Applications can now be made for the Master in Education Special Educational Needs programme organised by the School of Education, Trinity College Dublin.

Aims of the programme:

This programme aims to enable participants to become informed about the complex processes involved in including children who have special educational needs within mainstream classrooms and schools. While addressing the philosophical and policy issues relating to inclusion, the course will also examine the practical implications of inclusion for the teachers, parents, schools and the children and young people involved.

Who is the programme for?

This programme is designed to support teachers and management at primary and post-primary levels in developing an inclusive learning environment within schools.

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. Each module requires students to attend classes on two weekends (Friday night and all day Saturday), with online resources available to read in advance of each weekend of attendance. Those students who have attained a satisfactory level in their module assignments progress to the dissertation year. Students are required to submit their dissertation within twelve months normally. This is a research year and the student will be involved in the writing of a dissertation under the guidance of a supervisor.

Course Modules

Module One: Introduction to Special Education for the Classroom Teacher

Module one comprises an introduction to the development of special educational provision both nationally and internationally. Critical issues affecting educational access for children and young people with special educational needs will be discussed and participants will be expected to critically engage with the theory and practice of inclusion.

Module Two: Including children with disabilities and/or SEN in the mainstream classroom

Module two addresses the challenges and opportunities involved in designing inclusive learning environments within classrooms and schools. In particular, this module will explore current identification and assessment processes; the staged process of assessment; individual education planning.

Module Three: Special Educational Needs and the Curriculum

Within Module three participants critically engage with international perspectives on appropriate pedagogies for children and young people with special educational needs. Enabling learner access to the curriculum is explored and practical differentiation strategies are presented. Research in the area of special education is examined and research strategies are discussed.
Module Four: Special education support for the mainstream school

Module four will examine the range of support provision in the education of children and young people who have special educational needs including whole school approaches; distinct roles of support personnel; support from agencies outside school. International perspectives on support will be explored on developing collaborative practice in addressing the support needs of children and young people who have special educational needs.

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 Michael Shevlin (mshevlin@tcd.ie). For all other enquiries, including information on how to apply, please contact Keara Eades/Catherine Minet (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.