/Hunt.

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- Mackinnon, D., Newbould, D., Zeldin, D. & Hales, M. (1997). *Education in Western Europe*. London: Hodder and Stoughton in association with The Open University.
- McManus, A. (2004). *The Irish hedge school and its books 1695-1831*. Dublin: Four Courts.
- Mulcahy, D.G. & O'Sullivan D. (Eds.). (1989). *Irish educational policy: Process and substance*. Dublin: Institute of Public Administration.
- O'Shea, A. & O'Brien, M. (2012). *Pedagogy oppression and transformation in a 'post-critical' climate: The return of Freirean thinking*. New York: Continuum.
- O'Buachalla, S. (1988). *Educational policy in twentieth century Ireland*. Dublin: Wolfhound Press.
- O'Flaherty, L. (1992). *Management and control in Irish education: The post-primary experience*. Dublin: Drumcondra Teachers Centre.
- O'Sullivan, D. (2005). *Cultural politics and Irish education since the 1950s: policy paradigms and power*. Dublin: Institute of Public Administration.
- Pearse, P.H. (1976). *The murder machine and other essays*. Cork: Mercier Press.
- Plato (2002). *The Republic*. New York: Spark Publications.
- Rudebusch, G. (2009). *Socrates UK*: Wiley-Blackwell.
- Sisson, E. (2004). *Pearse's patriot: St. Enda's and the cult of boyhood*. Cork: Cork University Press.
- Tlumak, J. (2007). *Classical modern philosophy: A contemporary introduction*. London: Routledge.
- Walsh, B. (2011). (Ed.) *Education studies in Ireland*. Dublin: Gill and Macmillan.
- Walsh, J. (2009). *The politics of expansion: The transformation of Irish educational policy 1957-72*. Manchester: Manchester University Press.
- Walsh, T. (2012). *Primary education in Ireland 1897 – 1990: Curriculum and context*. Bern: Peter Lang.

Recommended reading:

Selection of recent relevant papers from the following journals:

Educational Review
Educational Studies
Harvard Educational Review
History of Education
History of Education Quarterly
International Journal of Educational Research
International Journal of Qualitative Studies in Education
International journal of social research methodology
Irish Educational Studies

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

Journal of Ethnographic and Qualitative Research

Journal of Mixed Methods Research

Journal of Philosophy of education

London Review of Education

Paedagogica Historica

Qualitative Inquiry

Qualitative Research

Qualitative Research in Psychology

Qualitative sociology review

Sociological methods and research

Survey Research Methods

Visual Anthropology

Research methods and dissertation

Required reading:

Anderson, G. with Arsenault, N. (1998). *Fundamentals of educational research* (2nd ed.). London: Routledge Falmer.

Atweh, B., Kemmis, S. & Weeks, P. (1998). *Action research in practice*. London: Routledge.

Basit, T. N. (2010). *Conducting research in educational contexts*. London: Continuum.

Bassey, M. (1999). *Case study research in educational settings*. Buckingham: Open University Press

Bell, J. (2005). *Doing your research project: A guide for first time researchers*. Buckingham: Open University Press.

Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

Creswell, J. W. (2003). *Research design: Qualitative and quantitative approaches*. (2nd ed.). London: Sage.

Dawson, C. (2009). *Introduction to research methods*. Oxford: HowtoBooks Ltd.

Denscombe, M. (1998). *The good research guide*. Buckingham: Open University Press.

Fraser, S., Lewis, V., Ding, S., Kellett, M. & Robinson, C. (Eds.). (2004). *Doing research with children and young people*. London: Sage.

Hart, C. (1998). *Doing a literature review*. London: Sage.

Israel, M. and Hay, I. (2006). *Research Ethics for Social Scientists*. London: Sage.

Kane, E. & O'Reilly-De Brun, M. (2005). *Doing your own research*. London: Marion Boyars.

Kincheloe, J. (2003). *Teachers as researchers*. London: Routledge Falmer.

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

- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Maidenhead: Open University Press.
- McNiff, J. & Whitehead, J. (2002). *Action research: Principles and practice* (2nd ed.). London: Routledge Falmer.
- McNiff, J. & Whitehead, J. (2009). *Doing and writing action research*. London: Sage.
- McNiff, J. & Whitehead, J. (2009). *You and your action research project* (3rd ed.). London: Routledge.
- Mertens, D. (1998). *Research methods in education and psychology*. London: Sage.
- Oliver, P. (2003). *The student's guide to research ethics*. Maidenhead: Open University Press / McGraw Hill Education
- Opie, C. (2004). *Doing educational research*. London: Sage.
- Punch, K. F. (2009). *Introduction to research methods in education*. London: Sage.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers*. London: Blackwell.
- Silverman, D. (2000). *Doing qualitative research*. London: Sage.
- Silverman, D. (2001). *Interpreting qualitative data* (2nd ed.). London: Sage.
- Swetnam, D. & Swetnam, R. (2009). *Writing your dissertation* (3rd ed.). Oxford: HowtoBooks Ltd.
- Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches*. London: Continuum.
- Wilkinson, D. (2000). *The researcher's toolkit*. London: Routledge.
- Yates, L. (2004). *What does good education research look like?* Buckingham: OUP.
- Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, California: Sage.

16. Evaluation

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

17. Module Co-ordinator

Dr Barbara O'Toole

18. Module Teaching Team

Dr Rory McDaid, Dr Barbara O'Toole, Dr Andrea Lynch, Melanie Eggleston, Dr Gerry Dunne
Panel of Dissertation Supervisors

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

Arts Education 2: Music and Integrated Arts

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Arts Education 2: Music, Drama and Integrated arts

2. Module Code

PM9204

3. Entry Requirements (if applicable)

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

Post graduate

5. Module Size (hours and number of weeks)

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

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

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

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

primary school from a cross curricular, child-centred and creative classroom perspective. It examines when children experience of the arts from a integrated approach, 'their learning in the humanities, sciences, technology, literacy and numeracy is complemented and enriched' (Bloomfield & Childs, 2000). It examines how integrated arts nurtures the creative self of the child as well as facilitates the integrative nature of children's learning.

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

Aims

To enable students to

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

8. Learning Outcomes

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

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

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

- Design and evaluate imaginative and informed music lessons using a variety of stimuli and appropriate methodologies (Programme learning outcomes IM 3, IM 7, GER, 4)
- Design and evaluate integrated arts schemes from a learning within, through and from the arts perspective (Programme learning outcomes IM 3, IM 4, IM 5)
- Critically examine a variety of arts-based approaches to educational research (Programme learning outcomes GER 6)

9. Course Content and Syllabus

Unit C: Music and Drama Education 2.5 ECTs

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

Unit D: Arts, Integrated Arts and Arts Based approaches to Educational research 2.5 ECTs

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

10. Teaching and Learning Methods

Constructionist and social constructivist approaches

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

11. Required Equipment and Resources (if applicable)

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

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

Essay reflecting planning, reading and research incorporating music, drama and integrated arts elements (3,000 words 100%)

Combined double focus critical reflection (music & drama). Critically informed integrated arts ICP design

13. Pass Requirement

40% in both elements

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

Music

- Brannick, C., Burgess, J., Hiscock, S., and Wilkins, G. (2009). *World Beats: exploring rhythms from different cultures*. London: A&C Black.
- Flynn, P., Purcell, A., and Williams, B., (2006/7). *The Right Note (Junior infants- second classes)* Dublin: Folens.
- Gael Linn, (2005). *Buntús Ceoil Traditional Music for Listening & Responding*, Dublin.
- Mills, J. (2009). *Music in the primary school*, Oxford: Oxford Music Education.
- McPherson, G., (2006) *The Child as Musician*, New York: OUP.
- McPherson, G. & Welch, G (2012). *The Oxford handbook of music education*. Oxford University Press.
- Murphy, R. Espeland, M. (2006.) *Upbeat Music (third to fifth and sixth class)* Dublin: Carroll Education Ltd.
- Page, N. (1995). *Music as a way of knowing*. York ME: Stenhouse.
- Pound L. and Harrison C. (2003). *Supporting Musical Development in the Early Years*. Buckingham: Open University Press.
- Stakelum, M (2008). Creating a musical world in the classroom: application of a Bourdieuan approach towards understanding teaching practice, *Journal of Music Education*, 25 (1). Pp.91-102.
- Swanwick, K. (1999). *Teaching Music Musically*. London: Routledge.
- Young, S. and Glover, J. (1999). *Primary Music Later Years*. London: Falmer Press.

Drama

- Aitken, V. (2013). Dorothy Heathcote's Mantle of the Expert Approach to Teaching and Learning. A Brief Introduction. In D. Fraser, V. Aitken & B. White (Eds.). *Connecting Curriculum, Linking Learning*. New Zealand: NZCER Press.

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

Davis, D. (2014). *Imagining the Real*. London: Institute of Education Press, University of London.

Dunn, J. (2016). Demystifying process drama: exploring the why, what, and *how*, NJ, 40:2, 127-140, DOI: 10.1080/14452294.2016.1276738.

McDonagh, F. & Finneran, M. (2017). The teacher as co-creator of drama: a phenomenological study of the experiences and reflections of Irish primary school teachers, *Irish Educational Studies*, 36:2, 169-183, DOI: 10.1080/03323315.2017.1324806

O'Neill, C. (1995). *Drama Worlds: A Framework for Process Drama*. United States: Heinemann USA.

Integrated Arts and Arts based Research

Bloomfield, A. & Childs, J. (2000) *Teaching Integrated Arts in the Primary School Dance, Drama, Music and the Visual Arts*. Oxon, David Fulton Publications

Driscoll, P. Lambirth, A & Roden, J. (eds) (2012) *The Primary School Curriculum: A Creative Approach*. London: Sage Publications.

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

International Journal of Education & the Arts

<http://www.ijea.org/>

16. Evaluation

Anonymous end of programme survey

17. Module Co-ordinator

Michael Flannery PhD

18. Module Teaching Team

Michael Flannery PhD, Máire Nuinseann, Elaine Clotworthy

Children's Literature/ Teaching Through the Medium of Irish

Programme(s) to which Module applies

Professional Master of Education (Primary Teaching)

1. Title of Module

Unit A: Children's Literature

Unit B: Teaching Through the Medium of Irish

2. Module Code

PM9202

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Lectures: 20 hours

Workshops/seminars: 20 hours

Directed study and reading: 20 hours;

Personal study: 40 hours;

Assessment tasks: 20 hours

6. ECTS Value

5 ECTS

7. Rationale and Aims

Unit A: Children's Literature

Rationale

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

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

ideological dimensions, and to develop their ability to apply this to their appraisal of selected texts from a range of genres.

Unit A: Children's Literature Aims

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

Unit B: Teaching Through the Medium of Irish Rationale

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

Unit B: Teaching Through the Medium of Irish Aims

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

8. Learning Outcomes

Unit A: Children's Literature

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

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

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

- critically evaluate the literary merit and educational value of children's books (IM5,9,10,11, GER1,2,5,12, CC3,4)
- reflect on contemporary developments in children's literature (IM5,10,11, GER1,2,5,8, CC3,4)

Unit B: Teaching Through the Medium of Irish:

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

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

9. Course Content and Syllabus

Unit A: Children's Literature

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

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

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

Unit B: Teaching Through the Medium of Irish

Immersion Education in the global context; the evolution of Irish-Medium Education in Ireland from Catholic Emancipation; Pearse's schools; the policy of the new State; the Preparatory Colleges for teachers; the situation of Irish-Medium Education in the

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

twenties, thirties and forties; the growth of the *Gaelscoil* movement; the role of parents; feedback of the teacher; outlook of children and parents; the Gaeltacht story; support organisations; third-level; current Government Policy; controversial questions; current research; teaching and learning aids; challenges of terminology and practical challenges of teachers; Irish-Medium preschools and *Aistear*; the community and the cultural context; teaching through the medium of Irish in schools where Irish is the second language (CLIL – Content and Language Integrated Learning- and Extended Core Programmes); a visit to a gaelscoil/a Gaeltacht school.

10. Teaching and Learning Methods

Unit A: Children's Literature

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

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

Unit B: Teaching Through the Medium of Irish

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

11. Required Equipment and Resources (if applicable)

Unit A: Children's Literature

Students will sometimes be required to bring the texts under discussion to class in order to facilitate close reading of particular passages.

Unit B: Teaching Through the Medium of Irish

Data projector, computer, television, video recorder, radio, cd player, dvds, interactive white-board, suitable soft-ware.

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

Unit A: Children's Literature

Formative Assessment: Students will be required to prepare work in advance of class with a view to participating in group discussions and activities.

Summative Assessment: a 1,500-word essay on one of a number of given topics and/or genres in children's literature related to the course.

Unit B: Teaching Through the Medium of Irish

Reflective Journal: 1,500 words

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

13. Pass Requirement

40% in each Unit

14. Method of Supplemental Assessment

Unit A: Children's Literature

Re-submission of 1,500-word essay

Unit B: Teaching Through the Medium of Irish

Written Examination: 1.5 hours

15. Recommended Reading Materials / Indicative Resources

Unit A: Children's Literature

Alexander, Kwame. *The Undefeated*.
Boyne, John. *The Boy in the Striped Pyjamas*.
Burnett, Frances Hodgson. *The Secret Garden*.
Carroll, Lewis. *Alice's Adventures in Wonderland*.
Colfer, Eoin. *Artemis Fowl*.
Crossan, Sarah. *Apple and Rain*.
Dahl, Roald. *Matilda*.
Doyle, Roddy. *Wilderness*.
Hosseini, Khaled. *Sea Prayer*.
Mitchell, Jane. *A Dangerous Crossing*.
Parkinson, Siobhán. *Amelia*.
Pearse, Philippa. *Tom's Midnight Garden*.
Rowling, J.K. *Harry Potter and the Philosopher's Stone*.
Rudden, Dave. *Knights of the Borrowed Dark*.
Stevenson, Robert Louis. *Treasure Island*.
Taylor, Marilyn. *Faraway Home*.
Thompson, Kate. *The New Policeman*.
White, E.B. *Charlotte's Web*.

Selected picture books, fairy tales and poetry will be specified in lectures and on moodle.

Secondary Reading

Coghlan, V. & O'Sullivan, K. (Eds.). (2011). *Irish children's literature and culture: New perspectives on contemporary writing*. London: Routledge.

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

- Crago, H. (2003). What is a fairy tale? *Signal* 100: 34, 8-25.
- Dewan, P. (2016). Perennially popular: The appeal of classic fairy tales for children. *Children's Libraries: The Journal of the Association for Library Service to Children*, 14: 2, 27-31.
- Dolan, A.M. (2014). *You, me and diversity: Picturebooks for teaching development and intercultural education*. London: Trentham Books.
- Gamble, N. & Yates, S. (2008). *Exploring children's literature*. London: Sage.
- Hahn, D. (2015). *The Oxford Companion to Children's Literature*. Oxford University Press.
- Huck, C.S., Hepler, S., & Hickman, J. (2004). *Children's literature in the elementary school*. Boston, MA.: McGraw-Hill.
- Hunt, P. Ed. (2004). *International companion encyclopedia of children's literature*. London: Routledge.
- Lewis, D. (2001). *Reading contemporary picturebooks*. London: Routledge Falmer.
- Nodelman, P. & Reimer, M. (2003). *The pleasures of children's literature* (3rd ed.). Boston, MA.: Allyn & Bacon.
- Ní Bhroin, C. & Kennon P. (Eds.). (2012). *What do we tell the children? Critical essays on children's literature*. Newcastle-Upon-Tyne: Cambridge Scholars Press.
- Nikolajeva, M. & Scott, C. (2006). *How picturebooks work*. New York, NY: Routledge.
- Reynolds, K. (2010). *Radical children's literature: Future visions and aesthetic transformations in juvenile fiction*. Basingstoke: PalgraveMacmillan.
- Roche, M. (2015). *Developing children's critical thinking through picturebooks: A guide for primary and early years students and teachers*. Abingdon: Routledge.
- Sklac Lo, R. (2019). Resisting gentle bias: A critical content analysis of family diversity in picture books. *Journal of Children's Literature*, 45(2) 16-30.
- Tatar, M. (Ed.). (1999). *The classic fairy tales*. New York, NY.: Norton.
- Zipes, J. (2002). *Breaking the magic spell: Radical theories of folk and fairy tales*. London: Palgrave.

Journals

Children's Literature in Education
The Lion and the Unicorn
The Journal of Children's Literature Studies
Bookbird. A Journal of International Children's Literature

Other Resources

The Times Educational Supplement
Book Choice for Primary Schools
What's the Story? The Reading Choices of Young People in Ireland

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

Bookfest Recommended Reading Guide (published annually)

Cross-Currents. A Guide to Multicultural Books for Young People.

Useful websites

www.childrensbooksireland.ie

Children's Books Ireland

www.ibby.org

International Board of Books for Young People

Unit B: Teaching Through the Medium of Irish

Coyle, D., Hood, P. & Marsh, D. (2010) *CLIL: Content and Language Integrated learning*, Cambridge: Cambridge University Press.

Baker, C., (2011) *Foundations of Bilingual Education and Bilingualism*

Harris, J. et al (2006) *Irish in Primary Schools: Long-Term National Trends in Achievement*, Baile Átha Cliath: An Roinn Oideachais agus Eolaíochta

Máirtín, C. (2003) *An Máistir: An Scoil agus an Scolaíocht i Litríocht na Gaeilge*. Baile Átha Cliath: Cois Life

Máirtín, C. (2006) *Soláthar Múinteoirí do na Bunscoileanna Lán-Ghaeilge: Bunachar Sonraí agus Tuairimí Príomhoidí i leith gnéithe den staid reatha sa Ghaelscolaíocht*, Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

Ó Duibhir, P. (2016). *Foghlaim Chomhtháite agus Teanga i gClár Oideachais Tosaigh do Mhúinteoirí Bunscoile*. Teanga 24, 2016, 1–14.

Ó Flatharta, P. (2007) *Struchtúr Oideachais na Gaeltachta*, Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

Ó Laoire, M. (2016). *Tumoideachas agus FCÁT (Foghlaim Chomhtháite Ábhar agus Teangacha) i gComhthéacs Mhúineadh na Gaeilge i gCóras Oideachais na hÉireann*. In T.J. Ó Ceallaigh & M. Ó Laoire (eag), *An Tumoideachas: Bua nó Dú? (Páipéir roghnaithe ón gCéad Chomhdháil Taighde Uile-Oileánda ar an Tumoideachas)* (pp.124-131). Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

Ó Nualláin, S. P. (1996) 'Teagasc, Téacsleabhair agus Tírghrá: Oideachas na mBráithre Críostaí, 1802-1920' in Ó Cearúil, M. (eag.), *Gníomhartha na mBráithre: Aistí Comórtha ar Ghaelachas na mBráithre Críostaí*, Baile Átha Cliath: Coiscéim, 101-118

Walsh, B. (2009) 'Radicalising the Classroom: Pearse, Pedagogy of Progressivism' in Higgins, R. & Uí Chollatáin, R. (eag.) *The Life and After-Life of P.H. Pearse/Pádraic Mac Piarais: Saol agus Oidhreacht*, Irish Academic Press: Dublin, 220-232

(1910) *Eolaire Scoil Éanna 1910-11*. Baile Átha Cliath

(2007) *Language and Literacy in Irish-medium Primary Schools*, NCCA

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

Harris, J. & Ó Duibhir, P. (2011) *Effective Language Teaching: A Synthesis of Research*, NCCA

(2011) *National Numeracy and Literacy Strategy*, An Roinn Oideachais agus Scileanna

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www.gaeilge.ie

16. Evaluation

Anonymous survey with a view to reviewing and improving aspects of both units of the module and their delivery

17. Module Co-ordinator

Unit A: Children's Literature

Dr Ciara Ní Bhroin

Unit B: Teaching Through the Medium of Irish

Aodán Mac Suibhne

18. Module Teaching Team

Unit A: Children's Literature

Dr Ciara Ní Bhroin

Unit B: Teaching Through the Medium of Irish

Dr Marie Whelton, Madeleine Ní Ghallchobhair, Aodán Mac Suibhne

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