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
2020-2022

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A Note on this Handbook

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

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

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

Introduction to Marino Institute of Education

Guiding Principles

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

* Be ecumenical and respectful of people of other faiths

* Provide a strong element of teacher education

* Be supportive of the mission of Catholic education by assisting the processes to articulate the ethos of Catholic education and by proposing models to implement it

* Provide education programmes to encourage and empower the disadvantaged and the poor

* Build a community of learning which is person-centred, respectful of differences and accessible to people who are disadvantaged

* Assist parents to fulfil the responsibilities of their role as educators

* Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead

Message from the President of Marino Institute of Education
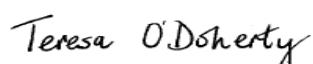
A Mhicléinn, a chara,

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

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

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

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

Teresa O'Doherty

Dr. Teresa O'Doherty, President

Staff Contact List

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

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

Title	First Name	Surname	Role	Ext	Oifig
Dr	Barbara	O Toole	PME 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 (2001[1]), Programme Learning Outcomes (PLOs) evidence areas of learning that are the result of a student's experience of and contribution to a programme, on the basis that the whole may be greater than the sum of the parts. Programme Learning Outcomes identify the range of essential knowledge and the nature of that knowledge, along with the necessary skills and attitudinal dispositions which must be achieved by practitioners within a profession (Scattergood, 2008[2]).

PLOs for the Professional Master of Education (Primary Teaching) in MIE are centred on the four pillars which underpin the college's conceptual framework. These include teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner (Seifert, 1999[3]), and teacher as cultural and civic person (Conway et al, 2009[4]). Seifert's teacher as generous expert

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

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

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

[4] Conway, P., Murphy, R., Rath, A., Hall, K. (2009) *Learning to teach and its implications for the continuum of teacher education: A nine*

learner is expanded to include teacher as researcher. Practitioner researchers can offer an insider's perspective into classroom ecologies (Cochran-Smith & Lytle, 1999[5]) and bring skills that Schwandt (1994[6]) identified as those of a connoisseur. Schwandt (1994[7]) states that connoisseurs in a research context have a kind of heightened awareness or education perception - a particular kind of attention to nuance and details, to multiple dimensions or aspects - that comes from intimate familiarity with the phenomenon being examined (Schwandt, 1994, p.129[8]). This insight can develop the researcher's capacity to perceive and interpret nuances in classrooms (Kennedy-Lewis, 2012[9]).

7.3.1 Teacher as instructional manager (IM)

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

1. 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

2. Recognise and facilitate whole-class, group and individual learning needs and styles as appropriate to the classroom context.

3. Engage in integrated planning appropriate for every class at primary school level in a variety of contexts

4. Create a safe classroom climate that supports child-centred learning and holistic development

5. Identify, source and evaluate appropriate materials to support teaching and learning in the classroom

6. Inquire into and critically reflect upon their own teaching and its impact on teaching, learning and assessment

7. Demonstrate a range of appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment

8. Identify, devise and select suitable formative and summative assessment strategies

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country cross national study. (Report to Teaching Council). Maynooth, Ireland: Teaching Council.

[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.

9. Demonstrate and apply appropriate subject knowledge across all curriculum areas and make meaningful cross-curricular links

10. Engage in creative thinking and integrate it into teaching and learning

11. 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:

1. Research and evaluate key literature in the area of 'teacher as caring and moral person', including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011[10])

2. Reflect on and self-evaluate their own practice in relation to their role as 'teacher as caring and moral person'

3. Demonstrate inclusive practice with sensitivity to each school's culture and ethos and implement that in their own classrooms

4. Provide appropriate care to each child taking into account their social and cultural background

5. 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

6. Act as an advocate on behalf of children as appropriate

7. 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:

1. Model disciplinary thinking and practices relevant to primary education

2. Demonstrate dimensions of subject matter knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge, in literacy, numeracy, and across all curriculum subjects

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

3. Apprentice all children in subject-specific and integrated higher order thinking so that all children achieve their potential

4. Engage in planning for and practice of dialogic teaching and assessment

5. Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice

6. Evidence a systematic understanding of the research methodologies presented on the PME programme

7. 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

8. Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning

9. Self-evaluate and take responsibility for continuing academic professional development

10. Scrutinise and evaluate statutory and policy documents relevant to their   roles and responsibilities.

11. Analyse the processes by which curricula are designed and implemented

12. 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

1. Critically analyse their own constructs of cultural belonging and identity

2. Interrogate the potential impact of their own cultural identity on their classroom practice

3. Interrogate the ideology of texts as cultural artefacts

4. Critically discuss local, regional, national and global dimensions of culture

5. Critically discuss the transformative potential of education

6. Demonstrate a professional commitment to developing/fostering the role of citizenship and being a good citizen.

7. 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 Professional Studies) 10 ECTS (19%) Approximations of Practice 5 ECTS Total: 15 ECTS	Advanced School Placement (including Advanced Professional Studies) 20 ECTS (33.35%) Creative Technologies 5 ECTS (8.33%) Total: 25 ECTS	40 ECTS
Foundation Studies	Psychology / Early Childhood Education 5 ECTS (9%) Research Methods 5 ECTS (9%) Total: 10 ECTS	Educational Theory and Practice 10 ECTS Inclusive Education 5 ECTS Dissertation Module 10 ECTS Total: 25 ECTS	35 ECTS
Curriculum Studies / Subject Knowledge / Specialism	Language 1 (English Methods and Competency; Gaeilge and The Teaching of Gaeilge) 5 ECTS (9%) Language 2 (English Methods and Competency; Gaeilge and The Teaching of Gaeilge) 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 Year 1

Semester 1	ECTS	Semester 2	ECTS
Teaching & Learning (AoP)	5	Psychology / Early Childhood Ed	5
School Placement	5	School Placement	5
Language 1 (Gaeilge/English)	5	Research Methods	5
Math Methods /Subject Knowledge	5	Religious Ed	5
Arts Ed (Vis Art / Drama / Music)	5	Physical Ed / SPHE	5
SESE	5	Language 2 (Gaeilge/English)	5
Professional Studies	SP	Professional Studies	SP
RTG	N/A	RTG	N/A

PME Year 2

Semester 1	ECTS	Semester 2	ECTS
Creative Technologies in Teaching & Learning	5	Research Thesis	10
Inclusive Ed	5	Ad School Placement & Prof. Interview	20
Literacy / Literature & Teaching in Irish-medium settings	5		
Arts Ed (Integrated Arts & Music/Drama)	5		
Ed. Theory & Practice: Philosophy/History Sociology/Psychology	10		
Teaching in multi-belief settings	Op cert		
Teaching in Catholic schools	Op cert		
Professional Studies	SP	Professional Studies	SP

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 honours
60% - 69%	Second class honours, upper division
50% - 59%	Second class honours, lower division
40% - 49%	Third class honours
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.

   i. 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.

   ii. 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 in First Year
      a. is unsuccessful in one of their school placement, they will have to complete a three-week supplemental placement with identical requirements. This placement will take

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

place during the summer term of the same academic year subsequent to the School
Placement Court of Examiners.

b. A student who is unsuccessful on both of their school placements will take both
placements with identical requirements in the following academic year.

A second year student who is failing will have to

c. Repeat the failed school placement component with identical requirements.
d. Repeat the failed placement component (School Placement, Interview and Professional
Portfolio) will take place at the next available opportunity.
e. Repeat of one or more placement components will take place the following academic
year and after the School Placement Court of Examiners.

iii. 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

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

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

1. 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%.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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

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

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

9. 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.

10. 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%.

11. 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.

    (i) 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%.

    (ii) 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.

12. 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.

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

13. 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).

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

15. 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.

16. 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;

    (i) a preponderance (more than 50%) of module grades in year 2 in the next higher grade level

    (ii) the next higher grade level in the dissertation

    (iii) 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

    (iv) passed all year 2 modules and have at most one failed module in year 1.

17. Decisions about raising borderline marks are made at the Court of Examiners.

18. 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

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

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.

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

Plagiarism

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

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

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

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
- An Bonn Ealaíon 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.

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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 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 Education Office (01 8077743) in the institute. All these calls must be made as soon as possible to facilitate planning for the next day.

When a student is absent for more than two days 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

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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 – Professional Studies and the student's school placement. Professional 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 Professional Studies and their Advanced School Placement. The Advanced Professional 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, Education

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Welfare Officers, 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 3rd to 6th Classes	Three weeks Infant classes	Fridays in Semester 2
PME 2		10 weeks in school. One-week orientation. One x four week and one x three week blocks of assessed placement in one or two mainstream classrooms Three weeks whole school experience including one x one week Special Education Teaching and one x two weeks School Based Activity/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

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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 may be granted by the School Placement Coordinator 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 first semester of year 2. 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.

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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 evidence their ability to plan for progression and development of pupil learning. Where a student misses four days (consecutive or combined), this placement will be deemed incomplete, regardless of the number of assessed visits undertaken. In this situation a student will be required to take a deferred placement in June and a new assessment process will begin, any assessed visits completed during the original placement will be deemed null and void. Each case is examined individually and in conjunction with students' tutors and the Registrar of the Institute. Prior to each School placement students have preparation days 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 time devoted to preparation for school placement prior to the placement in first and second 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.

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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).

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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.

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.

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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.

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- After this, from memory, fill in anything you left out.

- After about 24 hours, try a recall test.

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

Past papers and specimen papers

Have a go at:

- Tackling questions and writing skeleton plans for answers.

- Writing a short introduction to a question.

- Supporting the argument: produce a plan, writing the main points and arguments down in the left hand column and supporting material in the right hand column. For example - relevant evidence, examples, illustrations, case study materials, texts, an authority associated with 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.

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- 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.

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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

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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

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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

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- 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,

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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.

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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

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techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the 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:

- o The attempt to answer the question may not be completely successful
- o Does not contain a sufficiently well-structured argument
- o Does not offer sufficient evidence to justify assertions
- o Does not include sufficient relevant examples
- o The style of writing could be improved
- o 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

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may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or the use of material, an 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

IV – Fail – (0-39%)

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

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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

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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 the Registrar's Office by e-mail (Registrars@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 Scanaill RGN	
Phlebotomists	Fran Lyndon	
Occupational Doctor Services	Medical reports Illness review Fitness to attend college	
Well woman services	Cervical Smears (Free Service) Gardisil Injection Implanon Services Merina Coil Pregnancy Tests	

	Full Sexually Transmitted Infection (STI) screening
Additional Services	Phlebotomy (blood testing) Asthma Nurse Specialist Smoking Cessation Clinic Travel Health Centre (Yellow Fever Approved Clinic)
Medical Cover for students:	Term: Sept – May Up to 3 Doctor consultation for acute medical services Doctor consultation fee for the 4th visit thereafter: €45.00 (discount for 1st year students) Standard Fee is €55.00 GMS patients can avail of all the standard GMS services at our centre.

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

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

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

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

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

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

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

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

Student Counselling

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

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

- One to one assessment and counselling sessions: opening hours Mon - Fri 9.15 a.m. - 5.10 p.m. and late opening Tuesday during term time until 8.00pm. To make an appointment, students can call 01 896 1407 or drop into the Service on the third floor of Phoenix House at 7-9 South Leinster Street, Dublin 2. You can contact the service by phone at 01 8961 407.
- Daily duty appointment at 3pm; this is reserved for students who are in crisis or at risk i.e. suicidal ideation etc or who are at risk of drop out. MIE staff can request this appointment on behalf of a student, and it is important to note that this appointment should be made as early as possible on the day.
- Brief consultation drop-in at lunchtimes from October to April (during TCD term time only) - no appointment required. These brief consultations last about 20 minutes and allow a student to get a fuller idea of what counselling is and whether it is the support they require.
- Counselling groups or workshops run in the service; access to these may be drop in, or by booking or by referral from a counsellor.

Student Counselling Website provides all above information and there is a significant amount of audio and self-help information available at http://www.tcd.ie/Student_Counselling/.

These services are available online:

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

Student Learning and Development

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

- Drop-ins are on Wednesday afternoons from 14.30 – 16.00 pm and on Thursday afternoons from 14.30 – 16.00 pm
- Student learning development groups or workshops run in the service; access to these may be drop in, or by booking
- One-to-one learning support. These appointments may be made in the same way as counselling appointments.
- All further info and considerable resources and support can be accessed by http://www.tcd.ie/Student_Counselling/student-learning/

Disability Service

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

- Needs assessment on entry to determine any additional learning requirements.
- Assistive technology training and support
- Pre-placement planning and support
- Liaison with your tutors/lecturers to help arrange accessible programme materials.
- Extended library loans
- UNILINK: a practical occupational therapy service for students who may be experiencing mental health difficulties, or have a physical disability or significant on-going illness

Students are advised to make contact first with our 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

Professional Master of Education

1. Title of Module

School Placement

2. Module Code(s)

PM9101

3. Entry Requirements (if applicable)

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

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Course contact time:	20 hours
Directed study:	50 hours
Placement:	150 hours
Assessment task:	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 (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

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

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.

Course Summary:

There are two components to this course:

Professional Studies

The taught component of the course examines the role of the primary teacher, provides an overview of the Primary School Curriculum (1999) and explores the core concepts governing preparation, effective teaching, classroom management, evaluation and assessment in the classroom.

School Placement

This section of the course allows student teachers to become familiar with the reality of the Irish classroom. It provides opportunities for students to observe, teach, reflect and evaluate. It facilitates the students experiencing the theory-practice link in a classroom situation.

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

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

8. Learning Outcomes

On successful completion of this module, the student 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

- 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

The art of teaching:

Pupil observation

Responding to pupils

Classroom 0rganisation

The learning environment: displays, resources, tasks and tests group work and co-operative learning

Behaviour management

Questioning and explaining

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

Collaborative learning

Digital resources

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

10. Teaching and Learning Methods

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

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

- Physical accessibility and suitability of school placement environment

- Accessibility of lecturer and HEI Tutor for student support

- PowerPoint slides developed for optimum visual accessibility (e.g. font size and colour contrast to allow for visual impairment)

- Provision of on-line course notes allowing for use of assistive technologies such as screen reader

11. Required Equipment and Resources (if applicable)

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

Assessment of School Placement will be both formative and summative in first 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

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

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 two visits from HEI Tutor(s) during each 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.

The component Preparation for Teaching will be assessed under two key areas – Long Term Planning and Short Term Planning. This will be assessed out of 100%. The component Teaching and Learning will be assessed under the key areas of 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%.

Due to the critical nature of placement for primary school pupils 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 first year this repeat attempt will take place during the summer term.

Supplemental School Placement:

A student who is unsuccessful on one of their school placements will take a supplemental School Placement with identical requirements. This placement will take place during the summer term of the same academic year subsequent to the School Placement Court of Examiners. A student who is unsuccessful on both of their school placements will take both placements in the following academic year.

General Information

Full and punctual attendance is essential on this course. Please see notice in your college handbooks for consequences of poor attendance. The 'Rialacha do Mhic Léinn' document and, in particular, its sections on attendance and School Placement apply to the requirements of the Professional Studies course

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.

Supplemental examinations, where necessary, will follow a similar format.

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

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

Compulsory Reading

Cohen, L., Mannion, L. & Morrison, K. (2010) A Guide to Teaching Practice, (5th Ed.) London: Routledge Publishers

DES. (2019). Primary Language Curriculum. Dublin: Government Publications Office.

DES. (2019). Primary School Curriculum. Dublin: Government Publications Office.

Government of Ireland (1998) Education Act, Dublin: Stationary Office

Kyriacou, C., (2018). Essential Teaching Skills, 5th Revised Addition. Oxford University Press

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: The Teaching Council

Zeichner, Kenneth M. and Liston, Daniel P. (1996) Reflective Teaching: An Introduction New Jersey: Lawrence Erlbaum Associates, Inc

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.curriculumonlnine.ie

Up to date:

DES Circulars

Inspector's Supplicate

Educational Policy Documents

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

16. Evaluation

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

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

Teaching and Learning

Programme(s) to which Module applies

Professional Masters in Education

1. Title of Module

Teaching and Learning

2. Module Code

PM9111

3. Entry Requirements (if applicable)

N/A

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

Postgraduate, level 9

5. Module Size (hours and number of weeks)

Lecture: 18 hours College-based and school-based approximations: 20-30 hours Reading and Preparation: 40 hours Assessment: 5-12 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).

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

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

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 take a more analytical approach to several common practices of teaching by experiencing representations of the practice and by decomposing and approximating 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 decompose the work of teaching into discrete components that they can practise

- To initiate students in a professional culture where they provide and respond to peer and tutor 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 tasks

- Lead a whole class discussion

- Elicit, probe, and interpret students' thinking about content

- Communicate about a student with a parent or guardian

- Communicate about teaching with parents/guardians

- Deepen their understanding of the practice of teaching and its component practices through engagement with and beyond core module texts and materials

- Combine several practices in one mini-lesson

- Complete tasks within the time constraints available

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

9. **Course Content and Syllabus**

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

- Leading a whole class discussion

- Eliciting, probing, and interpreting individual students' thinking about content.

- Conducting a meeting about a student with a parent or guardian Conducting a meeting about teaching with parents/guardians

- 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 and will approximate each practice in school or with peers. 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 prepare and/or acquire appropriate resources for their planning and teaching.

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 of up to 12 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 educational 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.

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

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.

This 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.

Dicks, M. (2018). *Storyworthy: Engage, teach, persuade, and change your life through the power of storytelling.* Novato, CA: New World Library.

Smith, M.S. & Stein, M.K. (2011). *5 practices for orchestrating productive mathematics discussions*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

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

Delaney, S. (2017). *Become the primary teacher everyone wants to have: A guide to career success*. Oxon: 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).

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

Hattie.J & Clark,S.(2019) *Visible learning feedback. .*Abingdon,Oxon:Routledge

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

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.

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

Podcast

The following podcast, presented by husband and wife team Matthew and Elysha Dicks has many important lessons about storytelling. You will be required to listen to at least one and share lessons from it with your classmates. Although the podcast works with people who are developing their own stories, for this module you are required to apply the lessons to existing stories and not to stories that you create yourself.

http://speakupstorytelling.libsyn.com/

Websites

http://www.teachingworks.org/

http://www.speakupstorytelling.com/

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), 646-682

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

Shaughnessy,M. & Boerst, T. (2018) Uncovering the skills that preservice teachers bring to teacher education: The practice of eliciting a student's thinking. *Journal of Teacher Education,* 69(1), 40-55.doi:10.1177/0022487117702574

16. Evaluation

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

- 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

Mr Tom McGann

Sinéad O'Reilly

Dr Seán Delaney

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

Research Methods 1

Programme(s) to which Module applies

Professional Masters in Education (Primary Teaching)

1. Title of Module

Research Methods 1

2. Module Code

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Course contact: 20 hours
Directed study and reading: 30-45 hours
Self-directed study: 20-30 hours
Assessment tasks: 30 hours
Total student workload: 100-125 hours

6. ECTS Value

5 ECTS

7. Rationale and Aims

Rationale

A critical component of the Professional Masters in Education is the development of the necessary practical skills towards the completion of a research dissertation.

This module focuses on building on students' reflective and critical exploration in relation to research design in education with a view to the practicalities of conducting the research. The module will provide a broad introduction to research methods as a precursor to the dissertation module in year 2 of the programme. In this module, students will be supported through the process of writing and presenting an initial research design in the form of a research proposal. Good research proposals persuade the reader that a proposed piece of research is both worthwhile and feasible. This simple and straightforward premise applies to all kinds of research

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

proposals. A research proposal is an important part of the research process because the success of any project depends on forward planning and organisation. The module is designed to introduce students to educational research through the process of writing a research proposal.

Course Aims

- To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education

- To introduce students to the range of research methodologies and research -methods applied by research-based evidence practitioners;

- To assist students to critique the ethical implications of undertaking education research.

- To equip students with the necessary skills, knowledge and criticality to design a research project and prepare an accompanying research proposal.

- To prepare students to design and undertake educational research in practice

- To introduce students to research terminology and philosophies in order to articulate their critical stance on a topic

8. **Learning Outcomes**

Research Methods and Dissertation:

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

- LO 1: Show a critical understanding of the range of methodological approaches (e.g. case study, life history, evaluation, narrative, ethnographic, action research) that can be applied in the domain of educational research; (GER 6, 7)

- LO 2: Articulate an informed awareness of the different research traditions which inform the domain of research-based education policy and practice; (GER 6, 7)

- LO 3: Comprehend the epistemological and ontological axioms which underpin research-based evidence; (GER 6, 7)

- LO 4: Propose a topic for research which is relevant to education

- LO 5: Construct a critical research question that can be addressed within the context of data collection realities

- LO 6: Articulate and critique the rationale underpinning the initial research design

- LO 7: Critically engage with literature and present a preliminary literature review to provide context within the proposal

- LO 8: Critique the ethical considerations for the research

9. **Course Content and Syllabus**

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-

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

depth exploration of a research paradigm or of issues relevant to contemporary research discourses.

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

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

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

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

Theme 2: The research design process

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

Framing the research questions

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

Designing the research project

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

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

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.

Theme 3: Ethical Education Research

Introduction to Research Ethics

Ethical Approval and Ethical Practice

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)

3000 Word Research Proposal (100%)

13. Pass Requirement

40%

14. Method of Supplemental Assessment

Resubmission of the research proposal (3,000 words)

15. Recommended Reading Materials / Indicative Resources

Research methods and dissertation

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

Bell, J. (2012) Doing Your Research Project: A Guide for First-Time Researchers in, Health and Social Science. (5th Edition.) Maidenhead: McGraw-Hill/ Open University Press.

Basit, T. N. (2010) Conducting Research in Educational Contexts. London: Continuum.

British Educational Research Association (2018). Ethical guidelines for educational research. (4th Ed). London: BERA.

Cohen, L., Mannion, L. and Morrison, K. (2011). Research Methods in Education: London: Routledge.

Creswell, J.W. (2007). Qualitative Inquiry & Research Design: Choosing among five approaches. (2nd ed.) Thousand Oaks, California: Sage.

Denscombe, M. (2012) Research Proposals. Berkshire: Open University Press.

O' Leary, Z. (2014) Doing Your Research Project. (2nd. Ed) London: Sage.

Merriam, B. (2009) Qualitative Research. San Francisco: Jossey-Bass.

Walliman, N. & Buckler, S. (2012) Your Dissertation in Education. London: Sage.

In addition, there are a number of texts which are freely available on the Library website.

16. Evaluation

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

17. Module Co-ordinator

18. Module Teaching Team

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)

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

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

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 differentiated learning experiences for the children as necessary (IM 2, 4, 5, 7; CM4, 5; CC 1, 2,3, 4, 5, 6, 7)

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

- 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)

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

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

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: Routelegde

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

Language 1

Programme to which Module applies

PME

1. Title of Module

Language 1 (English Methods and Competency; Gaeilge and The Teaching of Gaeilge)

2. Module Code

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Language 1

A.

English Methods: contact hours 8; Study and Reading 16 (Seminars 8, study/reading 8); Personal Study 16; Assessment Tasks 8

English Competency: contact hours 2; Study and Reading 4 (Seminars 2, study/reading 2); Personal Study 4; Assessment Tasks 2

B.

Gaeilge: contact hours 5; Study and Reading 10 (Seminars 5, study/reading 5); Personal Study 10; Assessment Tasks 10

The Teaching of Gaeilge: contact hours 5; Study and Reading 10 (Seminars 5, study/reading 5); Personal Study 10; Assessment Tasks 10

6. ECTS Value

5 ECTS (**English Methods and Competency** 2.5) (**Gaeilge and The Teaching of Gaeilge** 2. 5)

7. Rationale and Aims

A.

English Methods and Competency

Rationale

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

As language is central to learning, 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 literacy. 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 primary school. This includes understanding what literacy learners need in order to learn the code of written language.

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 the Primary Language Curriculum

- To give students an understanding of literacy development as pertinent to children in the middle to senior classes in primary school

- To give students an understanding of lexical, syntactic and pragmatic language development in the middle to senior classes of primary school

- To introduce students to the content of the Primary Language Curriculum in the context of teaching literacy in the middle to senior classes of primary school

- To develop the student teachers' role in short-term planning and preparation for the teaching of English in the middle to senior classes of primary school

- To give students an understanding of the strong reciprocal relationship between oral language, reading and writing

- To develop students' own knowledge of the stucture of language (phonology, morphology, syntax and semantics)

B.

Gaeilge and The Teaching of Gaeilge:

Rationale

Gaeilge is a living language in the primary school as well as being a subject. It is important, therefore, that the teacher's ability in Gaeilge is developed on an ongoing basis so that the teacher will be able to function through the medium of Gaeilge informally in the school community and that he/she will be able to communicate effectively when teaching Gaeilge to the middle and senior classes. Gaeilge is part of our heritage and the most distinctive part of Gaelic culture. Gaeilge is the national language of Ireland, it has constitutional status and in general it is obligatory that every primary school child learns Gaeilge.

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

Aims

- To enjoy the Module, to foster a positive attitude towards the language, to foster a desire in the student to use Gaeilge as a language in a bilingual learning community

- To stimulate the student as a language learner to take primary responsibility for his/her own learning, for recognizing his/her own ability at entry level (B1, Common European Framework), for recognizing the learning outcomes which are to be achieved, for recording progress regularly and for achieving a certain amount of independent learning.

- To develop Language and Cultural Awareness

- To develop the student's listening comprehension

- To develop fluency, richness of language, speaking accuracy and good pronunciation

- To develop the student's ability to take meaning from short and long texts, to read aloud with meaning and good pronunciation

- To develop the student's ability to write freely and accurately

- With regard to literature, to develop reviewing skills

- To develop grammatical accuracy systematically and in a functional context.

- To develop an understanding of the teaching of Gaeilge as a living language of communication in middle and senior classes, as that is recommended in the Gaeilge Curriculum and in the Primary Language Curriculum

- To give the student an understanding of the Communicative Approach and opportunities to see, to try out, to study and to reflect on strategies, methodologies and resources suitable for the middle and senior classes

- To give an understanding of the importance of enjoyment when children are learning Gaeilge, of fostering a positive attitude towards Gaeilge and of using it informally

- To help the student to undertake short term and long term planning for the Teaching of Gaeilge in middle and senior classes in keeping with the Gaeilge Curriculum and the Primary Language Curriculum

- To put before the student's possibilities and benefits associated with CLIL (Content and Language Integrated Learning) in the middle and senior classes in particular.

8. Learning Outcomes

A.

English Methods and Competency

A student who completes this Module satisfactorily, will be able to:

- Demonstrate content knowledge regarding the teaching of literacy in the middle to senior classes of primary school

- Design English language lessons in accordance with the learning outcomes of the Primary Language Curriculum

- Design a unit of work for short-term planning and preparation for the teaching of English

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

- Choose appropriate teaching methodologies for the teaching of oral language, reading and writing as appropriate to the middle to senior classes of primary school

- 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 learning outcomes of the Primary Language Curriculum

- Demonstrate knowledge and understanding of appropriate formative and summative assessment techniques in English

B.

Gaeilge and the Teaching of Gaeilge:

A student who completes this Module satisfactorily, will be able to:

- demonstrate how responsibility was taken for learning from entry level (B1, Common European Framework) to exit level (B1 general language, B2 professional language)

- listen with understanding and answer questions correctly; speak fluently and accurately with a broad vocabulary, demonstrate suitable richness of language and good pronunciation; discuss a picture; take part in conversations; understand and provide arguments; read and understand short and long texts; write freely and accurately in a range of *genres* including in particular those of a school/community-based functional nature; review a piece of literature and reference properly; demonstrate grammatical accuracy in contexts which are free, in contexts which relate to personal life, professional life, in translations and in functional texts; demonstrate how use can be made of internet sites for terminology and accuracy.

- demonstrate an understanding of how to teach Gaeilge to middle and senior classes as recommended in the Gaeilge Curriculum and the Primary Language Curriculum, and according to the communicative approach; use suitable strategies and teaching methods to meet communicative requirements in communicative settings; explain the importance which is attached to enjoyment and positive attitude, and outline ways in which Gaeilge can be promoted informally (IM 7), (GE 2), (CC 4)

- undertake short term and long term planning (for school placement and for teaching career) for middle and senior classes and plan units of work under the umbrella of the themes and topics of the Gaeilge Curriculum; write a Gaeilge lesson which demonstrates the importance of language functions, links with English in the Primary Language Curriculum, communicative phases in a communicative lesson; integrate the strands of the Gaeilge Curriculum and undertake assessment (IM 1, 3, 8)

9. **Course Content and Syllabus**

Set out the principal content elements of the module.

A.

English Methods

- Oral language

- Approaches to oral language development in the middle to 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

- Gradual Release of Responsibility Model

- Models of reading

- Word recognition

- Shared reading strategies

- Vocabulary instruction

- Oral reading fluency – modelled reading, assisted reading, repeated reading, wide reading

- Reading comprehension strategies – activating prior knowledge, prediction, making connections, questioning, visualisation, making inferences, evaluating, summarising, monitoring comprehension

- Reading genres – narrative, poetry and informational texts

- Assessment of reading

- Reciprocal reading

Writing

- Writing genres – recount, report, narrative, poetry, persuasive, explanation and procedural

- Introduction to the Writers' Workshop

- Traits of writing

- Process appraoch to writing

- Spelling strategies

- Assessment of writing

Planning

- Short-term planning (lessons)

English competency

- Knowledge of the phonological system of English (including phonemes, graphemes, syllables, grammar and syntax)

- Morphological structure of words in English (including affixes, word roots, inflections)

- Knowledge of how language is organsied at word, sentence and text level

B.

Gaeilge: Speaking and Listening Comprehension: Learning targets and strategies; ongoing recording of progress. The Informal Use of Gaeilge: Gaeilge as a language of communication in the school; Gaeilge as a language of classroom management; informal communicative needs of the teacher during the school day; the informal communicative needs of the child during the school day; the interests of the child; Gaeilge Week. The required knowledge of Gaeilge for the teacher

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

who teaches Gaeilge: orders and directions; questions (dependent and independent); explaining; praising and affirming; exponents of the Language Functions of the Gaeilge Curriculum. Core Topics: myself; my home place; my ability in Gaeilge; primary teaching and educational matters; my own schooling and my experience on School Placement; work matters. Reading and Reading Comprehension: reading quietly and aloud; good pronunciation; meaning from text (choosing from: newspaper articles, magazines; brochures; descriptions of events and feelings); terms of critical analysis; poetry/prose texts, long and short; reviews and research; reflection. Writing: structures, conventions and accuracy; learning folder – functional texts (choosing from: labels; written notices for the classroom and school; messages; phone messages; summaries and minutes; posters; accident reports; report forms; invitations; cv and application forms; texts and emails; letters; dealing with correspondence; continuing pieces, choosing from - articles, essays, blogs, short simple notes, personal messages, emails, stories, formal letters); review articles; care (recognizing mistakes, checking, proofing agus redrafting). Grammar: the need for accuracy; grammar in a functional context; regular and irregular verbs; the copula; position and movement; care, mistakes, proofing; most common mistakes; language and grammatical awareness. Skills and Sources: dictionaries, internet sites, the media, grammar books.

The Teaching of Gaeilge:

The Primary Language Curriculum in general and in relation to middle and senior classes in particular; The Gaeilge Curriculum (structures, L1 and L2 schools, principles, a communicative approach, aims, strands, language functions, themes); the informal use of Gaeilge (the good example of the teacher, Gaeilge as a socializing language and as a language of classroom management, the children's communicative needs); the link between formal lessons and informal use; integration of the strands (suitable listening, speaking, reading and writing activities); role play; language games for middle and senior classes; stories and real books; language and cultural awareness; resources and sources (in Teachers' Guidelines etc.); assessment; lesson lay-out (objectives, resources, the phases in a communicative lesson), to write a unit of work and a scheme for School Placement; yearly/termly schemes; weekly schemes; assessment (standardised tests and tests designed by the teacher); all-Gaeilge schools and Gaeltacht schools; CLIL (Content and Language Integrated Learning) – principles and possibilities with regard to teaching other subjects through the medium of Gaeilge in L2 schools.

10. Teaching and Learning Methods

A.

English Methods and Competency: Lectures, guest lectures, seminars, directed study, personal study and reading, personal reflections, engagement with resouces on Moodle, the lecturer in the role of the teacher teaching sample lessons

B.

Gaeilge and The Teaching of Gaeilge: Lectures, Seminars, Directed Study, Personal Study and Reading, research, the lecturer in the role of the teacher teaching sample lessons, the students teaching groups of children, DVD's.

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

11. Required Equipment and Resources (if applicable)

A.

English Methods and Competency: ICT equipment to include data projector, interactive whiteboard, suitable software

B.

Gaeilge and The Teaching of Gaeilge: Data projector, computer, television, DVD player, DVD's, radio, CD player, CD's, interactive whiteboard, suitable software.

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

Language 1 (100%):

A.

English Methods and Competency: 50%

1.5hr written examination or equivalent

B.

Gaeilge and The Teaching of Gaeilge: 50%. Written Examination (1 hour and 30 minutes). Gaeilge Grammar 15%, Gaeilge Language of Classroom Management 10%, The Teaching of Irish in Middle and Senior Classes 25%)

13. Pass Requirement

Language 1 (A. English Methods and Competency; B. Gaeilge and The Teaching of Gaeilge):

A and B are considered discrete components for assessment purposes. 40% is the pass requirement for Component A. 40% is the pass requirement for Component B. If a student fails one of those components, that is the only component which needs to be repeated.

Within Component B (Gaeilge and The Teaching of Gaeilge) a pass (40%) must be obtained in both Gaeilge and The Teaching of Gaeilge. If a student fails one of those parts, that is the only part of Component B which needs to be repeated.

14. Method of Supplemental Assessment

Language 1

A.

English Methods and Competency

Written examination (1 hr 30 mins) or equivalent

78

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

B.

Gaeilge and The Teaching of Gaeilge: Written Examination (1 hour and 30 minutes). 50% (Gaeilge Grammar 15%, Gaeilge language of Classroom Management 10%, The Teaching of Irish in Middle and Senior Classes 25%)

A and B are considered discrete components for assessment purposes. 40% is the pass requirement for Component A. 40% is the pass requirement for Component B. If a student fails one of those components, that is the only component which needs to be repeated.

Within Component B (Gaeilge and The Teaching of Gaeilge) a pass (40%) must be obtained in both Gaeilge and The Teaching of Gaeilge. If a student fails one of those parts, that is the only part of Component B which needs to be repeated.

15. Recommended Reading Materials / Indicative Resources

A.

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

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Blachowicz, C., Fisher, P., & Ogle, D. (2006). *Vocabulary: Questions from the classroom.* Reading Research Quarterly (Vol. 41, No 4). International Reading Association.

Block, C. C., & Pressley, M. (Eds.). (2002). *Comprehension instruction: Research-based best practice.* New York: Guilford.

Bromley, K. (2007). *Nine things every teacher should know about words and vocabulary instruction.* Journal of Adolescent & Adult Literacy (Vol. 50, No 7). International Reading Association.

Clark, K. F. (2004). What can I say besides 'sound it out'? Coaching word recognition in beginning reading. *The Reading Teacher*, 57(5), 440-449.

Concannon-Gibney, T., & Murphy, B. (2012). Reading comprehension instruction in Irish primary classrooms: Key insights into teachers' perspectives on classroom practices. *Irish Educational Studies*, 31(4), 433-449.

Courtney, A. & Gleeson, M. (2010). *Building Bridges of Understanding,* Limerick: Mary Immaculate College of Education.

Culham, R. (2003). *6+1 Traits of writing: The complete guide for grades 3 and up*. New York: Scholastic.

Culligan, B. (1997). Improving Children's Spelling Dublin: B. Culligan.

DES (2015). Primary Language Curriculum. The Stationery Office: Dublin.

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

Dougherty-Stahl, K. A. (2004). Proof, practice, and promise: Comprehension strategy instruction in the primary grades. *The Reading Teacher*, 57(7), 598-609.

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Virginia: Association for Supervision and Curriculum Development.

Graves, D. (1994) *A Fresh Look at Writing.* Heinemann.

Graves, M.F. (2006). *The Vocabulary Book: Learning & Instruction.* New York Teachers: Co-published by Teachers College Press, International Reading Association, and National Council of Teachers of English.

Green, S., & Sutton, P. (2003). What do children think as they plan their writing? *Reading literacy and language*. UKLA: Blackwell Publishing Ltd.

Hoey, M. (2013). How to cater for differentiated reading in my class? *Reading News* (Spring 2013, pp. 7-9). Reading Association of Ireland.

McLaughlin, M., & Allen, M. B. (2009). *Guided comprehension in grades 3-8*. International Reading Association.

Mehigan, G. (2020). Effects of fluency orientated instruction on motivation for reading of struggling readers. *Education Sciences*, 10(3), 56.

Moats, L. C. (2005). How spelling supports reading. *American Educator*, Winter (2005/06), 12-43.

Oster, L. (2001). Using the think-aloud for reading instruction. *The Reading Teacher*, 55(1), 64-69.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York: Guilford.

Routman, R. (2005). *Writing Essentials*: *Raising expectations and results while simplifying teaching.* Portsmouth, NH: Heinemann.

Serafini, F. (2012). Expanding the four resources model: Reading visual and multi-modal texts. *Pedagogies: An International Journal*, & (2), 150-164.

Taylor., B. M., & Duke, N. K. (Eds.) (2014). *Handbook of Effective Literacy Instruction: Research-based practice K-8*. New York: Guilford.

Sainsbury, M. (2003). Thinking aloud: Children's interactions with text. Reading literacy and language. UKLA: Blackwell Publishing Ltd.

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.

Violetta-Irene, K. (2015). The use of literature in the language classroom: Methods and aims. *International Journal of Information and Education Technology*, 5(1), pp 74-79.

Wilson, D. (2012). Training the mind's eye: 'Brain movies' support comprehension and recall. *The Reading Teacher*, 66(3), 189-194.

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

English Competency

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. (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.

B.

Gaeilge:

Cuirfear sliocht éisteachta/ léitheoireachta ar Moodle gach seachtain bunaithe ar ábhar na léachta. Cuirfear ábhar inmheánach ar Moodle freisin chun dul siar a dhéanamh ar na míreanna éagsúla gramadaí.

Téacsleabhair

Mac Suibhne, A. & Whelton, M. (2006). *Cóir Ghaoithe*. Baile Átha Cliath: Institiúid Oideachais Marino

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

Leabhair thagartha agus foclóirí

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

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

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

An Mheitheal um Theagasc na Gaeilge ar an Tríú Leibhéal. (2010). *Siollabas Nua don Chéad Bhliain Ollscoile*, Baile Átha Cliath.

Úrchúrsa Gaeilge https://www.worldcat.org/title/urchursa-gaeilge/oclc/28928129

An Caighdeán Oifigiúil

https://data.oireachtas.ie/ie/oireachtas/caighdeanOifigiul/2017/2017-08-03_an-caighdean-oifigiuil-2017_en.pdf

Graiméar Gaeilge na mBráithre
Críostaí http://www.scriobh.ie/ScriobhIe/Media/Graimear%20Gaeilge%20na%20mBraithre%20Criostai_Eag1999.pdf .

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

Bogearraí

    Gaelspell

    Ceart

    Anois

Suíomhanna Idirlín

    www.teanglann.ie

    Acmhainn.ie: www.acmhainn.ie

    Foclóir Gaeilge.ie: www.focloirgaeilge.ie

    www.tearma.ie

    English Irish Dictionary.com: www.englishirishdictionary.com

    http://www.potafocal.com/

Léitheoireacht neamhspleách

    Splancfhicsean https://splonk.ie/index.php/splonk-all-issues/splonk-issue-3/

    Nuachtáin www.tuairisc.ie

    Iris chultúrtha www.nosmag.ie

    Fiséain Gaeilge 365

    Podchraoladh What the focal?; Club Leabhar.com

    Roghnófar réimse leabhar comhaimseartha do pháistí ó Rogha Leabhar (2015; 2016; 2017; 2018; 2019; 2020) agus ó na liostaí léitheoireachta Leabhair Pháistí Éireann de réir téamaí

    Leabhar don fhoghlaimeoir fásta

Léitheoireacht bhreise

    Ní Leannáin, R. (2019). *Cití na gcártaí*. Baile Átha Cliath: Cois Life.

    Ó Cainín, P. (2016). *Smaointe beaga cumhactacha*. Baile Átha Cliath: LeabhairCOMHAR.

    Ó Muirthile, L. (2017). *Oilithreach pinn*. Baile Átha Cliath: Cois Life.

    Ó Neachtain, J. S. (2014). *Idir neamh is talamh*. Indreabhán: Cló Iar-Chonnacht.

Déanfar tagairt do na saothair thaighde seo le linn an mhodúil

    An Roinn Oideachais agus Scileanna. (2019). Ciorclán 0052/2019, Athbhreithnithe ar dhíolúine ó staidéar ar an nGaeilge: Athbhreithniú ar chiorclán 12/96. Baile Átha Cliath: Oifig an tSoláthair.

    An Roinn Oideachais agus Scileanna. (2011). An Straitéis Náisiúnta chun an Litearthacht agus an Uimhearthacht a fheabhsú i measc Leanaí agus Daoine Óga, 2011-2020. Baile Átha Cliath: Oifig an tSoláthair.

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

Barnes, E., Ní Chiaráin, N., & Ní Chasaide, A. (2017). Departures from the "norm: Orthography and morphology of Irish impact on literacy instruction and acquisition. In M. Wilson and G. Mehigan (Eds.), Exploring the Literacy Landscape (pp.22-20). Dublin: Literacy Association of Ireland.

Bialystok, E. (2009). Bilingualism: The good, the bad and the indifferent, *Bilingualism Language and Cognition*, *12*(1), 3- 11. doi:10.1017/S1366728908003477

Department of Education and Skills, Inspectorate (2018). *Chief Inspector's Report*. Dublin, Ireland: Stationery Office.

Department of Education and Skills, Inspectorate (2013). *Chief Inspector's Report*. Dublin, Ireland: Stationery Office.

Department of Education and Skills (2016). Statistics 2016-2017. Dublin: Department of Education and Skills. http://www.education.ie/en/publications/statistics/key-statistics-2015-2016.pdf

Devitt, A. Condon, J. Dalton, G., O'Connell, J. & Ní Dhuinn, M. (2018). An maith leat an Ghaeilge? An analysis of variation in primary pupil attitudes to Irish in the growing up in Ireland study. *International Journal of Bilingual Education and Bilingualism, 21*(1), 105-117. https://10.1080/13670050.2016.1142498

Dunne, C. M. (2019a). Primary teachers' experiences in preparing to teach Irish: Views on promoting the language and language proficiency. *Studies in Self-Access Learning Journal, 10(*1), 21-43. http://sisaljournal.org/archives/mar19/dunne

Dunne, C. M. and Hickey, T. M. (2017). *Cleachtais agus Roghanna Léitheoireachta an Aosa Óig*. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Government of Ireland. (2010). *20-year strategy for the Irish language 2010-2030*. Dublin: Stationery Office.

Harris, J. (2008a). The declining role of primary schools in the revitalisation of Irish. *AILA Review*, *21*(1), 49-68. https://doi.org/10.1075/aila.21.05har

Harris, J., Forde, P., Archer, P., Nic Fhearaile, S., & O'Gorman, M. (2006). *Irish in primary school: Long-term national trends in achievement.* Dublin, Ireland: Department of Education and Science, Stationery Office.

Hickey, T. M. and Stenson, N. (2016a). One step forward and two steps back in teaching an endangered language? Revisiting L2 reading in Irish, *Language, Culture and Curriculum, 29*(3), 302-318. https://doi.org10.1080/07908318.2016.1231200

Hickey, T. M., and Stenson, N. (2016b). Second language acquisition of Irish and the role of reading. In R. Hickey (Ed.), *Sociolinguistics in Ireland.* Basingstoke, England: Palgrave Macmillan, pp. 269–298.

National Council for Curriculum and Assessment/ An Chomhairle Náisiúnta Curaclaim agus Measúnachta (NCCA) (2008). *Primary Curriculum Review, Phase 2: Final report and recommendations*. Dublin: Stationery Office.

National Council for Curriculum and Assessment/ Department of Education and Skills (2019). *Curaclam Teanga na Bunscoile*. Baile Átha Cliath, Oifig an tSoláthair.

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

National Council for Curriculum and Assessment/ Department of Education and Skills (1999a). *Curaclam na bunscoile: Gaeilge: Teanga*. Baile Átha Cliath, Oifig an tSoláthair.

National Council for Curriculum and Assessment/ Department of Education and Skills (1999c) *Curaclam na bunscoile: Réamhrá*. Baile Átha Cliath: Oifig an tSoláthair.

Ní Dhiorbháin, A. (2018). Oideolaíochtaí um theagasc an léireolais do bhunmhúinteoirí faoi oiliúint. *Léann Teanga An Reiviú*, pp.63-86.

Ní Longaigh, E. (2016). Scileanna teanga a fheabhsú i bpáistí ar ardchaighdeán Gaeilge: Scagadh ar na dea-chleachtais atá i bhfeidhm i ngaelscoileanna. In T. J. Ó Ceallaigh agus M. Ó Laoire (Eagí). *An tumoideachas: bua nó dua? An chéad chomhdháil taighde uile-oileánda ar an tumoideachas: Imeachtaí comhdhála*. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Ó Duibhir, P. (2018). *Immersion Education Lessons from a Minority Language Context.* Clevedon, England: Multilingual Matters.

Ó Laoire, M., and Harris, J. (2006). *Language and literacy in Irish-medium primary schools: Review of literature.* Dublin: National Council for Curriculum and Assessment/ The Stationery Office.

Ó Duibhir, P. (2009). *The spoken Irish of sixth-class pupils in Irish immersion schools*. Dublin: Trinity College. Unpublished Ph.D. Thesis.

O'Rourke, B. and Walsh, J. (2015). New speakers of Irish: shifting boundaries across time and space. International Journal of the Sociology of Language. *231*, 63–83. https://doi.org/10.1515/ijsl-2014-0032

Titley, A. (2000). Children's books in Irish. In V. Coghlan and C. Keenan (Eds.) *The Big Guide 2: Irish Children's Books* (pp.103-111). Dublin: Children's Books Ireland.

Uí Choistealbha, J. (2012) *The Irish language in the 21st century primary school - Perceptions of teachers and children: Indications for a new strategy.* Trinity College Dublin: Unpublished Ed.D. dissertation.

The Teaching of Gaeilge:

An Roinn Oideachais agus Scileanna agus An Chomhairle Náisiúnta Curaclaim agus Measúnachta (2019) *Curaclam Teanga na Bunscoile, Scoileanna Béarla.* Baile Átha Cliath

An Roinn Oideachais agus Scileanna agus An Chomhairle Náisiúnta Curaclaim agus Measúnachta (2019) *Curaclam Teanga na Bunscoile, Scoileanna Gaeltachta agus lán-Ghaeilge.* Baile Átha Cliath

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

DES (1999) *Curaclam na Bunscoile*: Gaeilge, *Teanga, Treoirlínte 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

Dunne Claire M., (2020), *Sceitimíní – Gníomhaíochtaí Gaeilge agus Drámaíochta.* COGG: Baile Átha Cliath

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

> 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
>
> Slattery,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. Evaluation

A.

English Methods and Competency:

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

B.

Gaeilge and The Teaching of Gaeilge:

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

17. Module Co-ordinator

A.

English Methods and Competency: Dr Jennifer O'Sullivan, Clara Fiorentini

B.

Gaeilge and The Teaching of Gaeilge: Aodán Mac Suibhne

18. Module Teaching Team

A.

English Methods and Competency: Dr Jennifer O'Sullivan, Clara Fiorentini

B.

Gaeilge and The Teaching of Gaeilge: Dr Claire Dunne, Madeleine Ní Ghallchobhair, Diarmaid Ó Murchú, Proinsias Ó Brodlaigh, Treasa Uí hÉimhrín

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

Language 2

Programme to which Module applies

PME

1. Title of Module

Language 2 (English Methods and Competency; Gaeilge and The Teaching of Gaeilge)

2. Module Code

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Language 2

A.

English Methods: contact hours 8; Study and Reading 16 (Seminars 8, study/reading 8); Personal Study 16; Assessment Tasks 8

English Competency: contact hours 2; Study and Reading 4 (Seminars 2, study/reading 2); Personal Study 4; Assessment Tasks 2

B.

Gaeilge: contact hours 5; Study and Reading 10 (Seminars 5, study/reading 5); Personal Study 10; Assessment Tasks 10 **The Teaching of Gaeilge:** contact hours 5; Study and Reading 10 (Seminars 5, study/reading 5); Personal Study 10; Assessment Tasks 10

6. ECTS Value

5 ECTS (**English Methods and Competency** 2.5) (**Gaeilge and The Teaching of Gaeilge** 2. 5)

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

7. Rationale and Aims

A.

English Methods and Competency

Rationale

As language is central to learning, the importance of literacy 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 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 the junior classes of 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 Language Curriculum in the context of teaching literacy in the junior classes of primary school

- To develop the teacher's role in short- and long-term planning for the teaching of English 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

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

- To develop a knowledge of how phonologic, orthographic, syntactic and semantic knowledge lead to automatic and fluent reading

B.

Gaeilge and The Teaching of Gaeilge:

Rationale

Gaeilge is a living language in the primary school as well as being a subject. It is important, therefore, that the teacher's ability in Gaeilge is developed on an ongoing basis so that the teacher will be able to function through the medium of Gaeilge informally in the school community and that he/she will be able to communicate effectively when teaching Gaeilge to the junior classes. Gaeilge is part of our heritage and the most distinctive part of Gaelic culture. Gaeilge is the national language of Ireland, it has constitutional status and in general it is obligatory that every primary school child learns Gaeilge.

Aims

- To enjoy the Module, to foster a positive attitude towards the language, to foster a desire in the student to use Gaeilge as a language in a bilingual learning community

- To stimulate the student as a language learner to continue to take primary responsibility for his/her own learning, to build further on ability at entry level (B1, Common European Framework), for recognizing the learning outcomes which are to be achieved, for recording progress regularly and for achieving a certain amount of independent learning.

- To further develop Language and Cultural Awareness

- To further develop the student's listening comprehension

- To cultivate further, fluency, richness of language, speaking accuracy and good pronunciation

- To enhance the student's ability to take meaning from short and long texts, to read aloud with meaning and good pronunciation

- To cultivate the student's ability to write freely and accurately

- With regard to literature, to enhance reviewing skills

- To develop systematically, grammatical accuracy, in a functional context in particular

- To develop an understanding of the teaching of Gaeilge as a living language of communication in junior classes, as that is recommended in the Gaeilge Curriculum and in the Primary Language Curriculum

- To give the student an understanding of the Communicative Approach and opportunities to see, to try out, to study and to reflect on strategies, methodologies and resources suitable for the junior classes

- To enhance the understanding of the importance of enjoyment when children are learning Gaeilge, of fostering a positive attitude towards Gaeilge and of using it informally

- To assist the student to undertake short term and long term planning for the Teaching of Gaeilge in junior classes in keeping with the Gaeilge Curriculum and the Primary Language Curriculum

- To put before the students, possibilities and benefits associated with CLIL (Content and Language Integrated Learning) in junior classes.

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

8. Learning Outcomes

A.

English Methods and Competency

A student who completes this Module satisfactorily, will be able to:

- 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)

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

B.

Gaeilge and the Teaching of Gaeilge:

A student who completes this Module satisfactorily, will be able to:

- demonstrate how responsibility was taken with regard to achieving level B2 (Common European Framework) in professional language and level B1 in general language

- listen with understanding and answer questions correctly; speak fluently and accurately with a broadened vocabulary, demonstrate an increased richness of language and better pronunciation; discuss a picture; take part more competently and confidently in conversations; understand and provide arguments; read and understand short and long texts; write freely and accurately in a range of *genres* including in particular those of a school/community-based functional nature; review a piece of literature and reference properly; demonstrate grammatical accuracy in contexts which are free, in contexts which relate to personal life, professional life, in translations and in functional texts; demonstrate how use can be made of internet sites for terminology and accuracy.

- demonstrate an understanding of how to teach Gaeilge to junior classes as recommended in the Gaeilge Curriculum and the Primary Language Curriculum, and according to the communicative approach; use suitable strategies and teaching methods to meet communicative requirements in communicative settings; explain the importance which is attached to enjoyment and positive attitude, and outline ways in which Gaeilge can be promoted informally (IM 7), (GE 2), (CC 4)

- undertake short term and long term planning (for school placement and for teaching career) in junior classes and plan units of work under the umbrella of the themes and topics of the Gaeilge Curriculum; write a Gaeilge lesson which demonstrates the importance of language functions, links with English in the Primary Language Curriculum, communicative phases in a communicative lesson; integrate the strands of the Gaeilge Curriculum and undertake assessment (IM 1, 3, 8)

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

9. Course Content and Syllabus

A.

English Methods

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 development
- 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)
- Writing genres – recount, report, narrative and procedural
- Providing a classroom environment to encourage writing.
- Assessment of writing

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

Planning

- Short-term planning (lessons)

- Long term planning (schemes)

English Competency

- 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

B.

Gaeilge: Speaking and Listening Comprehension: Learning targets and strategies; ongoing recording of progress. The Informal Use of Gaeilge: Gaeilge as a language of communication in the school; Gaeilge as a language of classroom management; informal communicative needs of the teacher during the school day; an ordinary school conversation with the Principal/Inspector; the informal communicative needs of the child during the school day; the interests of the child; Gaeilge Week. The required knowledge of Gaeilge for the teacher who teaches Gaeilge: orders and directions; questions (dependent and independent); explaining; praising and affirming; exponents of the Language Functions of the Gaeilge Curriculum. Core Topics: life at third level; the Gaeilge community and the Gaeltacht; television programmes; films; reading; sport; shopping; music; IT; health matters; food and drink; travel and holidays, current affairs. Other topics: the media (to understand for the most part news reports and television programmes); dialects; cultural awareness and festivals; intercultural awareness. Role play and language functions: saluting; introducing; introducing; beginning a conversation; asking and answering questions; apologizing; expressing recollection; reporting; ability; requesting someone to do something; outlook and opinion; need to do something; understanding and lack of understanding; desire and choice; enjoyment and lack of enjoyment; interest; wonder; gratitude; help; invitation; to end a conversation; clarification; ask for repetition; strategies for dealing with gaps in understanding; agree and disagree; likelihood; congratulations; commiserations and wishes; disappointment; pity; regret; hope; worry. Reading and Reading Comprehension: reading quietly and aloud; good pronunciation; meaning from text (choosing from: newspaper articles, magazines; brochures; descriptions of events and feelings); terms of critical analysis; poetry/prose texts, long and short; reviews and research; reflection. Writing: structures, conventions and accuracy; learning folder – functional texts (choosing from: labels; written notices for the classroom and school; messages; phone messages; summaries and minutes; posters; accident reports; report forms; invitations; cv and application forms; texts and emails; letters; dealing with correspondence; continuing pieces, choosing from - articles, essays, blogs, short simple notes, personal messages, emails, stories, formal letters); review articles; care (recognizing mistakes, checking, proofing agus redrafting). Grammar: the need for accuracy; grammar in a functional context; nouns (gender, cases – in particular genitive singular and plural); adjectives; prepositions; prepositional pronouns; the possessive adjective; number; further work on regular and irregular verbs, and the copula. Care, mistakes, proofing; most common mistakes; language and grammatical awareness. Skills and Sources: dictionaries, internet sites, the media, grammar books.

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

The Teaching of Gaeilge:

The Primary Language Curriculum for junior classes; The Gaeilge Curriculum for junior classes; the communicative approach, aims, strands, language functions, themes and suitable topics); the informal use of Gaeilge (the good example of the teacher, Gaeilge as a socializing language and as a language of classroom management, the children's communicative needs); the link between formal lessons and informal use; Aistear; the importance of listening; action songs; rhymes; language games for junior classes and the importance of enjoyment; the Big Book; the beginning of reading and writing; integration of the strands (suitable listening, speaking, reading and writing activities depending on the type of school and class level); role play; language games for junior classes; stories and real books; language and cultural awareness; resources and sources (in Teachers' Guidelines etc.); assessment; lesson lay-out (objectives, resources, the phases in a communicative lesson), to write a unit of work and a scheme for School Placement; yearly/termly schemes; weekly schemes; assessment (standardised tests and tests designed by the teacher); all-Gaeilge schools and Gaeltacht schools; CLIL (Content and Language Integrated Learning) – principles and possibilities with regard to teaching other subjects through the medium of Gaeilge in L2 schools.

10. Teaching and Learning Methods

A.

English Methods and Competency

Lectures, seminars, directed study, guest lecturers, personal study and reading, Moodle, lecturer in the role of the teacher teaching sample lessons, video clips

B.

Gaeilge and The Teaching of Gaeilge: Lectures, Seminars, Directed Study, Personal Study and Reading, research, the lecturer in the role of the teacher teaching sample lessons, the students teaching groups of children, DVD's.

11. Required Equipment and Resources (if applicable)

A.

English Methods and Competency

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

B.

Gaeilge and The Teaching of Gaeilge: Data projector, computer, television, DVD player, DVD's, radio, CD player, CD's, interactive whiteboard, suitable software.

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)

Language 2 (100%):

A.

English Methods and Competency: 50%.

Written examination (1hr 30 mins) or equivalent

B.

Gaeilge and The Teaching of Gaeilge: 50%. Written Examination and Oral Irish Examination (1 hour and 20 minutes, and 10 minutes, respectively). (Letter 5%, Written Conversation 5%, Grammar 5%, Oral Irish 10%, The Teaching of Irish in junior classes 25%)

13. Pass Requirement

Language 2 A. English Methods and Competency; B. Gaeilge and The Teaching of Gaeilge: 40%

A and B are considered discrete components for assessment purposes. 40% is the pass requirement for Component A. 40% is the pass requirement for Component B. If a student fails one of those components, that is the only component which needs to be repeated.

Within Component B (Gaeilge and The Teaching of Gaeilge), a pass (40%) must be obtained in both Gaeilge and The Teaching of Gaeilge. If a student fails one of those parts that is the only part of Component B which needs to be repeated. The Oral Irish Examination must be passed.

14. Method of Supplemental Assessment

Language 2

A.

English Methods and Competency

Written examination (1 hr 30 mins) or equivalent

B.

Gaeilge and The Teaching of Gaeilge: 50%. Written Examination and Oral Irish Examination (1 hour and 20 minutes, and 10 minutes, respectively). (Letter 5%, Written Conversation 5%, Grammar 5%, Oral Irish 10%, The Teaching of Irish in junior classes 25%)

A and B are considered discrete components for assessment purposes. 40% is the pass requirement for Component A. 40% is the pass requirement for Component B. If a student fails one of those components, that is the only component which needs to be repeated.

Within Component B (Gaeilge and The Teaching of Gaeilge), a pass (40%) must be obtained in both Gaeilge and The Teaching of Gaeilge. If a student fails one of those parts that is the only part of Component B which needs to be repeated. The Oral Irish Examination must be passed.

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

15. Recommended Reading Materials / Indicative Resources

A.

English Methods

Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

Afflerbach, P. (2007). Understanding and using reading assessment, K-12. Delaware: International Reading Association.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: Guilford Press

Browne, A. (1993). Helping children to write. London: Paul Chapman

Calkins, L. (2001). The Art of Teaching Reading. Addison-Wesley Educational Publishers Inc: New York

Carr, M. (2001). Assessment in early childhood settings: Learning stories. London: Paul Chapman.

Clay, M. M. (2000). Running records for classroom teachers. Auckland: Heinemann.

Concannon-Gibney, T. (2018). Teaching essential literacy skills in the early years classroom. Routledge

Culligan, B. (1997). Improving children's spelling. Dublin: B. Culligan.

Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. Developmental Psychology, 33(6), 934-945.

Department of Education and Science. (DES). (2015). Primary Language Curriculum. The Stationery Office: Dublin.

Department of Education and Skills (DES). (2011). Literacy and numeracy for learning and life: The national strategy to improve literacy and numeracy among children and young people 2011-2020. Dublin: Government Publications.

Ehri, L. C. (1995). Phases of development in learning to read words. Journal of Research in Reading, 18(2), 116-125.

Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.

Gambrell, L. (2004). Exploring the connection between oral language and reading. The Reading Teacher, 57(5), 490-492.

Gentry, J. R. (2000). A retrospective on invented spelling and a look forward. The Reading Teacher, 54(3), 318-332.

Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., O'Sonnor, M., & Shiel, G. (2012). Literacy in Early Childhood and Primary Education (3-8 years). Research Report No. 15. NCCA: Dublin.

Mesmer, H. E., & Griffith, P. L. (2005). Everybody's selling it – But just what is explicit, systematic phonics instruction? The Reading Teacher, 59(4), 366-376.

National Council for Curriculum and Assessment. (NCCA). (2009). *Aistear: The Early Childhood Curriculum Framework*. Dublin: Author.

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*. Washington: National Institute of Child Health and Human Development: US Government Printing Office.

Owens, R.E. (2001). *Language Development: An Introduction.* New York: Allyn and Bacon.

Pressley, M. (2006). *Reading instruction that works: The case for balanced literacy Instruction* (3rd ed). New York: Guilford Press.

Routman, R. (2005). *Writing Essentials*. Heinemann: Portsmouth, NH.

Shiel, G., Cregan, A., McGough, A., & Archer, P. (2012). *Oral Language in Early Childhood and Primary Education (3-8)*. Research Report No 16. NCCA: Dublin.

Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130.

English Competency

Moats, L.C. (2003) Language essentials for teachers of reading and spelling. Longmont, CO: Sopris West.

Snow, C. E., Griffin, P., and Burns, M. S. (2005). Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World. San Francisco: Jossey-Base

Wilson A. & Scanlon J. (2011) Language Knowledge for Primary Teachers. New York: Routledge.

B.

Gaeilge:

Cuirfear sliocht éisteachta/ léitheoireachta ar Moodle gach seachtain bunaithe ar ábhar na léachta.

Cuirfear ábhar ilmheánach ar Moodle freisin chun dul siar a dhéanamh ar na míreanna éagsúla gramadaí.

Téacsleabhair

Mac Suibhne, A. & Whelton, M. (2006). *Cóir Ghaoithe*. Baile Átha Cliath: Institiúid Oideachais Marino

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

Leabhair thagartha agus foclóirí

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

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

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

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

An Mheitheal um Theagasc na Gaeilge ar an Tríú Leibhéal. (2010). *Siollabas Nua don Chéad Bhliain Ollscoile*, Baile Átha Cliath.

Úrchúrsa Gaeilge https://www.worldcat.org/title/urchursa-gaeilge/oclc/28928129

An Caighdeán Oifigiúil

https://data.oireachtas.ie/ie/oireachtas/caighdeanOifigiul/2017/2017-08-03_an-caighdean-oifigiuil-2017_en.pdf

Graiméar Gaeilge na mBráithre Críostaí http://www.scriobh.ie/ScriobhIe/Media/Graimear%20Gaeilge%20na%20mBraithre%20Criostai_Eag1999.pdf .

Bogearraí

Gaelspell

Ceart

Anois

Suíomhanna Idirlín

www.teanglann.ie

Acmhainn.ie: www.acmhainn.ie

Foclóir Gaeilge.ie: www.focloirgaeilge.ie

www.tearma.ie

English Irish Dictionary.com: www.englishirishdictionary.com

http://www.potafocal.com/

Léitheoireacht neamhspleách

Splancfhicsean https://splonk.ie/index.php/splonk-all-issues/splonk-issue-3/

Nuachtáin www.tuairisc.ie

Iris chultúrtha www.nosmag.ie

Fiséain Gaeilge 365

Podchraoladh What the focal?; Club Leabhar.com

Roghnófar réimse leabhar comhaimseartha do pháistí ó Rogha Leabhar (2015; 2016; 2017; 2018; 2019; 2020) agus ó na liostaí léitheoireachta Leabhair Pháistí Éireann de réir téamaí

Leabhar don fhoghlaimeoir fásta

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

Léitheoireacht bhreise

Ní Leannáin, R. (2019). *Cití na gcártaí*. Baile Átha Cliath: Cois Life.

Ó Cainín, P. (2016). *Smaointe beaga cumhactacha*. Baile Átha Cliath: LeabhairCOMHAR.

Ó Muirthile, L. (2017). *Oilithreach pinn*. Baile Átha Cliath: Cois Life.

Ó Neachtain, J. S. (2014). *Idir neamh is talamh*. Indreabhán: Cló Iar-Chonnacht.

Déanfar tagairt do na saothair thaighde seo le linn an mhodúil

An Roinn Oideachais agus Scileanna. (2019). Ciorclán 0052/2019, Athbhreithnithe ar
dhíolúine ó staidéar ar an nGaeilge: Athbhreithniú ar chiorclán 12/96. Baile Átha
Cliath: Oifig an tSoláthair.

An Roinn Oideachais agus Scileanna. (2011). An Straitéis Náisiúnta chun an Litearthacht
agus an Uimhearthacht a fheabhsú i measc Leanaí agus Daoine Óga, 2011-2020.
Baile Átha Cliath: Oifig an tSoláthair.

Barnes, E., Ní Chiaráin, N., & Ní Chasaide, A. (2017). Departures from the "norm:
Orthography and morphology of Irish impact on literacy instruction and acquisition.
In M. Wilson and G. Mehigan (Eds.), Exploring the Literacy Landscape (pp.22-20).
Dublin: Literacy Association of Ireland.

Bialystok, E. (2009). Bilingualism: The good, the bad and the indifferent,
Bilingualism Language and Cognition, *12*(1), 3- 11.
doi:10.1017/S1366728908003477

Department of Education and Skills, Inspectorate (2018). Chief Inspector's Report. Dublin,
Ireland: Stationery Office.

Department of Education and Skills, Inspectorate (2013). Chief Inspector's Report. Dublin,
Ireland: Stationery Office.

Department of Education and Skills (2016). Statistics 2016-2017. Dublin: Department of
Education and Skills. http://www.education.ie/en/publications/statistics/key-
statistics-2015-2016.pdf

Devitt, A. Condon, J. Dalton, G., O'Connell, J. & Ní Dhuinn, M. (2018). An maith leat an
Ghaeilge? An analysis of variation in primary pupil attitudes to Irish in the growing
up in Ireland study. International Journal of Bilingual Education and Bilingualism,
21(1), 105-117. https://10.1080/13670050.2016.1142498

Dunne, C. M. (2019a). Primary teachers' experiences in preparing to teach Irish: Views on
promoting the language and language proficiency. S*tudies in Self-Access
Learning Journal, 10(*1), 21-43.
http://sisaljournal.org/archives/mar19/dunne

Dunne, C. M. and Hickey, T. M. (2017). Cleachtais agus Roghanna Léitheoireachta an Aosa
Óig. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus
Gaelscolaíochta.

Government of Ireland. (2010). 20-year strategy for the Irish language 2010-2030. Dublin:
Stationery Office.

Harris, J. (2008a). The declining role of primary schools in the revitalisation of Irish. AILA
Review, 21(1), 49-68. https://doi.org/10.1075/aila.21.05har

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

Harris, J., Forde, P., Archer, P., Nic Fhearaile, S., & O'Gorman, M. (2006). Irish in primary school: Long-term national trends in achievement. Dublin, Ireland: Department of Education and Science, Stationery Office.

Hickey, T. M. and Stenson, N. (2016a). One step forward and two steps back in teaching an endangered language? Revisiting L2 reading in Irish, *Language, Culture and Curriculum, 29*(3), 302-318. https://doi.org10.1080/07908318.2016.1231200

Hickey, T. M., and Stenson, N. (2016b). Second language acquisition of Irish and the role of reading. In R. Hickey (Ed.), *Sociolinguistics in Ireland.* Basingstoke, England: Palgrave Macmillan, pp. 269–298.

National Council for Curriculum and Assessment/ An Chomhairle Náisiúnta Curaclaim agus Measúnachta (NCCA) (2008). *Primary Curriculum Review, Phase 2: Final report and recommendations*. Dublin: Stationery Office.

National Council for Curriculum and Assessment/ Department of Education and Skills (2019). *Curaclam Teanga na Bunscoile*. Baile Átha Cliath, Oifig an tSoláthair.

National Council for Curriculum and Assessment/ Department of Education and Skills (1999a). *Curaclam na bunscoile: Gaeilge: Teanga*. Baile Átha Cliath, Oifig an tSoláthair.

National Council for Curriculum and Assessment/ Department of Education and Skills (1999c) *Curaclam na bunscoile: Réamhrá*. Baile Átha Cliath: Oifig an tSoláthair.

Ní Dhiorbháin, A. (2018). Oideolaíochtaí um theagasc an léireolais do bhunmhúinteoirí faoi oiliúint. *Léann Teanga An Reiviú*, pp.63-86.

Ní Longaigh, E. (2016). Scileanna teanga a fheabhsú i bpáistí ar ardchaighdeán Gaeilge: Scagadh ar na dea-chleachtais atá i bhfeidhm i ngaelscoileanna. In T. J. Ó Ceallaigh agus M. Ó Laoire (Eagí). *An tumoideachas: bua nó dua? An chéad chomhdháil taighde uile-oileánda ar an tumoideachas: Imeachtaí comhdhála*. Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Ó Duibhir, P. (2018). *Immersion Education Lessons from a Minority Language Context.* Clevedon, England: Multilingual Matters.

Ó Laoire, M., and Harris, J. (2006). *Language and literacy in Irish-medium primary schools: Review of literature.* Dublin: National Council for Curriculum and Assessment/ The Stationery Office.

Ó Duibhir, P. (2009). *The spoken Irish of sixth-class pupils in Irish immersion schools*. Dublin: Trinity College. Unpublished Ph.D. Thesis.

O'Rourke, B. and Walsh, J. (2015). New speakers of Irish: shifting boundaries across time and space. International Journal of the Sociology of Language. *231*, 63 – 83. https://doi.org/10.1515/ijsl-2014-0032

Titley, A. (2000). Children's books in Irish. In V. Coghlan and C. Keenan (Eds.) *The Big Guide 2: Irish Children's Books* (pp.103-111). Dublin: Children's Books Ireland.

Uí Choistealbha, J. (2012) *The Irish language in the 21st century primary school - Perceptions of teachers and children: Indications for a new strategy.* Trinity College Dublin: Unpublished Ed.D. dissertation.

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

The Teaching of Gaeilge:

An Roinn Oideachais agus Scileanna agus An Chomhairle Náisiúnta Curaclaim agus Measúnachta (2019) *Curaclam Teanga na Bunscoile, Scoileanna Béarla.* Baile Átha Cliath

An Roinn Oideachais agus Scileanna agus An Chomhairle Náisiúnta Curaclaim agus Measúnachta (2019) *Curaclam Teanga na Bunscoile, Scoileanna Gaeltachta agus lán-Ghaeilge.* Baile Átha Cliath

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

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

An Chomhairle Náisiúnta Curaclaim agus Measúnachta *Aistear.* 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

Dunne Claire M., (2020), *Sceitimíní – Gníomhaíochtaí Gaeilge agus Drámaíochta.* COGG: 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

Slattery,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. Evaluation

A.

English Methods and Competency

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

B.

Gaeilge and The Teaching of Gaeilge:

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

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

17. Module Co-ordinator

A.

English Methods and Competency: Dr Jennifer O'Sullivan

B.

Gaeilge and The Teaching of Gaeilge: Aodán Mac Suibhne

18. Module Teaching Team

A.

English Methods and Competency: Dr Jennifer O'Sullivan, Clara Fiorentini

B.

Gaeilge and The Teaching of Gaeilge: Dr. Claire Dunne, Madeleine Ní Ghallchobhair, Diarmaid Ó Murchú, Proinsias Ó Brodlaigh, Treasa Uí hÉimhrín

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

Mathematics Methods

Course(s) to which Module applies

Professional Masters in Education (Primary Teaching)

1. **Title of Module**

Mathematics Methods/Subject-Matter Knowledge for Primary Mathematics

2. **Module Code**

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

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

Postgraduate

5. **Module Size (5 ECTS)**

40 hours Lectures/Workshops

20 hours Directed reading/study

40 hours Personal study

6. **ECTS Value**

5 credits

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 sessions. These sessions will also examine 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

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

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 should be able to:

- Analyse and solve a range of mathematics problems that teachers need to solve when teaching key topics in primary school mathematics.

- Represent abstract mathematical ideas in multiple ways that primary school children will understand.

- Explain the mathematics behind algorithms and procedures used in primary school mathematics.

- Provide mathematically precise definitions of key terms and use notation and terminology precisely when discussing primary school mathematics.

- Identify and critique strategies that students can use to promote accuracy in their mathematical work.

- Design effective learning activities in primary mathematics and apply a variety of appropriate methodologies to primary mathematics curriculum content.

- Demonstrate knowledge and understanding of appropriate formative and summative assessment strategies in maths.

- Plan, teach and evaluate mathematics lessons both individually and collaboratively.

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

9. Course Content and Syllabus

Topics will include a selection from:

NUMBER

- Early Number

- Place Value

- Counting

- 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:

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

- 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.

- 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.

- Materials will be made available on Moodle. Use of 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 longer response questions for mathematics 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.

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

13. Pass Requirement

The pass requirement is 40% in both elements of the module.

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

Bahr, D. & Bahr, K. (2017) Engaging all students in mathematical discussions. *Teaching Children Mathematics*, 23(6), p.350-359.

Deboys, M. & E. Pitt. (2001) *Lines of Development in Primary Mathematics.* Belfast: Blackstaff Press.

Dooley, T., Dunphy, L. & Shiel G. (2014) *Mathematics in Early Childhood and Primary Education – Executive Summaries.* Dublin: NCCA. Available at: http://www.ncca.ie/en/Publications/Reports/Maths_ECP_Executive_Summaries_English.pdf

Government of Ireland (1999) *Curaclam na Bunscoile Mathematics and accompanying Teacher Guidelines,* The Stationery Office: Dublin

Haylock, D. (2019) *Mathematics Explained for Primary Teachers* (6th Ed.) London: Sage.

Haylock, D. & Cockburn, A. (2013) *Understanding Mathematics for Young Children* (4th Ed.). London: Sage.

Howse, T. & Howse, M. (2015) Linking the Van Hiele theory to instruction. *Teaching Children Mathematics,* 21(5), p.304-313.

Kling, G. (2011) Fluency with basic addition. *Teaching Children Mathematics,* 18(2), p.80-88.

Koester, B. (2003). Prisms and Pyramids: Constructing Three-Dimensional Models to Build Understanding. *Teaching Children Mathematics*, 9 (8), p.436-442.

Lampert, M. (2001) *Teaching problems and the problems of teaching.* New Haven: Yale University Press.

Leavy, A., Hourigan, M. & A. McMahon (2012). Children as Data Detectives. *Intouch*, 125, p.56-57

Lee, M. & Cross-Francis, D. (2016) Five Ways to improve children's understanding of length measurement. *Teaching Children Mathematics*, 23(4), p.218-224.

Looney, S. & Carr, K. (2016) High five for mathematics. *Teaching Children Mathematics,* 22(9), p.532-537.

Mason, J. & Johnston-Wilder, S. (2006) *Designing and Using Mathematical Tasks*, The Open University, Milton Keynes, Tarquin Publications

Ploger, D. & Rooney, M. (2005) Teaching Fractions: Rules and reason. *Teaching Children Mathematics,* 12(1), p.12-17.

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

Wallace, A. & Gurganus, S. (2005) Teaching for mastery of multiplication. *Teaching Children Mathematics,* 12(1), p.26-33.

Various Primary Level Mathematical Textbooks & Supporting Materials; C J Fallon, Folens, EDCO, Gill & Macmillan.

Selected chapters from:

Van de Walle, J. et al. (2010) Elementary and Middle School Mathematics. Teaching Developmentally. Boston: Allyn & Bacon.

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 formula

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

https://nrich.maths.org/ has a large collection of mathematical problems suitable for students at this level.

http://illuminations.nctm.org/ has a wide range of teaching resources.

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

Breed Murphy

18. Module Teaching Team

Breed Murphy

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

Physical Education (PE) and (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: 18 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).

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

- Demonstrate the ability to plan, assess, implement and evaluate lessons and own practice through critical reflection in PE and SPHE (IM3, IM6, IM8, GER2).

- 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**

(1) 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

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

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

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

6. 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

(2) 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 including the following:

- Child Protection

- Substance misuse

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

- Relationships and sexuality education (RSE)

- Media Education

- Assessment

- Food and Nutrition

- Social and Emotional Literacy

- Bullying

- Conflict Resolution

- Human Rights Education

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

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)

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.

- 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

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.

Physical Education

General,

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

Beni S, Fletcher T and Ní Chróinín D (2017). Meaningful experiences in physical education and youth sport: A review of the literature. Quest, 69, 291-312.

Coulter, M., and Woods, C., (2011), An exploration of children's perceptions and enjoyment of school-based physical activity and physical education. Journal of Physical Activity and Health, 8, 645-654.

Coulter, M., and Woods, C., (2012), Primary teachers' experience of a physical education professional development programme. Irish Educational Studies,31(3), 329- 343.

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

Griggs, G. (2015). Understanding Primary Physical Education. London: Routledge.

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

Lawrence, J. (2017). Teaching Primary Physical Education. 2nd ed. London: Sage.

Macken, S., MacPhail, A. & Calderon, A. (2020). Exploring primary pre-service teachers' use of 'assessment for learning' while teaching primary physical education during school placement, Physical Education and Sport Pedagogy.

Ní Chróinín, D. & Cosgrave, C. (2013) Implementing formative assessment in primary physical education: teacher perspectives and experiences, *Physical Education and Sport Pedagogy*, 18(2), 219-233

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

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

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

Randall, V. (2015). Professional Knowledge – Challenge and Opportunity for Primary Physical Education. *Physical Education Matters*, *10*(1), 60-63.

Randall, V. (2016). "Becoming a Primary Physical Educator: Sourcing Professional Knowledge and Confidence " EdD, Education, Health and Social Care, University of Winchester.

Randall, V., A. Richardson, W. Swaithes, & S. Adams.(2016). Generation Next: The Preparation of Pre-Service Teachers in Primary Physical Education. Winchester: University of Winchester.

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

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

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

Beedie, P. (2000). Teaching outdoor and adventurous activities: Issues surrounding modes of delivery. British Journal of Teaching Physical Education, 31, 18-20.

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.activeschoolflag.ie

https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf

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

www.education.ie/en/Publications/Education-Reports/Get-Active-Physical-Education-Physical-Activity-and-Sport-for-Children-and-Young-People-A-Guiding-Framework.pdf

www.irishprimarype.ie

www.pdst.ie

https://www.pdst.ie/sites/default/files/PE%20Resources%202017.pdf

www.pecentral.com

www.teachingideas.co.uk

www.pelinks4u.com

www.iws.ie

www.primaryresources.co.uk

www.primarype.com

www.thepeshed.com

https://www.scoilnet.ie/pdst/physlit/

Social, Personal and Health Education

Essential Reading:

Primary School Curriculum: Social, Personal and Health Education – Curriculum
http://curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13ed1e2de8c18d2/PSEC06_SPHE_curriculum.pdf

Primary School Curriculum: Social, Personal and Health Education – Teacher Guidelines
http://curriculumonline.ie/getmedia/00e41b69-84cc-43b1-a881-ee7578907a64/PSEC06_SPHE_Guidelines.pdf

SPHE Curriculum Glance Cards
http://www.pdst.ie/sites/default/files/SPHE%20Glance%20Cards.pdf

Walk Tall Programme

http://pdst.ie/walktall

Stay Safe Programme

http://www.staysafe.ie/teachers_dlssp.htm

Approaches to Teaching and Learning – INTO Consultative Conference on Education 2007 [Part 1: Ch.2 and 3]

https://www.into.ie/ROI/Publications/ApproachesTeachingandLearning.pdf

Free Circle Time Book and **Playground Games Book**

https://www.circle-time.co.uk/resources/

SEAL Guide to Circle Time [11 page sample]

https://www.tes.com/teaching-resource/step-by-step-guide-to-circle-time-for-seal-sample-11315510

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

Cooperative games suitable for Circle Time

http://www.pdst.ie/Cooperative-games

http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/geography/food-and-farming/find-out-more/LESSON-PLANS-FOOD-AND-NUTRITION.pdf

Incredible Edibles programme   http://agriaware.ie/primary-news/Careers/?article=103

http://www.healthpromotion.ie/publication/fullListing?category=Healthy+Eating

https://www.indi.ie/childrens-health.html

http://www.safefood.eu/tastebuds.aspx

Child Protection Procedures for Primary and Post Primary Schools 2017 - DES

https://www.education.ie/en/Schools-Colleges/Information/Child-Protection/child_protection_guidelines.pdf Circular 0081/2017

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0081_2017.pdf

Relationships and Sexuality Education Programme www.pdst.ie

Resource Pack for Relationships and Sexuality Education in Primary Schools   www.pdst.ie

Making the Links and Beyond www.pdst.ie

Relationships and Sexuality Education Policy Guide for Primary Schools www.pdst.ie

Anatomical Terminology Guide
http://www.pdst.ie/sites/default/files/RSE%20Senstive%20Grid%20for%20Website.pdf

All Together Now! – Educational Awareness Programme on Homophobic and transphobic Bullying
https://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT_0.pdf

Teaching Restorative Practices with Classroom Circles by Amos Clifford, Centre for Restorative Process [dev. for San Fran Unified Sch District]
https://www.ocde.us/HealthyMinds/Documents/RP%20Resources/Teaching%20Restorative%20Practices%20with%20Classroom%20Cirlces.pdf

FREE RESOURCE PACK https://www.tes.com/teaching-resource/restorative-practice-pack-11210197

DES Anti-Bullying Procedures

https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf

Anti Bullying Circular 0045/2013

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0045_2013.pdf

Webster-Stratton, C. How to Promote Children's Social and Emotional Competence. London: Sage Publications Ltd. (specific chapters will be assigned as essential reading at lectures)

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

Recommended Reading

Wellbeing Policy Statement and Framework for Practice 2018-2023

https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf

Healthy Ireland   http://www.healthyireland.ie/

Action Plan on Bullying

https://www.education.ie/en/publications/education-reports/action-plan-on-bullying-2013.pdf

Respect – Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying
https://www.into.ie/ROI/Publications/InTouch/2015/GLENSupp/HomophobicBullying.pdf

16. Evaluation

Ongoing evaluation (informal) using KWL strategies.

17. Module Co-ordinator

Dr. Michael Flannery/Dr. Barbara O Toole

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)

Powerpoint Projector, Ghetto Blaster, DVD Player, Centrepiece Materials, Photocopier, Moodle, Books and Journal Articles and Case Studies, Library, Computer Room, Marino Grounds.

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

12. Methods of Assessment

3000 word written assignment

13. Pass Requirement

40%

14. Method of Supplemental Assessment

3000 word written assignment

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 currently in use in Ireland – Follow Me; Goodness Me Goodness You; Grow in Love; I nGrá Dé; Learn Together

- Reading materials and web resources for the areas listed in 'Course Content and Syllabus' - Religious Education, World Religions, Self-knowledge, Spirituality and Morality & Ethics

- The attention of students will be drawn to chapters from relevant books and documents such as:

  de Souza, M., Engebretson, K., Durka, G., Jackson, R., McGrady A., (Eds).

  International Handbook of the Religious, Moral and Spiritual Dimensions in Education, parts one and two, (Dordrecht, Netherlands: Springer, 2006).

  Stern, J. Teaching Religious Education (London: Continuum, 2006).

  Grimmitt, M. Pedagogies of religious education: case studies in the research and development of good pedagogic practice in RE. (Great Wakering Essex: Mc Crimmons, 2000).

  Teece, G. The Primary Teacher's Guide to Religious Education (London: Scholastic, 2012).

  Jackson, R. Religious education: an interpretive approach. (London: Hodder, 1997).

  Watson, B. & Thompson, P. The Effective Teaching of Religious Education. (2nd Edition) (London: Longman, 2006).

  Jackson, R. et al. Materials used to teach about world religions in schools in England. (London: Department for Children, Schools and Families, 2010).

  Chater, M. Reforming RE: Power and Knowledge in a Worldviews Curriculum (Woodbridge: John Catt Educational, 2020).

  James, M. & Stern, J. Mastering Primary Religious Education. (London: Bloomsbury, 2019).

  Mogra, I. Jumpstart! RE. (Abingdon: Routledge, 2018).

  Gates, B. Transforming religious education: beliefs and values under scrutiny. (London: Continuum International Publishing Group, 2007).

  Copley, T. Teaching religion: sixty years of religious education in England and Wales. (Exeter: University of Exeter Press, 2008).

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

Wright, A. Critical religious education, multiculturalism and the pursuit of truth. (Cardiff: University of Wales Press, 2007).

Barnes, P. Religious education: taking religious difference seriously. (Macclesfield: Philosophy of Education Society of Great Britain, 2009).

Alberts, W. Integrative religious education in Europe. (Berlin :Walter de Gruyter, 2007).

Jackson, R. Rethinking religious education and plurality. (London: RoutledgeFalmer, 2004).

Küng, H. Tracing the Way: Spiritual Dimensions of the World Religions (London: Continuum, 2002).

COE Publishing, The Religious Dimension of Intercultural Education (2004) & Religious Diversity and Intercultural Education: A Reference Book for Schools (2007) (Strasbourg: Council of Europe Publishing).

Zohar, D & Marshall, I SQ: Spiritual Intelligence the Ultimate Intelligence, (London: Bloomsbury, 2000).

Hanh, TN The Miracle of Mindfulness: A Manual on Meditation, (London: Rider, 1991).

Hahn, T.N. et al Planting Seeds: Practicing Mindfulness with Children (Berkeley, CA: Parallax, 2011).

Wilber et al Integral Life Practice (London: Integral Books, 2008)

Campbell, J. The Hero with a Thousand Faces (London: Fontana Press, 1995).

Chittester, J. Wisdom Distilled from the Daily (San Francisco: Harper, 1992)

Miller et al (eds) Holistic Learning and Spirituality in Education: Breaking New Ground (New York: State University of New York Press, 2005).

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

King, U. The Search for Spirituality: Our global quest for meaning and fulfilment (London: Canterbury Press, 2009).

Tacey, D. The Spirituality Revolution: The emergence of contemporary spirituality (Sydney: HarperCollins, 2003).

Hay, D. & Nye, R. The Spirit of The Child (Revised Edition) (London: Jessica Kingsley Publishers, 2006).

Nye, R. Children's Spirituality: What it is and Why it matters (London: Church House Publishing, 2009)

Hyde, B. Children and Spirituality: Search for Meaning and Connectedness (London: Church House Publishing, 2008).

Journal articles in the areas of RE, World Religions, Self-Knowledge, Spirituality (including Children's Spirituality), and Morality and Ethics from journals such as the following:

Religious Education

British Journal of Religious Education

Journal of Beliefs and Values

Journal of Philosophy of Education

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

International Journal of Children's Spirituality

Cambridge Journal of Education

Early Years

Educational Philosophy and Theory

Journal of Spirituality

Searching for Spirituality in Higher Education

Educational Studies

International Journal of Qualitative Studies in Education

Reflective Practice

Irish Educational Studies

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 Questionnaire (p.115) – Termly

Course Evaluation Form (p.268) - Terminally

17. Module Co-ordinator

Dr Gerry O'Connell

18. Module Teaching Team

Dr. Gerry O'Connell

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 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

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

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 student's 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.

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

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

- 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

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

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

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 and inquiry which involves an in-depth study of the place [a town, village or suburb, a river etc.] which 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

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

- 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*

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*

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

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

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

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)

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 and how they are applied (Bloomfield & Childs, 2000). While each of the arts share epistemological knowledge domains, they each possess their own

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

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

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

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

- 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

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

11. Required Equipment and Resources (if applicable)

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

Formative feedback

- Utilising Moodle quiz and discussion fora functionality to ascertain group understanding.

- Global feedback on class tasks.

- Feedback based on overt observation of class work, studio work or group performance.

Summative feedback

- Combined double-focus group presentation 50% (Music and Drama)

- Individual critical reflective folio-journal (1,500 words) 50% (Visual arts)

13. Pass Requirement

40% in both elements

14. Method of Supplemental Assessment

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

15. Recommended Reading Materials / Indicative Resources

Visual Arts Education

Calloway, G. & Kear, M. (1999). *Teaching Art and Design in the Primary School.* New York: David Fulton

Green, L. & Mitchell, G. (1997). *Art 7-11 Developing Primary Teaching Skills.* London: Routledge.

Hurwitz, A. & Day, M. (2007). *Children and their Art Methods for the Elementary School.* Wadsworth: Thompson.

Libby, M. (2000). *Using art to create art.* Albany: Delmar Thompson Learning.

NCCA. (1999). *Visual Arts, Arts Education, Teacher Guidelines*. Dublin: Government of Ireland. NCCA. (1999). *Primary School Curriculum, Visual Arts, Arts Education*. Dublin: Government of Ireland.

Perrella, L. (2004). *Artists' Journals & Sketchbooks.* MA: Quarry Books.

Drama Education

Bowell, P. and Heap, B. (2013). Planning Process Drama: Enriching teaching and learning. Oxon: Routledge.

Brown, V. (2017). Drama as a valuable learning medium in early childhood,

Arts Education Policy Review, 118:3, 164-171, DOI: 10.1080/10632913.2016.1244780.

Fleming, M. (2011). Starting Drama Teaching (3rd ed.). Oxon: Routledge

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

NCCA. (1999). Drama Education, Teacher Guidelines. Dublin: Government of Ireland.

NCCA. (1999). Primary School Curriculum, Drama Education. Dublin: Government of Ireland.

Odemotland, Siv. (2020). Exploration Through Process Drama with Kindergarten Children. In M. Hedegaard & E. Odegaard (Eds.). Children's Exploration and Cultural Formation (173-187). https://doi.org/10.1007/978-3-030-36271-3

Music Education

Fautley, M. (2010). *Assessment in music education*. Oxford University Press.

Flynn, P., Purcell, A., and Williams, B. (2006/7). *The Right Note (Junior infants- second classes)* Dublin: Folens

Mills, J. (2009). *Music in the primary school,* Oxford: Oxford Music Education.

MacPhearson, G. (2007). *The child as a musician*, N.Y: OUP.

McPherson, G. & Welch, G (2012) *The Oxford handbook of music education.* Oxford University Press.

Murphy, R. Espeland, M. (2006). *Upbeat music (infants to first and second class)* Dublin: Carroll Education Ltd.

NCCA. (1999). *Primary school curriculum, music, curriculum statement*. Dublin: Government of Ireland.

NCCA. (1999). *Primary school curriculum, music, teacher guidelines*. Dublin: Government of Ireland.

Odam G. (1995) *The sounding symbol, music education in action.* Cheltenham: Nelson Thornes

Hill, B. & Stokes, M. (2010). *Inside music: A music education programme for class music teaching early years*. London: The Voices Foundation.

Pitt, J., & Welch, G.F. (2020). Music in early care settings for communication and language support. https://www.researchgate.net/publication/341219685

Page, N. (1995). *Music as a way of knowing.* US: Stenhouse.

Swanwick, K. (1999). *Teaching Music Musically*. London: Routledge.

Young, S. and Glover, J. (1999). *Primary Music Later Years,* London: Falmer Press.

16. Evaluation

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

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

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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

Placement Grade (Average of all visits on SP)   75%

Interview   25%

Professional Portfolio   Pass/Fail

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

13. Pass Requirement

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

Both Preparation and Planning and Teaching and Learning must be passed independently Non-compensatable element of programme

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

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

14. Method of Supplemental Assessment

15. Repeat the school placement component with identical requirements.

Repeat of one of the failed school placement components (School Placement, Interview or

Professional Portfolio) will take place at the next available opportunity. Repeat of one or more

placement components will take place the following academic year and after the School

Placement Court of Examiners.

16. 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

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

www.ippn.ie

www.education.ie

www.teacherinduction.ie

www.curriculumonlnine.ie

Up to date:

    DES Circulars

    Inspectors' Supplicates

    Educational Policy Documents

17. Evaluation

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

18. Module Co-ordinator

Mairéad Minnock

19. 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.

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.

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

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

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

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

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

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

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

10. Teaching and Learning Methods

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

Online elements – students will access software packages available online.

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

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

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

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

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

11. Required Equipment and Resources (if applicable)

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

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

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

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.

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

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-initilal-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.

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

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

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 TPCK: Intro to advanced practice*. Available at: http://hippasus.com/resources/sweden2010/SAMR_TPCK_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.

16. Evaluation

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

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

17. Module Co-ordinator

Ciara Reilly

18. Module Teaching Team

Ciara Reilly

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

Research Methods 2: Dissertation

Programme(s) to which Module applies

Professional Masters in Education (Primary Teaching)

1. Title of Module

Research Methods 2: Dissertation

2. Module Code

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

Level 9 Postgraduate

5. Module Size (hours and number of weeks)

Contact time: 30 hours Directed study and reading: 60-80 hours Self-directed study: 50-80 hours Assessment: 60 hours Total student workload: 200-250 hours

6. ECTS Value

10 ECTS

7. Rationale and Aims

Rationale A critical component of the Professional Masters in Education is the development of the necessary practical skills towards the completion of a research dissertation. This module has been designed to provide students with a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on its effect on policy and practice in the domain of education. The knowledge, skills and understanding and, in particular, the competence to engage critically with empirical and non-empirical research which students will gain from this section of the module, will be directly transferable to their 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

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

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.

Course Aims (Research Methods and Dissertation):

- To develop students' critical understanding of the reflexive dimensions associated with research-based evidence;

- To develop students' understanding of the analytical techniques applied in the context of evidence-based research;

- To develop students' capacity to interpret and critique, from a methodological perspective, empirical and non-empirical forms of evidence.

- To facilitate students in carrying out their research dissertations with appropriate guidance from their supervisor

8. Learning Outcomes

Research Methods and Dissertation:

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

- Evaluate the interrelationship between research questions, methodologies and the generation of evidence; (IM 6; GER 6,7)

- Comprehend the ethical dimensions of evidence-based research; (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

Research Methodology: Research paradigms and the theoretical underpinnings of different approaches. Clarifying the research topic and research questions, deciding on the approach and choosing a research strategy.

Literature Review: Literature search, conducting a good literature review, critically reviewing the literature, relating different aspects of the literature search to the various stages of the research project.

Research Ethics: Ethics in practice, responsibility of the individual researcher to carry out the work in ways that are ethically acceptable, protecting privacy, consent

Data Collection Techniques - Quantitative methods: Surveys, questionnaire design: selecting the population. - Qualitative Methods: Collecting primary data through observation, semi-structured and structured interviews, focus groups etc.

Data Analysis – Quantitative and Qualitative Approaches to the analysis of data and validation procedures. Qualitative analysis and interpretation, coding data, validating the accuracy of findings.

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

Writing and Presenting the Dissertation: Develop skills in writing research, maintain consistent standards of academic presentation in the dissertation.

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

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)

10,000 word dissertation

13. Pass Requirement

40%

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

14. Method of Supplemental Assessment

Resubmission of the dissertation (10,000 words)

15. Recommended Reading Materials / Indicative Resources

Research methods and dissertation

Bell, J. (2012) Doing Your Research Project: A Guide for First-Time Researchers in, Health and Social Science. (5th Edition.) Maidenhead: McGraw-Hill/ Open University Press.

Basit, T. N. (2010) Conducting Research in Educational Contexts. London: Continuum.

British Educational Research Association (2018). Ethical guidelines for educational research. (4th Ed). London: BERA.

Cohen, L., Mannion, L. and Morrison, K. (2011). Research Methods in Education: London: Routledge.

Creswell, J.W. (2007). Qualitative Inquiry & Research Design: Choosing among five approaches. (2nd ed.) Thousand Oaks, California: Sage.

Denscombe, M. (2012) Research Proposals. Berkshire: Open University Press.

O' Leary, Z. (2014) Doing Your Research Project. (2nd. Ed) London: Sage.

Merriam, B. (2009) Qualitative Research. San Francisco: Jossey-Bass.

Walliman, N. & Buckler, S. (2012) Your Dissertation in Education. London: Sage.

In addition, there are a number of texts which are freely available on the Library website.

16. Evaluation

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

17. Module Co-ordinator

18. Module Teaching Team

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

Inclusive Education

Programme(s) to which Module applies

PME1

1. Title of Module

Inclusion

2. Module Code

PM9106

3. Entry Requirements (if applicable)

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

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

5 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 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.

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

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 (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

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

- 'DEIS' – perspective and practice

- External supports – NCSE, SESS, NEPS, etc.

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 also 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:

- Looking at the relevance of development education and intercultural education in the Irish primary classroom. Analysing current demographic trends in Irish society. Development education on the primary school curriculum – why a global perspective?

- An exploration of 'culture' – definitions and models of analysing culture. Defining and exploring key terms such as multiculturalism, assimilationism, integration, interculturalism. Defining an intercultural approach to education. Introducing the Intercultural Education Strategy 2010-2015 (DES, 2010).

- An exploration of 'development'. Complexity of measuring development. State of the world ("If the world had 100 people…"). The language of development. The 'balance sheet' of development. Why do some countries remain poor?

- What is 'development education'? Key principles for the classroom. Teaching about distant localities. Choosing a locality – criteria to consider. Critique of a 'locality pack'. Using teaching 'packs': some guidelines and criteria for analysing suitability for the primary classroom.

- Citizenship education: teaching about sensitive issues in the classroom – how to approach topics such as teaching about 'natural' disasters. Media education: use of images of the developing world in the classroom, 'questioning' photographs. Introducing resources for using imagery appropriately in primary school classrooms. Teaching about the Holocaust: guidelines for using novels, films and teaching packs about the Holocaust.

- Setting up an inclusive intercultural classroom. Examining suggestions from the NCCA Intercultural Guidelines – school planning; classroom planning; social environment; resources. Reflection on students' own experiences in diverse classrooms.

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

- 'Story' in the curriculum – English, SESE History and Geography, SPHE. 'The child, the book and the multi-cultural world'. Examples of storybooks for use in the classroom; approaching cultural diversity and issues of race and difference through the use of story.

- Human rights and human rights education. What is a right? Characteristics of human rights. Key points in HR history. What is HR education? Why teach about rights? HRE at primary level – headings and curricular links. Lesson ideas – distinguishing between 'needs' and 'wants'. Resources for HRE, including Amnesty teaching packs. Human Rights Day, December 10th and associated activities for the classroom.

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)

Components: Special Education and Educational Disadvantage: Learning Journal (2,000 words)

Component: Intercultural Education / Development Education: Learning Journal (1,000 words)

13. Pass Requirement

40 %

14. Method of Supplemental Assessment

Components: Special Education and Educational Disadvantage: Learning Journal (2,000 words)

Component: Intercultural Education / Development Education: Learning Journal (1,000 words)

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

15. Recommended Reading Materials / Indicative Resources

<u>**Special Education & Educational Disadvantage**</u>

Required Reading

Department of Education and Skills (DES). (2017). Guidelines for Primary Schools: Supporting Pupils with Special Educational needs in Mainstream Schools. Dublin: DES.

Tomlinson, S. (2017). A Sociology of Special and Inclusive Education: Exploring the Manufacture of Inability. Abingdon: Routledge.

Gabel, S.L. and D.J. Connor. (2014). *Disability and Teaching*. New York: Routledge.

National Council for Special Education (NCSE). (2013). *Supporting Students with Special Educational Needs in Schools.* Trim (Co. Meath): NCSE.

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

Mitchell, D. (2013). *What Really Works in Special and Inclusive Education* (2nd ed). London: Routledge, Taylor and Francis Group.

Griffin, S. and Shevlin, M. (2011). *Responding to Special Educational Needs: An Irish Perspective* (2nd edition). Dublin: Gill and Macmillan.

Westwood, P. (2015). Common sense Methods for Children with Special Educational Needs (7thed). London: Routledge.

Flood, E. (2013). Assisting children with Special Educational Needs – An Irish perspective (2nd ed). Dublin: Gill and Macmillan.

Farrell, M. (2010). *Debating Special Education*. London: Routledge.

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).

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

Conaty, C. (2002). Including All: Home, School and Community United in Education. Dublin: Veritas.

Relevant, recently published 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

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

Learning Disability Quarterly

Teaching Exceptional Children

Supplementary books/ resources

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

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/

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

Recommended Reading

Students will be referred to a wide range of other publications relevant to specific areas addressed during the course, which are also available in the college library.

Development education and intercultural education:

Required Reading:

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

Reports and policy documents:

Department of Education and Science (2010) *Intercultural Education Strategy 2010-2015.* Dublin: DES

National Council for Curriculum and Assessment (2005) Intercultural Education in the primary school: Guidelines for teachers, Dublin: NCCA.

National Council for Curriculum and Assessment (2006) English as an additional language in Irish primary schools: Guidelines for teachers, Dublin: NCCA.

Smyth, E., Darmody, M., McGinnity, F., Byrne, D. (2009) *Adapting to Diversity: Irish Schools and Newcomer Children* Research Series Number 8, The Economic and Social Research Institute. Dublin: ESRI.

Irish Human Rights Commission (2011). *Human Rights Education in Ireland.* Dublin: IHRC

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

Selected readings

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. (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.

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. (2018). 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.

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

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.

Kymlicka, W. (2012). *Multiculturalism: Success, Failure, and the Future*. Migration Policy Institute: Transatlantic Council of Migration.

Larkin, T., Morris, L., O'Caoimh, C., Muzanenhamo, 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.

Malone, T., O'Toole, B. & Mullally, A. (2020). 'The Family Project': investigating multi-belief learning in two Irish primary schools, *British Journal of Religious Education*, 42(3).

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. & O'Toole, B. (2018). 'Windows and mirrors' or 'closed doors'? Representations of diversity in early years' textbooks. *Irish Teachers' Journal*, 6(1), November.

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.

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

O'Toole, B., Joseph, E. & Nyaluke, D. (2020) (Eds.). Challenging perceptions of Africa in schools: Critical approaches to global justice education. Oxon: Routledge.

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

Anne Ryan

18. Module Teaching Team

Anne Ryan & Barbara O'Toole

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

Educational Theory and Practice

Programme(s) to which Module applies

Professional Masters in Education

1. Title of Module

Educational Theory and Practice

2. Module Code

3. Entry Requirements (if applicable)

4. Level (Postgraduate)

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5. Module Size (hours and number of weeks)

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

60 hours - lectures

100 hours - self-directed study

80 hours - assessment tasks

240 hours – total study effort

6. ECTS Value

10 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 during their preparation to student teachers' enactment of high-leverage educational

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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 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.

The Educational Theory and Practice module is divided into two sections:

1. Psychology and Sociology of Education
2. History and Philosophy of Education

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

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

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

- Articulate from an informed perspective, concepts of ability / knowledge / learning and how these might impact on practice as a teacher

- Identify the multitude of psychological and sociological factors interacting with, and impacting on, motivation and learning

- 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

- 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

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

- Critically analyse the role of various stakeholders in the formation of education systems

- Interrogate educational policies from a historical and philosophical perspective

- Provide a detailed discussion of a topic, justify and evaluate their position and counter-claims.

- Employ appropriate examples and arguments, including their own thoughts and experiences that reflect a degree of personal critical reflection.

- Recognise a philosophical question and provide a balanced and purposeful inquiry

- Deconstruct concepts of knowledge and ways of learning

- Demonstrate an ability to engage with dialogue on philosophically sensitive ideas such as justice, equality and non-discrimination

- Develop an ethical approach to practice informed by an understanding of ethics and the Codes of Professional Conduct for Teachers

- Establish a personal philosophical position which will inform future practice

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)

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

- '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

- Origins of popular education in Ireland

- The emergence of hedge schools

- Religion and education

- Cultural nationalism

- Reform and expansion of the Irish educational system

- Applied Ethics

- Education, freedom & Power in Education

- Culture – education and the transmission of culture

- Democratic education (Dewey)

- Aims of Education

- Contesting Knowledge Claims Rationally and Respectfully

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

10. Teaching and Learning Methods

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

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 (3,000-word equivalent)

History and Philosophy of Education: 3,000-word essay

13. Pass Requirement

40% in **each component**. No compensation is possible across the two 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: 3,000-word essay

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

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

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.

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. (1996). *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.

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.

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

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.

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. & Biehler, R. (2009). *Psychology Applied to Teaching*. Boston: Houghton-Mifflin.

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. (2007). *Introduction to Education Studies* (2nd edition). 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.

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

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.

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:

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). Nicomachean Ethics, Harmondsworth: Penguin.

Arthur, J. and Peterson, A. (2012) The Routledge companion to education. London: Routledge.

Atkinson N. (1969). Irish education: A history of educational institutions. Dublin: Allen Figgis.

Bailey, R., 2010a. The philosophy of education: an introduction. London : Continuum, 2010.

Bailey, R., 2010. The SAGE handbook of philosophy of education. Los Angeles, Calif. ; London : SAGE.

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

Carr, W., 2005. The RoutledgeFalmer reader in philosophy of education / edited by Wilfred Carr., London : Routledge, 2005.

Curren, R.R., 2003. A companion to the philosophy of education Malden, MA: Blackwell,

Pring, R., 2005. Philosophy of education : aims, theory, common sense and research. London : Continuum.

Siegel, H., (2009). The Oxford handbook of philosophy of education. Oxford: Oxford University Press.

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

Ball, S. J. (2012). Foucault, power, and education. doi:10.4324/9780203078662

Ball, S. J. (2013). Foucault and education: Disciplines and knowledge. doi:10.4324/9780203092781

Ball, S. J. (2017). The education debate, third edition.

Ball, S. J. (2019). A horizon of freedom: Using Foucault to think differently about education and learning. Power and Education. doi:10.1177/1757743819838289

Biesta, G.J.J. (2010). Good education in an age of measurement: Ethics, politics, democracy. Boulder, Co: Paradigm Publishers.

Biesta, G.J.J. (2014). The beautiful risk of education. Boulder, Co: Paradigm Publishers. ISBN: 978-1-61205-026-3

Biesta, G.J.J. (2017). The rediscovery of teaching. London/New York: Routledge.

Biesta, G.J.J. & Burbules, N. (2003). Pragmatism and educational research. Lanham, MD: Rowman and Littlefield. ISBN 0-8476-9477

Bowen, J.A. (1981). History of western education. London: Metheun.

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.

Connolly, S. (Ed.). (2011). The oxford companion to Irish history (2nd ed.). Oxford: Oxford University Press.

Continuum.

Coolahan, J. (1981). Irish education: Its history and structure. Dublin: Institute of Public Administration.

Coolahan, J. & Donovan P. (2009). A history of Ireland's school inspectorate 1831-2008. Dublin: Four Courts Press.

Curren R. (Ed.). (2003). A companion to the philosophy of education. Oxford: Blackwell.

Curren, R. (Ed.). (2007). Philosophy of education, An anthology. Oxford: Blackwell Publishing Ltd.

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.

Farren, S. (1995). The politics of Irish education: 1920-65. Belfast: Queens University of Belfast, Institute of Irish Studies.

Fisher, R. (2005). Teaching children to think (2nd ed.). London: Nelson Thornes

Foucault, M. (1999). Religion and culture. Manchester: Manchester University Press.

Freire, P. (1995). Pedagogy of hope. Reliving pedagogy of the oppressed. New York:

Freire, P. (2000). Pedagogy of the oppressed. New York: Continuum.

Heater, D.A. (2004) A history of education for citizenship. London: RoutledgeFalmer.

Held, D. (2006). Models of democracy (3rd ed.). Cambridge: Polity.

hooks, bell (1989)Talking back: Thinking feminist, thinking Black.

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

hooks, bell (1994). Teaching to transgress: education as the practice of freedom. ISBN 978-0-415-90808-5.

hooks, bell (2010). Teaching critical thinking: practical wisdom. New York: Routledge. ISBN 978-0-415-96820-1.

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.

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.

Nussbaum, Martha (2001). Upheavals of thought: the intelligence of emotions. Cambridge New York: Cambridge University Press. ISBN 9780521531825.

Nussbaum, Martha (2010). Not for profit: why democracy needs the humanities. Princeton, N.J: Princeton University Press. ISBN 9780691140643.

O'Buachalla, S. (1988). Educationa 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'Shea, A. & O'Brien, M. (2012). Pedagogy oppression and transformation in a 'post-critical' climate: The return of Freirean thinking. New York: Continuum.

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.

Perryman, J., Maguire, M., Ball, S. J., & Braun, A. (2018). Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. British Journal of Educational Studies. doi:10.1080/00071005.2017.1372560

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

Peters, M S, Encyclopedia of Educational Philosophy and Theory 2018-2020, Springer

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

Harvard Educational Review

History of Education Quarterly

International Journal of Educational Research

International Journal of Qualitative Studies in Education

Irish Educational Studies

Journal of Ethnographic and Qualitative Research

Theory and Research in Education Ethics

British Journal of Educational Research

Oxford Review of Education

Educational Philosophy and Theory

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

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 Rory Mc Daid

18. Module Teaching Team

Dr Rory Mc Daid, Dr Gerry Dunne, Ms Melanie Eggleston

Dr Rory Mc Daid, Dr Gerry Dunne, Ms Melanie Eggleston

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 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

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

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)

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

- Explain the rationale, structure and key emphases of the music and drama curricula (Programme learning outcomes IM 9,GER 6)

- 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 music

- 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

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

- Problem based learning
- Excursion/ field trip

11. Required Equipment and Resources (if applicable)

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.

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

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.

> 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 Primry 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

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

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 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)

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

- apply children's literature theory to their criticism of children's books (IM5,9,10,GER1,2,5, CC3,4)

- 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)

<u>Unit B:</u> **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**

<u>Unit A:</u> **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

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

- Picturebooks -design and format/ pictures as narrative/ picture-text interactions
- Poetry for children

<u>Unit B:</u> **Teaching Through the Medium of Irish**

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

10. Teaching and Learning Methods

<u>Unit A:</u> **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.

<u>Unit B:</u> **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)

<u>Unit A:</u> **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.

<u>Unit B:</u> **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)

<u>Unit A:</u> **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.

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

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

Reflective Journal: 1,500 words

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13. Pass Requirement

40% in each Unit

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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

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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.

Skrlac 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

Bookfest Recommended Reading Guide (published annually)

Cross-Currents. A Guide to Multicultural Books for Young People.

Useful websites

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

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 Dua?* (Páipéir roghnaithe ón gCéad Chomhdháil Taighde Uile-Oileánda ar an Tumoideachas) (pp.124-131). Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

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, Peadagogy 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

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

(2016) *Polasaí don Oideachas Gaeltachta 2017-2022,* An Roinn Oideachais agus Scileanna

www.gaelscoileanna.ie

www.naíonraí.ie

www.comhairle.org (Comhairle na Gaelscolaíochta, Tuaisceart na hÉireann)

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

www.cogg.ie

www.pobail.ie/ie/AnGhaeilge/ (Straitéis 20 Bliain don Ghaeilge)

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