Applications can now be made for the cooperative learning programme organised collaboratively by the Professional Development Service for Teachers and the School of Education Trinity College Dublin.

Aims of the programme
This programme provides a new approach to classroom management in the mixed ability setting. It provides teaching methodologies that allow all students – from the exceptionally able to pupils with special educational needs - to learn at a level suited to their needs and abilities. It enhances teaching and learning in the classroom, reduces stress, increases enjoyment, motivation, achievement and attendance.

Who is the programme for?
All teachers in primary and post-primary education.

Structure
The taught component contains four modules, with each module containing approximately 25 hours of contact time. The blended learning approach involves a mix of distance education and face-to-face interaction.

Course Modules

- **Module One:**
  25 hours (2 x 3-hour evenings, 3 x full day Saturday and 3 hours online)
  In this module participants will critically explore the following cognate areas related to Co-operative Learning (CL):
  - The theories that inform it and its basic elements
  - Structuring a CL group
  - Implementation of CL in the classroom

- **Module Two:**
  1 x full day Saturday, 20-hours practical implementation in classroom
  Participants will undertake to implement Co-operative Learning in a class of their choice. They chose one aspect of the implementation process on which to write a Case Study.

- **Module Three:**
  25-hours Reading / Online option
  Participants examine the psychology of child and adolescent development.

- **Module Four:**
  25 hours – Summer School Module
  Theories of conflict will be introduced and critically explored. Mediation skills will be learned and practiced. A training manual will be provided for the implementation of a Peer Mediation Training Programme in schools. Teachers will develop skills both to mediate conflicts and to train students to mediate their own conflicts.

Teaching and learning strategies
A variety of teaching and learning strategies are used throughout the programme, including group discussion, problem-based learning, individual presentation, e-learning and accessing online resources, group project work, case-studies, lectures and individual reading and research. Assessment of the taught component is via four assignments, and may include essays, case-study reports, oral presentations and portfolio type projects.
Further information
For enquiries about course content please contact Maria Garvey (01 8961290). For all other enquiries, including information on how to apply, please contact Keara Eades/Daniel Wearen (00-353-1-896-3568/1290).

Note: prospective students should realise that this brochure is as accurate as it can be at the time of production but will not reflect changes to the programme which might have been made at a later stage.