School of Education
Trinity College Dublin

Master in Education

Handbook 2014/15
About this Handbook
This Handbook has been designed specifically for Master in Education students of the University of Dublin, Trinity College as a supplement to the University of Dublin, Trinity College Calendar 2014/15. The Handbook is intended as a guide to various aspects of the Master in Education programme offered by the School of Education. Please retain for future reference.

Students should realise however that the Handbook is as accurate as it can be at the time of production but will not reflect changes to the programme which might be made at a later stage. Any necessary revisions will be notified to students via their Trinity College email address. Students should also be aware that in the event of any conflict or inconsistency between the general regulations as formulated in the University of Dublin, Trinity College Calendar and the School of Education M.Ed. Handbook, the provisions of the general regulations will prevail (Calendar 2014/15, Part 3).

This Handbook is available from the School of Education website. A hard copy of this document is available from the M.Ed. office on request.

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A Welcome Message

Welcome to the Master in Education programme offered by the School of Education.

We are confident that you will find the M.Ed programme challenging and demanding, but also hope that you will find your studies at Trinity College Dublin both stimulating and rewarding. All the courses have been designed to offer a dynamic and coherent postgraduate learning experience. Our programme should contribute to your studies being an effective and enjoyable period of professional development. The programme is based on a flexible format, facilitating teachers in full time employment to study at their own pace and it is multidisciplinary in nature, taught by subject specialists in each of the relevant areas. Courses have been designed to meet the specific needs of teachers and educators, incorporating a diverse range of inclusive teaching and learning methods.

Throughout the year, School of Education staff and invited speakers give seminars on a wide range of topics. Students are very welcome to attend any of these. Details can be found on notice boards throughout the School and will also be circulated electronically to students.

The information contained in this handbook applies to students completing the taught component of the programme (modules) and to those working on their dissertation, so we would encourage all M.Ed. students to read the handbook thoroughly.

We wish you every success in the coming year.

Dr. John Walsh
Co-ordinator of the Master in Education programme
Room 3094, Arts Building, Trinity College Dublin

Dr. Maija Salokangas
Year 1 Co-ordinator
Room, Arts Building, Trinity College Dublin

Catherine Minet
Executive Officer
School of Education, M.Ed. Office, Room 3088, the Arts Building, Trinity College Dublin, Dublin 2.

Keara Eades
Executive Officer
School of Education, M.Ed. Office, Room 3088, the Arts Building, Trinity College Dublin, Dublin 2.

September 2014
Trinity College Dublin and the School of Education

1. Introduction

Trinity College, the single constituent college of the University of Dublin, was founded by Queen Elizabeth I in 1592, and celebrated its Quarter centenary in 1992. It is the oldest university in Ireland and one of the older universities of Western Europe. Based on the general pattern of the ancient colleges at Oxford and Cambridge, Trinity is larger, with a main campus extending over 40 acres on a unique site in the heart of the city. The west end of the campus includes five quadrangles of squares with many buildings from the 18th century, notably the Old Library - home to The Book of Kells. The most recent of these squares was completed in 1978 and is situated opposite the Arts Building. In a number of ways, Trinity is central to Irish life. Many of the famous people of Irish letters and history were educated at Trinity including writers such as Jonathan Swift, Oliver Goldsmith, Oscar Wilde and Samuel Beckett. Ireland's first President, Douglas Hyde, and later Presidents, Mary Robinson and Mary MacAleese, were all either educated in Trinity College or on the staff of the College or both. Most academic activity is concentrated in the main College campus. However, recent developments have allowed expansion of the Health Sciences Faculty off-campus, at St. James’s Hospital and at Tallaght Hospital. In addition sporting facilities and accommodation are provided both on and off-campus.

The vigour of any university must be judged by its commitment to research. In the early twenty-first century, this often takes the form of inter-institutional cooperation or international research alliances. Trinity College Dublin (TCD) is the only Irish university to have featured in the top 50 universities in the Times Higher Education-QS (THE-QS) world university rankings. The THE-QS rankings list the world’s top 200 universities measured on research quality, graduate employability, international outlook, and teaching quality.

The School of Education was established in Trinity College in 1905. Over the past 100 years it has grown in size and reputation and provides a substantial range of postgraduate courses in education, as well as undertaking research into many different areas of educational life. It is one of the major professional schools of the University with a current enrolment of over 600 postgraduate students. It has seventeen full-time and over thirty part-time academic staff. The School is committed to engaging with educational issues through teaching and research at a number of levels: initial teacher education, postgraduate teacher education and continuing professional development. Within this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. This scholarly activity has gained both national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.
2. **Aims and learning outcomes**

2.1 **Taught component of the M.Ed.**

The School’s M.Ed. programme, with its balance of theory and practice, seeks to provide students with a sound basis for a life-long study of education. This is achieved through the provision of opportunities for receptive critical thinking, active participation in courses and the development of theoretical, philosophical and curricular competences. On completion of the taught modules, students should be able to demonstrate:

- a systematic understanding and critical awareness of current problems and new developments in education, curriculum, school leadership, and related social, psychological and education issues;
- practical expertise in relevant curriculum, leadership and management areas;
- skills in the management of change and innovation in educational settings;
- within an appropriate context (for example, written assignments, presentations, seminars etc.) the application of their knowledge, comprehension, critical awareness and problem solving abilities within the framework of research areas related to their field(s) of study;
- ability to communicate the results of their research or advanced technical and professional learning to both specialist and non-specialist audiences.

2.2 **M.Ed. dissertation**

The dissertation is designed to enable students to undertake a more in-depth study of some aspect of their professional life than is possible through their modular studies. On completion of the M.Ed. dissertation students should be able to demonstrate:

- a critical awareness of contemporary (and traditional issues) and problems within the student’s chosen knowledge domain;
- an ability to utilise research originally and critically to interpret and apply knowledge;
- the ability and capacity to undertake empirical and/or non-empirical forms of research related to their chosen knowledge domain;
- the ability to critically reflect on professional, social and ethical responsibilities linked to the application of their knowledge and judgments;
- that they can lead or initiate activity, and take responsibility for the intellectual activities of individuals or groups;
- that they can communicate their conclusions, and knowledge, rationale and processes underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
3. **Academic and Administrative Staff**

3.1 **School of Education M.Ed. Office**

The M.Ed. office is located in Room 3088, School of Education, the Arts Building, Trinity College, Dublin 2, Ireland.

**Tel:** +353-1-8961290/8963568  
**Fax:** +353-1-6777238  
**Query Email:** master.education@tcd.ie  
**Assignment Submission Email:** medsub@tcd.ie  
**Web:** www.tcd.ie/Education

Dr. Carmel O’Sullivan  Head of School  
Dr. John Walsh  Co-ordinator of the Master in Education programme  
Dr. Maija Salokangas  Year 1 Co-ordinator

Dr. Damian Murchan  Director of Postgraduate Teaching and Learning  
Dr. Colette Murphy  Director of Research  
Ms. Paula Uhel  School Administrator  
Ms. Catherine Minet  Executive Officer (Room 3088)  
Ms. Keara Eades  Executive Officer (Room 3088)

Please note that in the first instance all enquiries regarding modules, assignments, feedback, supervision and submission should be directed to the administrative staff in the M.Ed. office at master.education@tcd.ie. Dr. John Walsh can be contacted by email at walshj8@tcd.ie and Dr. Maija Salokangas can be contacted at salokam@tcd.ie

3.2 **Strand Leaders**

The M.Ed. covers a wide range of academic disciplines. Consequently, each of the academic subject areas has a strand leader advising on its operation and development. These leaders are specialists in their specific fields and advise the Co-ordinator on issues pertaining to their subject area.

<table>
<thead>
<tr>
<th>Subject Area*</th>
<th>Strand Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression Studies (not offered 14/15)</td>
<td>Stephen Minton</td>
</tr>
<tr>
<td>Co-operative Learning</td>
<td>Maria Garvey</td>
</tr>
<tr>
<td>Drama in Education</td>
<td>Carmel O’Sullivan</td>
</tr>
<tr>
<td>Educational Guidance and Counselling</td>
<td>Conor Mc Guckin</td>
</tr>
<tr>
<td>Foundation Studies</td>
<td>Keith Johnston</td>
</tr>
<tr>
<td>Leadership and Management in Education</td>
<td>Maija Salokangas</td>
</tr>
<tr>
<td>Positive Behaviour Management</td>
<td>Harry Freeman</td>
</tr>
<tr>
<td>Science Education</td>
<td>Colette Murphy</td>
</tr>
<tr>
<td>Special Educational Needs</td>
<td>Michael Shevlin</td>
</tr>
<tr>
<td>Teaching and Learning (Higher Education)</td>
<td>John Walsh</td>
</tr>
</tbody>
</table>
**Not all tracks may run in every academic year.**

3.3 Student Contact
The University and the School of Education will communicate with you by email. This will be done using your university email address (i.e. your tcd.ie account) which you will receive when you register. You are advised to regularly check your email account or to set up a forwarding facility on your TCD account. Instructions on forwarding mail can be found at: http://isservices.tcd.ie

3.4 Graduate Studies Office
The Dean of Graduate Studies is Professor Aideen Long, and the Graduate Studies Office is located in the Biotechnology Building in Trinity College.

Application to go off-books should be made to the Dean of Graduate Studies through the student's Supervisor/Course Co-ordinator or the relevant Director of Teaching and Learning (Postgraduate). All off-books requests must be sent to the Course Coordinator and copied to master.education@tcd.ie

The Graduate Studies office is now a part of the Academic Registry.
Telephone: 01 896 4500
Email: academic.registry@tcd.ie

Postal Address:
Graduate Studies Office,
Academic Registry, Watts Building,
Trinity College Dublin
Dublin 2
https://www.tcd.ie/Graduate_Studies/index.php

4. Course Structure
The M.Ed. programme is available as a modular and flexi-masters, and students select one of the following routes to pursue.

Route 1: one year full-time
Students complete 4 modules and a 20,000 word dissertation module in one year.

Students following the full-time route are not eligible to submit their dissertation unless a minimum of a ‘pass’ has been achieved in each module.

Students applying for the full time route must submit a dissertation proposal at the point of application, and are required to be based in the greater Dublin region during their academic year of study.

Route 2: two years part-time
Students complete 4 modules in year one, and a 20,000 word dissertation module in year two.

Students must prepare and submit a dissertation proposal as part of the dissertation module.

Students wishing to progress to the dissertation year must have all of their completed coursework for the taught component of the programme (4 modules) submitted by April 30th of the year following entry to the programme, and must have achieved a minimum of a ‘pass’ in each module.

**Route 3: three years part-time**

Students complete 2 modules in year one, an additional 2 modules in year two, and a 20,000 word module dissertation in year three.

Students must prepare and submit a dissertation proposal as part of the dissertation module.

Students wishing to progress to the dissertation year must have all of their completed coursework for the taught component of the programme (4 modules) submitted by April 30th annually, and must have achieved a minimum of a ‘pass’ in each module.

Modules are normally taught outside of school working hours and several different formats are used. For example:

- weekday evenings (4-6pm, 5-7pm or 6-8pm)
- weekends (Friday evenings and Saturdays)
- one week of 25 hours (some courses when delivered during the summer period may be recognised by the Department of Education and Science as meeting the needs of Rule 58);
- a summer school format (the taught components for the Drama in Education strand are delivered through a two week intensive Summer School in Trinity College, normally held during the first two weeks of July, involving study on both Saturdays and several evenings).

### 4.1 The Dissertation module

The dissertation module entails two components: a 2,000 word dissertation proposal assessed on a pass/fail basis and a 20,000 word dissertation graded on the basis of distinction, pass, or fail. Both components must be passed in order to pass the dissertation module. Attendance at and full participation in the workshops is compulsory for students on all strands of the M.Ed. These workshops been designed to introduce and help students navigate the research process by exploring such areas as the nature of educational research and a range of strategies for data gathering such as action research, case studies, evaluation, historiography, image-based, and so on. A range of data
gathering/construction techniques and tools will also be explored, as well as critical issues around trustworthiness and transferability, data analysis, ethics and modes of representation.

5. **Academic credit ratings**

5.1 **Distribution of credits**
The European Credit Transfer System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or 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, clinical attendance, and professional training placements. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The taught component of the M.Ed. consists of four modules, with each module comprising 20-25 hours of contact time and associated directed tasks. Each module is worth 15 credits. The total credit rating for the Master’s programme is 90 credits. They are distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Total student effort (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Module 2</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Module 3</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Module 4</td>
<td>15</td>
<td>300</td>
</tr>
<tr>
<td>Total for taught component</td>
<td>60</td>
<td>1,200</td>
</tr>
<tr>
<td>Dissertation Module</td>
<td>30</td>
<td>600</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>1,800</td>
</tr>
</tbody>
</table>

5.2 **Total student effort**
Each unit of academic credit (ECTS) is equivalent to 20 hours of total student effort, which includes class contact hours, private study time on directed and non-directed reading tasks and activities, and on the preparation of assignments. An assessment is required for each module, and details can be found in individual module descriptions.

6. **Student attendance**
It is expected that students will attend and participate fully in all four taught modules. A student who attends for less than 70% of a taught module may be returned as ‘Non-Satisfactory’ for that module. In order to proceed to the
dissertation or to be eligible for the award of the Postgraduate Diploma in Education a student must obtain credit for the academic year by satisfactory attendance at lectures and by carrying out the required course-work or other designated assignments.

A student who is absent from attendance at prescribed courses due to illness may be required to submit a medical certificate to the M.Ed. office within one week of the absence occurring.

7. Assessment

7.1 Assessment regulations

Each student will complete four written (or equivalent) assignments of approximately 4,000-5,000 words, which are graded as distinction, pass or fail, with the pass level being set at the equivalent of 50% or higher. Submission of a research proposal forms part of the dissertation module and will be assessed on a pass/fail only basis. To progress to the dissertation each student must achieve a pass in each of the four taught modules. A student who achieves a distinction in their dissertation and two distinctions or more across the four modules may be awarded the M.Ed. with Distinction.

The M.Ed. dissertation is 20,000 words in length and is classified as an honours masters.

In summary, in order to be awarded the degree of Master in Education, a student must satisfy the Court of Examiners by fulfilling the following criteria (both A and B):

A. A pass in all four taught modules

B. A pass in the dissertation module

A candidate who satisfies the criteria listed under A may proceed to undertake the dissertation. Candidates who have achieved a pass grade in each of the four taught modules may exit the programme with a Postgraduate Diploma in Educational Studies. Students who have opted to receive a P.Grad.Dip may apply to submit subsequently for the corresponding Masters degree. Following completion of the Master’s requirements the student will inform the Registrar of his/her intention to rescind the P.Grad.Dip and have the credit obtained during the P.Grad.Dip integrated into the Master’s degree. The student will be required to submit the original P.Grad.Dip and/or any duplicates that have been issued. The time limit for applying to complete the credits required for the Master’s degree will normally be up to 5 years following completion of the P.Grad.Dip. In exceptional circumstances, a longer time limit may be considered by the Dean of
Graduate Studies. This arrangement is not available to students who exit with the P.Grad.Dip as a consequence of failing to attain the pass requirements of the Masters (Calendar Part III, 3.1).

Candidates who a) fail to satisfy the criteria for progression to the dissertation module, or b) fail the dissertation module, and who have achieved a pass grade in each of the four taught modules will be awarded a Postgraduate Diploma in Educational Studies.

A student who fails to meet the passing grade for one module may be permitted to resubmit the module assignment. The grade on a resubmission is capped at a pass level only. A student who fails on resubmission will be required to withdraw from the programme. Compensation between modules is not permitted.

7.2 Modes of assessment
Some form of assessment is required for all postgraduate courses and a student must complete all course work prescribed (Calendar Part III, 1.6). The specific mode of assessment is provided in each individual module description. However, the type of assessment can vary depending on the lecturer and the content of the module. Assessment types can include:

- an academic paper
- an in-depth case study
- a critical evaluation of a school/classroom project
- an action research project
- an in-class examination
- a presentation
- a portfolio

Co-operative and group projects can be submitted, but must be negotiated with the course leader. It is also important to note that, unless the contribution of each member of the group is clearly indicated, a common grade will be awarded for co-operative projects. It is recommended that some part of each project would be individualised.

In general, individual lecturers will provide guidelines on the writing and submission of assignments for their module. For module assignments, guidance is provided in Appendix 2 and details of the required form of referencing are given in Appendix 4. For dissertation students, some advice on structuring and writing the dissertation is provided in Appendix 5.

7.3 Assessment criteria
It is recognised that module assignments in different M.Ed. strands cover a broad range of academic fields. Consequently, the weighting of different criteria can vary across the different areas. However, in the interests of consistency and
comparability the following criteria are considered in the assessment of module assignments.

- Organisation and structure of the text.
- Range and understanding of literature/source material for investigating the topic.
- Analysis, presentation and interpretation of literature.
- Application to educational theory/practice.
- Quality of conclusions/outcomes-recommendations/implications for future action.
- Structure and presentation: general layout, observations of academic conventions, quality of language, sentence construction, syntax and paragraphing.

In judging the merit of a dissertation submitted in candidature for the degree of M.Ed., the candidate should note the following criteria.

- The candidate must show evidence that he or she is able to conduct investigation with rigour and discrimination.
- The candidate must show that he or she appreciates the relationship of the subject to a wider field of knowledge (including scholarship).
- The dissertation should include some contribution to knowledge, but it is not necessary that it be worthy of publication.
- The dissertation must be clear, concise, well written, and orderly. Its presentation, general arrangement, and style should be satisfactory.
- A dissertation must be a candidate's own work.
- An M.Ed. dissertation should not exceed 20,000 words.

### 7.4 Submission of coursework

Coursework, assignments and dissertations must be submitted in ‘hard copy’ format accompanied by a signed cover sheet and a title sheet (see Appendix 1) and also electronically by email to medsub@tcd.ie before close of business on or before the due date specified. A submission is only considered valid when submitted both electronically and in hard copy and when accompanied by the signed cover sheet. Assignments are normally submitted within four weeks of a module finishing, to the deadlines specified. It is important that you do not hand in your work to the module co-ordinator. In case an assignment gets lost in the post, students are required to keep a copy of all work submitted. Comments are sent to a student after the work has been assessed; the actual work is not returned to the student.

All written work should be word processed (see guidelines in Appendix 2) and all supplementary materials for example, images on CD, cassette tapes etc., need to be clearly marked with your name and student number and attached to the main assignment.
Where appropriate, students can use relevant examples from professional school experience in order to provide illustration for their argument and to demonstrate their ability to link theory with practice. However, all personal details concerning a school or work setting referred to should not be identifiable. Statements made in an assignment should be backed up by references to an author and an appropriate source (see Appendix 2) in order to avoid loose generalisations and plagiarism (see section 7.12 below).

Feedback on assignments and guidance on how academic performance may be improved is provided in the form of written comments on a standard report sheet (see Appendix 3). Where possible, the School aims for a turnaround time of 4-6 weeks from the initial submission of assignments to receiving written feedback and a provisional grade (subject to final approval at the Court of Examiners).

7.5 Deadlines for Submissions Year 1 2014/15
The submission dates are as follows:
Semester 1 Papers: Friday 16th January 2015, 4pm
Semester 2 Papers: Friday 8th May 2015, 4pm
Research Proposals: Summer 2015 (date TBC)
All papers should be submitted to Keara Eades or Catherine Minet in the M.Ed. Office, Room 3088, School of Education, the Arts Building, Trinity College.

7.6 Request for extension to submit coursework
Where there are prescribed dates for submission of coursework, a student must meet these dates, unless prior approval has been given for an extension. An extension can only be granted by the Course Co-ordinator. Requests for an extension must be made in writing (email) and may be granted on medical grounds (with medical certificate required for submission) or in respect of ad misericordiam circumstances. A record of the extension will be lodged with the executive officers in the M.Ed. office.

7.7 Late submission and word limits
Work submitted outside of the prescribed deadline may not be accepted, unless prior permission has been sought and granted from the Programme Co-ordinator.

A tolerance of 10% is permitted in respect of the word count for assignments and dissertations. A student who submits a piece of work which exceeds the permitted tolerance may not be accepted.

Students following the Foundation Track must indicate the modules in which they will be assessed by the end of the second week of Semesters 1 and 2. Forms will be available from Room 3088, Arts Building.
7.8 Dean’s Grace
The Dean’s Grace extension for one month only (free of fees) to submit a dissertation may be requested from the Dean of Graduate Studies by the Course co-ordinator or student’s Supervisor on or before August 21\textsuperscript{st}. The normal deadline for dissertation submission is 31\textsuperscript{st} August. If granted Dean’s Grace, the dissertation must be submitted on the last working day of September.

7.9 Request to go ‘off books’
Normally, graduate students must pursue their course continuously. In exceptional circumstances the Dean of Graduate Studies, after consultation with the graduate student’s Supervisor and/or Programme Co-ordinator, may permit graduate students to go ‘off-books’ (i.e. off-register) where to do so in the judgment of the Dean of Graduate Studies is in the best interests of the graduate student. Application to go off-books should be made to the Dean of Graduate Studies via the student’s Supervisor/Course Co-ordinator or the Director of Teaching and Learning (Postgraduate). During the period of interruption graduate students are not required to pay fees. Consequently they will not have a student card during this period and will not have access rights to the college library or to other college facilities.

‘Off-books’ permission is given for a definite period. A re-admission request from the student to the Dean of Graduate Studies is required prior to re-registration if permission has been granted for medical reasons. Students who for reasons of ill-health, or other grave cause, have been allowed to go off books can only be re-admitted, even in the current academic year, at the discretion of the Dean of Graduate Studies, who may require a satisfactory certificate from a medical referee nominated by him/her. Permission for an ‘off-books’ period is given for a definite duration and the onus is on the student to ensure that they resume their studies at the designated time as otherwise they will be considered ‘withdrawn’ from the course.

7.10 Marking scheme for module assignments: grade descriptions
All modular assessments are graded as distinction, pass or fail. The examining lecturer assigns a provisional grade to a piece of work. Coursework and assignments are graded in accordance with the following conventions. These grade descriptions are intended to provide guidelines for the marking of coursework and assignments in the taught component of the M.Ed. programme. They are not rigid prescriptions, but general indications of the qualities that are looked for at each level of classification. Please note that all grades are provisional until agreed by the Court of Examiners.
<table>
<thead>
<tr>
<th><strong>Distinction (70%+)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/Organisation</strong></td>
<td>(organisation and structure of the text; logic)</td>
</tr>
<tr>
<td>Text and argument systematically and explicitly organised; without any significant lacunae or repetition. Identifies and discusses pertinent issues in depth.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>(coherence of argument; reflection, distillation, criticality)</td>
</tr>
<tr>
<td>Critical review and synthesis of ideas; coherent, realistic and well-supported argument; perceptive appraisal of implications.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>(range and understanding of sources)</td>
</tr>
<tr>
<td>Critical coverage of all major sources; systematic, analytical use of these sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>(length, use of presentation conventions, referencing, spelling, grammar, language)</td>
</tr>
<tr>
<td>Competent control of length; appropriate presentation and use of referencing conventions; accurate grammar, spelling and use of language.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>Work of outstanding quality, showing perceptive and critical insight</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pass (50%+)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/Organisation</strong></td>
<td>(organisation and structure of the text; logic)</td>
</tr>
<tr>
<td>Text and argument structured in a sustained way; all major structural elements present.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>(coherence of argument; reflection, distillation, criticality)</td>
</tr>
<tr>
<td>Ideas organised and grouped into a coherent, realistic and well-supported argument; incorporating some critical analysis and relevant/appropriate use of supporting sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>(range and understanding of sources)</td>
</tr>
<tr>
<td>Use of a range of sources in the literature, though there may be some minor gaps all major relevant sources should be covered; systematic, analytical use of these sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>(length, use of presentation conventions, referencing, spelling, grammar, language)</td>
</tr>
<tr>
<td>Length requirements observed; appropriate presentation and use of referencing conventions; grammar and spelling accurate in the main. Satisfactory use of language.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>Work of good quality, showing knowledge and understanding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fail (49% or below)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/Organisation</strong></td>
<td>(organisation and structure of the text; logic)</td>
</tr>
<tr>
<td>Poor or weak organisation/structure. Significant gaps or repetition in the argument/text.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>(coherence of argument; reflection, distillation, criticality)</td>
</tr>
<tr>
<td>Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>(range and understanding of sources)</td>
</tr>
<tr>
<td>Evidence of some reading in the field but largely descriptive. Little or no analysis or understanding evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>(length, use of presentation conventions, referencing, spelling, grammar, language)</td>
</tr>
<tr>
<td>Basic command of presentation conventions and referencing, presentation occasionally marred by language/spelling errors affecting comprehensibility.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>The work does not achieve the standards required at honours level</td>
<td></td>
</tr>
</tbody>
</table>
7.11 Processing of module assessments
A student is allowed to fail one module only, and to re-submit an assignment once. Their grade for that re-submitted assignment will be capped at the level of pass for that module.

Where one or more forms of assessment apply within an individual module, a student must achieve a pass in each component in order to pass that module overall. In such cases of multiple assessments within a module, normally a distinction can only be achieved where a student achieves a distinction in each graded component.

A Court of Examiners meets once a year in early July to process students’ module assessments.

7.12 Examination of the M.Ed. dissertation
Two copies of the thesis, which may not be returned, and which for the first submission must be soft-bound, should be presented at the M.Ed Office, School of Education, accompanied by two loose copies of the abstract. Each submitted dissertation will be examined by an Internal Examiner and a second reader (who is the student’s supervisor) according to approved criteria. This allows for an independent, critical evaluation of the study. The supervisor is invited to comment on the Internal Examiners’ report. Towards the end of the academic year a sample of all work is sent to the External Examiners to ensure comparability of standards within and across the M.Ed. strands. The dissertation is not graded and is accepted by the Department of Education and Science as an honours qualification in keeping with Trinity College’s understanding of master’s programmes. The External Examiners for the M.Ed. programme attend the University in early December of the year following the submission of the dissertation for the Court of Examiners. Membership of the External Court of Examiners usually comprises of lecturers who have been involved in teaching and assessing students’ work, the Director of Post-graduate Teaching and Learning, the Head of School and the External Examiner. The Court is chaired by the M.Ed. Programme Co-ordinator.

The functions of the Court are to:
- consider the marking of the submitted work;
- compare the quality across different markers and modules;
- ensure comparability of grading;
- ensure fairness to the students.

Provisional categories are formalised at that stage. Students are advised that assessment grades disclosed during the year are subject to moderation by internal and, where appropriate, External Examiners, and as such are considered to be provisional until the end of year results are confirmed by the External Court of Examiners.

Basis for marking
The dissertation will normally be assessed from the following perspectives.
- Knowledge of relevant literature: theory and research
- Knowledge of relevant professional practice and research methods
- Informed critical judgement of theoretical, professional and research issues
- Ability to demonstrate a clear understanding of the problem
• Ability to evaluate the significance of research or other pertinent material (for example, policy documents, historical records, etc)
• Ability to assess the plausibility and importance of different lines of argument, competing or complimentary
• Recognition of the implications of evidence
• Ability to develop a clear line of argument
• Use of appropriate concepts and language
• Material is logically organised, demonstrates clarity of expression and is accurately referenced
• Shows evidence that the student is able to conduct an investigation with rigour and discrimination

The candidate must show that he or she appreciates the relationship of the subject to a wider field of knowledge (including scholarship). The dissertation should include some contribution to knowledge, but it is not necessary that it be worthy of publication. The dissertation must be clear, concise, well written, and orderly. Its presentation, general arrangement, and style should be to a high standard. A dissertation must be a candidate’s own work. Where appropriate, the dissertation shows reflection and reflection on professional biography.

Internal Examiners are required to recommend the placing of students’ dissertations into one of the categories below.

• That the dissertation should be awarded a distinction.
• That the degree should be awarded for the dissertation as it stands.
• That the degree should be awarded, subject to minor corrections being made to the dissertation before final submission.

The following recommendations can only be made after the holding of a viva voce examination.

• That the dissertation should be referred back for revision.
• That the dissertation should be failed.

A student whose dissertation is referred back for major revisions will be required to register for a full academic year and pay the associated full fee for that academic year.
## Marking Scheme and Grading Criteria for the M.Ed. Dissertation

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The dissertation be failed</strong></td>
<td>Disorganised; no clear structure identified or identifiable.</td>
</tr>
<tr>
<td><strong>The dissertation be referred back for major revisions</strong></td>
<td>Appropriate organisation, most major structural elements present; some significant gaps or repetition in the argument/text.</td>
</tr>
<tr>
<td><strong>The dissertation be passed subject to minor revisions</strong></td>
<td>Text and argument structured in a sustained way; all major structural elements present.</td>
</tr>
<tr>
<td><strong>The dissertation be passed as it stands</strong></td>
<td>Text and argument systematically and explicitly organised; without any significant lacunae or repetition.</td>
</tr>
</tbody>
</table>

### Structure
- **(organisation and structure of the text; logic)**
  - Disorganised; no clear structure identified or identifiable.
  - Appropriate organisation, most major structural elements present; some significant gaps or repetition in the argument/text.

### Analysis
- **(coherence of argument; reflection, distillation, criticality)**
  - Descriptive and without critical analysis.
  - Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support.
  - Ideas organised and grouped into a coherent argument; some critical analysis and use of supporting sources.
  - Critical review and synthesis of ideas; coherent, realistic and well-supported argument; perceptive appraisal of implications.
  - Systematic critical questioning of ideas and suggestion of alternative perspectives; well-supported analysis; insightful evaluation and discussion of implications.

### Support
- **(range and understanding of sources)**
  - Little acquaintance with sources in the literature; little or no analysis or understanding evident.
  - Evidence of some reading in the field but largely descriptive.
  - Use of a range of sources in the literature, though there may be some minor gaps; systematic, analytical use of these sources.
  - Critical coverage of all major sources; systematic, analytical use of these sources.

### Presentation
- **(length, use of presentation conventions, referencing, spelling, grammar, language)**
  - Length requirements not observed; presentation conventions not observed, incomplete referencing; presentation marred by language/spelling errors affecting comprehensibility.
  - Length requirements observed; basic command of presentation conventions and referencing, presentation occasionally marred by language/spelling errors affecting comprehensibility.
  - Length requirements observed; appropriate presentation and use of referencing conventions; grammar and spelling accurate in the main. Satisfactory use of language.
  - Competent control of length; appropriate presentation and use of referencing conventions; accurate grammar, spelling and use of language.
  - Concise and effectively argued, within the length allowed; appropriate presentation and use of referencing conventions; accurate grammar, spelling and use of language.

### Investigation/Research
- **(questions; rationale; theoretical background; data collection methods; critical analysis; implications)**
  - Research questions unclear; rationale weak; theoretical background very limited; research methods not well-chosen or misapplied; analysis sketchy or unjustified by data; implications asserted or untenable.
  - Basic research questions; limited rationale; some theoretical background attempted; research methods adequate; analysis attempted but may lack depth; some implications examined.
  - Research questions clearly stated; rationale for research given; some relation to underlying theories established; research methods appropriate; some critical analysis of data; appropriate implications drawn from the study.
  - Perceptive identification of research questions; cogent, theoretically-based rationale; good research design – well applied; critical analysis of data; careful appraisal of implications.
  - Perceptive identification of research questions; critical appreciation of underlying theory and rationale; appropriate research design, carefully and critically applied; insightful and critical analysis of data; critical interpretation of implications.

---

Based on criteria devised by the University of Leeds
7.13 **M.Ed. with Distinction**

Where a student’s dissertation meets all of the criteria specified in the category of Distinction (see table above) and has obtained two distinctions across the 4 modules, he/she may be awarded the M.Ed. with distinction.

An M.Ed gold medal may be awarded at School level on the basis of exceptional performance in a student dissertation.

7.14 **Dissertation referral**

Where a dissertation is being considered for referral or a fail, the student will be invited to attend an oral examination. This is normally scheduled before the Court of Examiners and in accordance with the *Calendar* regulation below:

Where failure of a dissertation is contemplated and an oral examination has not been held as a matter of course, graduate students are entitled to an oral examination. This must take place prior to, or during the examination board meeting. The candidate must be informed of the reason for the oral examination. Candidates who have attended an oral examination as a matter of course may not avail of another. The format of an oral examination is at the discretion of the course committee. (*Calendar Part 3, 3.7*)

The oral examination panel is constituted as follows:

- Programme Co-ordinator (or his/her nominee) as Chairperson
- Internal Examiner
- Supervisor
- Student

The outcome of the oral examination will be reported to the Court of Examiners.

Where a student is required to undertake revisions to his/her dissertation, that student will be required to re-register for a further year on payment of the full annual fee.

The appeal procedure is the same as that described in 9.5 below.

7.15 **Plagiarism**

Students should be aware of the University’s policy regarding plagiarism. Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. 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. 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) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
(d) paraphrasing, without acknowledgement, the writings of other authors.
Examples (c) and (d) 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. Students should 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, work submitted which is the product of collusion with other students may be considered to be plagiarism.

It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.
(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.
(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one’s own work and the work of others.

Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism.

If plagiarism as referred to above is suspected, the Director of Post-graduate Teaching and Learning will arrange an informal meeting with the student, the lecturer concerned and the Programme Co-ordinator, to put their concerns to the student and give the student the opportunity to respond. If the Head of School forms the view that plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case and suggested remedies, who will then advise the Dean of Graduate Studies who will interview the student if the facts of the case are in dispute. Whether or not the facts of the case are in dispute, the Junior Dean may implement the procedures set out in college regulations which can be found in the Calendar.
The School of Education may employ plagiarism detection software such as turnitin, or any other methods deemed appropriate, to check, randomly or otherwise, the sourcing of material submitted.

8. **M.Ed. Dissertation Year**

8.1 **Course structure**

This is a research year and students will be involved in writing a dissertation under the guidance of a supervisor. Students are required to submit their dissertation by August 31st in the year following registration for the dissertation year. Regular research methods and support sessions are organised throughout the year and the dates for 2014/15 are:

- 5/6th September 2014 (Davis/Emmet theatre)
- 4th October 2014 (Davis)
- 15th November 2014 (Davis)
- 17th January 2015 (Davis)
- 16th May 2015 (Davis)

These dates apply for full time M.Ed. students and dissertation module students only. Research methods and support sessions permit students to engage with each other’s research, to support each other, and to learn to critique constructively and present to colleagues. Academic inputs will include:

- The nature of inquiry
- Research design and evaluation traditions
- Approaches to data collection
- The analysis, interpretation and presentation of data

Attendance at research methods and student support sessions is required throughout the academic year. Such sessions normally take place on Saturdays to facilitate students living outside of Dublin.

8.2 **The Dissertation**

The dissertation provides students with an opportunity to consider an area of interest in depth. It should illustrate a student’s ability to analyse and synthesise relevant literature, present arguments supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information. The dissertation should be the product of students’ own experience, reading and reflection. Although original work is always welcome although students are not expected to engage in substantial original research. The dissertation should not exceed 20,000 words. The required academic conventions are set out below (see Appendices 4 and 5) and must be followed. Two copies are submitted in soft bound form by August 31st in the dissertation year. General guidelines for the submission of a dissertation are designed by the Graduate Studies Office and outlined in Appendix 6.

8.3 **Supervision**

Dissertation students are assigned to an appropriate supervisor and are required to maintain regular contact with their supervisor during the academic year. It is the responsibility of the student and supervisor together to find an appropriate level of contact during the preparation and writing of the dissertation. As a general guideline, this is typically once a month for part time students, and more frequently for full time students. Meetings will usually be face to face (except
for students based overseas), however much work can be done through the exchange of emails and attachments.

The staff member for the supervision of the dissertation is normally assigned by the Co-ordinator in consultation with the respective strand leaders. The choice of dissertation topic must be related to the strand for which the student is registered and within the competence of the supervisory team. Not every supervisor will be available in any one year.

8.4 Working with your supervisor

The relationship with your supervisor is a critical one during the programme. Your supervisor will give you advice on your research and on structuring your dissertation. Your supervisor will advise you on:

- finding relevant literature
- focusing research questions
- being realistic about scope and timing
- choosing appropriate methods
- planning data collection and data analysis.

Appendix 7 sets out the general guidelines issued by the TCD Graduate Studies Office concerning the role of the supervisor. If you have problems with supervision, you should contact the Co-ordinator in the first instance. If you are still not satisfied with your supervision arrangements, you may contact the Director of Postgraduate Teaching and Learning.

Whilst we would not wish to legislate for how this is structured, the following is a set of guidelines as to what is normally expected of students.

1. to prepare, with guidance from the supervisor, an appropriate schedule of work for the academic year;
2. to prepare, with guidance from the supervisor, an appropriate schedule of meetings for the academic year. This is particularly important for part-time students;
3. to present and discuss regularly and in agreement with the supervisor, work relating to the research;
4. to make contact with the supervisor;
5. to provide an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
6. to abide by ethical guidelines in the carrying out of all aspects of their research work;
7. to bring to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to the aforementioned ethical guidelines (for example, problematic relations with gatekeepers, or key informants etc);
8. to contact the supervisor regarding issues that may affect any aspects of the research work (for example, illness, change of job etc.);
9. to write a summary of the supervisory session covering both the content of the session and consequent plan of action. A copy of which is to be emailed to the supervisor after every tutorial; and finally,
10. the student (and not the supervisor) is responsible for producing and writing the dissertation. Students are advised to proof read their dissertation carefully before final submission, and to seek assistance with this from peers and colleagues if necessary.
8.5 M.Ed. Dissertation Progress Report Form
Students are required to complete an M.Ed. mid-point dissertation progress report form (see Appendix 14). Part A of the progress report form should be completed by the student and submitted to his/her supervisor on or before the end of January. Students should indicate the frequency of contact with their supervisor and progress made on their review of relevant literature, research design and data collection. Students should also mention problems or setbacks experienced, and future work to be conducted with an indicative time frame. The supervisor will complete Part B and discuss it with the student before submitting the signed and completed form to the M.Ed. office on or before the end of February.

8.6 Research Ethics
The School of Education guidelines on ethical research practice for students are available at Appendices 8 and 9.

9. The Student Experience

9.1 Teaching and learning
The Trinity Inclusive Curriculum Project (TIC) commenced in Trinity College in October 2008 (see Appendix 10 for details). This project aims to mainstream inclusive principles within the curricula of the College. Students enter Trinity from many diverse backgrounds and the College has a commitment to support this increasingly diverse student population through the development of an inclusive curriculum. The central principle of Inclusive Curriculum is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body. All students can benefit from academic staff being aware of the diversity of the student body and adapting their teaching accordingly.

Interactive and experiential strategies are used in module teaching with an emphasis on integrating theory with practice. As participants come with a considerable wealth of practical experience, opportunities are provided for reflection and analysis of such experience within the theoretical framework of an individual module. The programme is developed progressively through a range of teaching and learning mechanisms incorporating group work, collaborative learning and whole class teacher input and discussion, including lectures, seminars, practical workshops, directed and on-line learning, and individual tutorials.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Where relevant, handouts are made available in advance, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images, and drama and role play scenarios are used to increase flexibility and variety in teaching and learning methods and materials.

Coursework, in its various forms, is used to develop the skills, knowledge and understanding necessary for a mature grasp of a subject and its application in a range of educational situations. Students will be required to develop and demonstrate skills of independent study in their preparation of assignments and in their dissertation. Through these experiences, it is hoped that students will develop a critical and informed mind, the ability to think imaginatively and creatively,
a sense of academic rigour, an awareness of the interests and needs of others and a willingness to share ideas.

9.2 Student representative procedure
The M.Ed. programme has a student representative procedure. Each cohort of students is invited to elect a representative who is able to express the views of the group at a meeting of the M.Ed. Course Board held once a semester, at which general matters affecting the delivery of the programme are discussed. This role does not in any way preclude individual students discussing any matters regarding the programme with their strand leader and/or the Course Co-ordinator.

9.3 Programme evaluation and development
One of the cornerstones of any academic programme is the need for on-going evaluation and review. Student comments, opinions and reflections are highly valued as they can be a rich source of information concerning the future delivery and development of the programme. Each module is evaluated on a standard Student Evaluation Form or equivalent (see Appendix 11). Responses are compiled and presented for discussion at teaching team review meetings.

Students complete an overall M.Ed. evaluation via on-line survey at the end of the programme.

9.4 Postgraduate Advisory Service
Students can consult their strand leader and Course Co-ordinator as appropriate, to seek advice and support, but the University also has a postgraduate advisory service which is available free of charge to all registered postgraduate students at Trinity College Dublin. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing the learning experience for each student. The Postgraduate Student Support Officer is Dr. Dermot Nestor, and he provides support for all postgraduate students at Trinity College Dublin. He will act as a first point of contact and a source of support and guidance to postgraduate students both upon their arrival in College and at any time during their stay.

Postgraduate Student Support Officer,
Senior Tutor's Office,
House 27,
Tel: +353-1-8961417
E-mail: pgsupp@tcd.ie
Web: http://www.tcd.ie/orientation/services/pas.php

The postgraduate student support office is located on the second floor of House 27. The office is open from 8.30am – 4.30pm, Monday to Friday. Appointments are available 9.00am – 4.00pm.

In addition to the dedicated Postgraduate Student Support Officer, each Faculty has three members of their academic staff, with substantive experience of research supervision, designated to provide local support to the postgraduate students for whom the Faculty is responsible. Further details of the kinds of queries and issues dealt with by the Postgraduate Advisory Service are available online at http://www.tcd.ie/orientation/faq/

9.5 Appeals
Students who wish to appeal either decisions or grades, should in the first instance do so in writing to the M.Ed. Co-ordinator. The grounds for the appeal should be clearly stated and
supported where necessary by documentary evidence. The Co-ordinator will discuss the request with the relevant parties and attempt to find a resolution. If the problem is not resolved, it can be referred to the School’s Postgraduate Appeals Committee. However, if students do not consider the matter satisfactorily resolved after that, they have the right to appeal the decision to the Academic Appeals Committee for Graduate Students. Such an appeal can be presented on three grounds:

1. the student’s case is not adequately covered by the ordinary regulations of the College;
2. the regulations of the College were not properly applied in the applicant’s case;
3. ad misericordiam grounds.

The student cannot make an appeal other than on ad misericordiam grounds against the normal application of College academic regulations approved by the University Council. For further details, students should consult the Calendar (Part 3, 1.31.7) available from the Graduate Studies Office or online at: https://www.tcd.ie/Graduate_Studies/currentstudents/admin/calendar/partiii/index.php).

The Academic Appeals Committee for Graduate Students will not consider appeals concerning decisions made more than 4 months previously, except in the most exceptional of circumstances.

9.6 Award ceremonies
Commencements is the name given to the Master’s degree conferring ceremony that is held in the Examinations Hall at the University of Dublin. Two guests are permitted and an informal University reception is held after the ceremony. Students may choose the date of their commencements, although the University expects commencements to occur within two years of completion of dissertations. The majority of students choose to be commenced at the Spring Commencements, usually held in April, following the Court of Examiners. It is possible to be conferred in absentia.

9.7 Library access
The library provides a range of services for its students. M.Ed. students have full borrowing rights and access to the on-line resources at the University of Dublin's libraries. A tour of the Lecky and Berkley libraries is available to all new users. Full details about the opening hours and location of collections in the library can be found in Appendix 12.

9.8 Support services
TCD provides a range of services to support students. The best place to explore these in more detail is via the TCD website http://www.tcd.ie/students. There is also a Graduate Students’ Union (http://www.gsu.tcd.ie/), which registered students automatically become a member of. The Graduate Students’ Union (GSU) is the representative student body for all post-graduate students in Trinity College. The GSU provides a graduates' Common Room where tea, coffee and newspapers are available free of charge. The GSU office is located on the second floor of House 6, Front Square. The ‘1937 Postgraduate Reading Room’, located in Front Square beside the Exam hall, is open from 8am to 12am year-round, and is described by the GSU as a quiet place to study where postgraduate students can avail of computer and web access, photocopying and low-cost printing. The Centre for Academic Practice and Student Learning (CAPSL) offer useful advice to postgraduate students, and details of their activities are available at: http://www.tcd.ie/CAPSL/academic_practice/index.php?page=postgrads
It is essential that students familiarise themselves with TCD’s Information Systems Services (ISS) ([http://isservices.tcd.ie/](http://isservices.tcd.ie/)). This is a large multifaceted department with covers most, if not all ICT needs from purchasing software and hardware to the provision of short courses. For those students who have a suitable laptop, the ISS wireless network service is an excellent service while on campus. Details on how to connect to this can be found on their website. Alternatively, there are student access computer rooms spread around the campus.

9.9 Further professional development: postgraduate research degrees

The School of Education offers students the opportunity to pursue advanced research leading to the award of an M.Litt. or Ph.D. degree. Please contact the Director of Postgraduate Teaching and Learning, via Mr. Daniel Wearen, the School’s research office, for further information.

10 Course Calendar

10.1 Year 1 2014/15

**Semester 1**  
22/09/14 – 12/12/14  
(Reading Week: 03/11/14 – 07/11/14)

**Semester 2**  
12/01/15 - 03/04/15  
(Reading Week: 23/02/15 – 27/02/15)

10.2 Course Induction

**Induction:**  
Friday 5th September 2014 5-6pm Davis Theatre  
Sat 6th September 2014 10am-2pm Davis Theatre

The purpose of the Induction is threefold. Firstly, to introduce students to the academic conventions used in the School of Education. Secondly, to provide a structured and systematic introduction to the wide array of study resources that is available to postgraduate students in College. Postgraduate students will also be able to avail of an extensive selection of electronic resources. Thirdly, the induction will introduce students to the critical examination of academic argument, the analysis of differing viewpoints and the formation of an informed critical stance.

10.3 Dissertation module - Research Proposal Preparation Session

Saturday 9th May 2015 10am-4pm (Venue TBC)

10.4 Deadlines for Submissions Yr1 2014/15

The submission dates are as follows:

**Semester 1 Papers:** Friday 16th January 2015 5pm  
**Semester 2 Papers:** Friday 8th May 2015 5pm  
Research Proposals: Summer 2015 (date TBC)

All papers should be submitted to Keara Eades or Catherine Minet in the M.Ed. Office, Arts Building, Trinity College.

10.5 Strand Timetables Year 1 2014/15

While the following timetables are intended to be as accurate as possible, some minor amendments may be necessary over the course of the year.
<table>
<thead>
<tr>
<th>Course Code - 848/849/850</th>
<th>Lecturer</th>
<th>Module Code</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term</td>
<td></td>
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<td>Martin Kelly</td>
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<td>Monday</td>
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<td>Sociology of Education</td>
<td>Brian Donovan</td>
<td>ET7096</td>
<td>Tuesday</td>
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<td>Assessment and Evaluation in Education: Issues and Applications</td>
<td>Damian Murchan</td>
<td>ET7129</td>
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<td>Philosophy of Education</td>
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<td>ET7092</td>
<td>Thursday</td>
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<td>ICTs in Education</td>
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<td>History and Historiography of Education</td>
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<td>Educational and Social Policy</td>
<td>Andrew Loxley</td>
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<td>Teacher Leadership for 21st Century Schools</td>
<td>Maija Salokangas</td>
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<td>Introduction to Special Education for the Classroom Teacher</td>
<td>Michael Shevlin</td>
<td>ET7079</td>
<td>17-Oct</td>
<td>6pm to 9pm</td>
<td>Room 3105</td>
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<tr>
<td>Introduction to Special Education for the Classroom Teacher</td>
<td>Michael Shevlin</td>
<td>ET7079</td>
<td>18-Oct</td>
<td>9am to 5pm</td>
<td>Room 3105</td>
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<tr>
<td>Introduction to Special Education for the Classroom Teacher</td>
<td>Michael Shevlin</td>
<td>ET7079</td>
<td>21-Nov</td>
<td>6pm to 9pm</td>
<td>Room 4035</td>
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<tr>
<td>Introduction to Special Education for the Classroom Teacher</td>
<td>Michael Shevlin</td>
<td>ET7079</td>
<td>22-Nov</td>
<td>9am to 5pm</td>
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<td>Including children with disabilities/SEN in the mainstream classroom</td>
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<td>28-Nov</td>
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<td>ET7080</td>
<td>10-Jan</td>
<td>9am to 5pm</td>
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<td>Special Educational Needs &amp; the Curriculum</td>
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<td>6pm to 9pm</td>
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<td>Special Educational Needs &amp; the Curriculum</td>
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<td>28-Feb</td>
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<td>Special education support for the mainstream school</td>
<td>Michael Shevlin</td>
<td>ET7082</td>
<td>29th June - 3rd July</td>
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# GUIDANCE & COUNSELLING TIMETABLE
## 2014/15

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<th>Time</th>
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<td>Counselling and Vocational Psychology</td>
<td>TBC</td>
<td>ET7195</td>
<td>Friday</td>
<td>9am to 11am</td>
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<td>Psychometrics</td>
<td>Dr Conor Mc Guckin</td>
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<td>Friday</td>
<td>11am to 1pm</td>
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<td>Counselling Theory and Practice (Practicum)</td>
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<td>Educational Psychology for Guidance Counsellors</td>
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<td>Friday</td>
<td>11am to 1pm</td>
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## Leadership and Management in Education –Timetable 2014/2015

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<th>Module Code</th>
<th>Day</th>
<th>Time</th>
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<td>Leadership and Management in Education (LMIE)</td>
<td>Maija Salokangas</td>
<td>ET7063</td>
<td>Friday</td>
<td>6.00-9.00</td>
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<td>9.00-5.00</td>
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<td>Leading and Managing Human Relations (LMHR)</td>
<td>Jacinta Kitt</td>
<td>ET7065</td>
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<td>6.00-9.00</td>
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<td>Leading and Managing Learning in Schools: Student Learning</td>
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<td>David Ruddy</td>
<td>ET</td>
<td>Saturday</td>
<td>9.00-5.00</td>
<td>3074</td>
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<td>Marie-Celine Clegg</td>
<td>ET</td>
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<td>Marie-Celine Clegg</td>
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<td>Saturday</td>
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<td>1</td>
<td>Traditions, Powers &amp; Contexts</td>
<td>A Loxley, J Walsh</td>
<td>ET7071</td>
<td>Tues</td>
<td>Michaelmas</td>
<td>6pm to 8pm</td>
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<td>2</td>
<td>Curriculum, Assessment &amp; Supervision</td>
<td>A Loxley, C O'Sullivan</td>
<td>ET7134</td>
<td>Tues</td>
<td>Hilary (apart from 17th March)</td>
<td>6pm to 8pm</td>
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<td>3</td>
<td>Curriculum, Assessment &amp; Supervision</td>
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<td>ET7134</td>
<td>Wed</td>
<td>18th March</td>
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**YEAR 2**

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<th>Time</th>
<th>Venue</th>
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<td>3</td>
<td>Reflecting on Practice in Learning &amp; Teaching</td>
<td>Orla Hanratty</td>
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<td>Tues</td>
<td>Michaelmas</td>
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<td>Reflecting on Practice in Learning &amp; Teaching</td>
<td>Online</td>
<td>ET7074</td>
<td>Tues</td>
<td>28th Oct</td>
<td>Michaelmas</td>
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<td>Reflecting on Practice in Learning &amp; Teaching</td>
<td>Cicely Roche</td>
<td>ET7074</td>
<td>Tues</td>
<td>21st Oct &amp; 11th Nov</td>
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<td>Room 4035</td>
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<td>Linking Teaching &amp; Research within &amp; beyond the Disciplines</td>
<td>J Walsh, A Loxley</td>
<td>ET7072</td>
<td>Tues</td>
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<tr>
<td>INTRODUCTION TO COOPERATIVE LEARNING</td>
<td>Maria Garvey</td>
<td>ET7130</td>
<td>Sat, 13th Sep</td>
<td>9.30 - 15.30</td>
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<td>Maria Garvey</td>
<td>ET7130</td>
<td>Sat, 27th Sep</td>
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<td>Gabrielle Moran</td>
<td>ET7130</td>
<td>Sat, 11th Oct</td>
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<td>IMPLEMENTING COOPERATIVE LEARNING IN THE CLASSROOM</td>
<td>Maria Garvey</td>
<td>ET7131</td>
<td>Sat, 10th Jan</td>
<td>9.30 - 15.30</td>
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<tr>
<td>USE OF TECHNOLOGY IN A COOPERATIVE LEARNING ENVIRONMENT</td>
<td>Cornelius Young</td>
<td>ET7132</td>
<td>Sat, 29th Nov</td>
<td>9.30 - 15.30</td>
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<td>Cornelius Young</td>
<td>ET7132</td>
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<td>IMPLEMENTING A PEER MEDIATION PROGRAMME</td>
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<td>Sat, 22nd Nov</td>
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<td>Maria Garvey</td>
<td>ET7133</td>
<td>Sat, 21st March</td>
<td>09.30 - 15.00</td>
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<td>Maria Garvey</td>
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<td>Sat, 28th March</td>
<td>09.30 - 15.00</td>
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<td>Maria Garvey</td>
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# Positive Behaviour Management 2014/15

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<td>Sat, 25th April</td>
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10.6 Brief Descriptions of Foundation Modules 14/15

Foundation Studies students normally select two modules per semester in the case of those intending to complete the course over two years, and one module per semester in the case of those intending to complete it over three years. Please see below for a brief description of each module. These descriptions are designed to assist student in choosing the modules they wish to pursue.

Introduction to Language Education

This module provides an introduction to language education with a special emphasis on language acquisition and classroom discourse. The course will examine first and second language acquisition research and how these are borne out in language acquisition data. It will also explore issues relating to language use in the classroom.

Sociology of Education

This course aims to explore with students (in an active way) a range of sociological perspectives and concepts and their relevance and application to varying contexts of contemporary education. These perspectives are set in an increasingly broad social context: moving from an initial focus on the individual, the family and community (a microscopic view), through to the wider community, society and world (a macroscopic view). Between these will be the role of education and schooling today and an exploration of how society moulds schooling and how individuals/families/communities mould schools (a mesoscopic view). This will be done by looking at key concepts, theorists and questions from sociology over the past century, before looking at more recent theories involving issues such as technology, globalisation, and ecological concerns in today’s world. Students will be encouraged to engage in dialogue throughout the course based on distributed readings and class slides and notes, and to either make presentation on readings (individually or collectively) or present finding from their own research.

Assessment and Evaluation in Education: Issues and Applications

This module explores a range of topics associated with student assessment in education. Students are provided with the opportunity to relate contemporary assessment theory with applied practice in Ireland and abroad. Analysis ranges from practice and implications of assessment at the individual and classroom level to more general policy and evaluative functions of assessment at national and international levels. A discursive methodology is employed that encourages students to engage in critical discussion within the class on the basis of focused reading of the literature.

Philosophy of Education

This module is in two parts. In part one, a series of introductory lectures reviews some of the central ideas of ancient and modern philosophers that have influenced educational theory. Some of the key thinkers include: Plato, Aristotle, Augustine, Descartes, Kant, Hegel, Heidegger and Wittgenstein. This background then informs the seminars in the second part which are based on readings in contemporary theory. Students make a presentation on readings in: the nature and

ICTs in Education

The module ICTs in education is mainly research/literature based. Consideration of the rationale for technology in education, critique of current policy developments and the learning theories which underpin the use of technology in education are the central foci of this module. Students who have completed this course will have an informed perspective on the issues that surround the use of ICTs in education. In addition, they should be informed decision makers capable of recognising the potential benefits and limitations of using ICTs for teaching and learning purposes.

History and Historiography of Education

The module in history of education assumes a knowledge of the “acts and facts” of Irish and European education from the classical period to the mid-20th century and, for those interested in pursuing research in this field, provides an opportunity to explore issues and debates in historiography as applied to education. Within the module there is an opportunity for students to present their own research in seminars. Topics for study include feminist historiography, Marxist historiography (both as applied the history of education [HoE]) and sources and methods in HoE, including oral history and the ‘visual turn’.

Educational Psychology

This course explores psychological theories of development and learning. Biological, behavioural, cognitive, humanistic and psychodynamic theories are considered. There is an emphasis on theory-practice links. The course addresses typical and atypical development (cognitive, social, emotional and physical) especially in childhood and adolescence. There will be a focus on learning issues, for example, learning styles, motivation, individual differences, the nature of intelligence, as well as input on specific topics such as self-esteem, loss (separation and bereavement) and bullying and aggressive behaviour.

Teacher Leadership for 21st Century Schools

The OECD (2007) report Improving School Leadership highlights the growing complexity of schools as learning communities. It identifies the practice of distributive leadership as significant in improving school effectiveness. The role of the teacher in the leadership and management of schools is seen as pivotal to providing quality education for every student. This module addresses the theory and practice of teacher leadership from multiple perspectives: the concept of education and school improvement under broad principles of purpose, values and vision; the theory and practice of school leadership and management; teacher professionalism and professionalisation. Bridging theory and practice, particularly through practitioner inquiry, is central to this module.
Education and Social Policy

As a factor in influencing and impacting upon what occurs in educational institutions, policy in all shapes and forms, is highly significant. The purpose of this module is to critically explore the perpetually changing educational and social policy landscape not only in Ireland but also in Europe and globally. By drawing on a range of theoretical models both classical and contemporary, students will be encouraged to investigate how these policy environments effect and affect their own professional lives and work.

10.7 Dissertation Year 14/15

Students are required to submit their dissertation by August 31st in the year following registration for the dissertation year.

Regular research methods and support sessions are organised throughout the year and the dates for 2014/15 are:

5/6th September 2014 (Davis/Emmet)
4th October 2014 (Davis)
15th November 2014 (Davis)
17th January 2015 (Davis)
16th May 2015 (Davis)
Please ensure that this completed form accompanies your assignment. A copy will be returned to you with the assessor’s comments and suggested grade (subject to the agreement of the Court of Examiners).

SURNAME:  

FIRST NAME:  

STUDENT NUMBER:  

MODULE TITLE:  

TITLE OF ASSIGNMENT:  

MODULE TUTOR:  

DATE SUBMITTED:  

WORD COUNT:  

This is the 1\textsuperscript{st} / 2\textsuperscript{nd} / 3\textsuperscript{rd} / 4\textsuperscript{th} (please circle) assignment I have submitted as part of my M.Ed. studies.

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially, or is concurrently being used to meet the requirements for another module on this programme or for the award of another academic qualification. It includes the published and unpublished work of others, which is duly acknowledged in the text wherever relevant.

SIGNED:  

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University of Dublin

Trinity College

A Revised Definition of Literacy

by

John Murphy
01234567

A paper submitted to the School of Education, Trinity College Dublin, in partial fulfilment of the requirements for the award of the Degree of Master in Education, January 2014
APPENDIX 2 Guidelines for planning and writing assignments

These guidelines are intended to help you plan and write a paper. They are not intended as a set of prescribed rules.

Preliminary stages
1) Invest some time in defining a theme and clear focus for your paper. The theme may be pre-selected by the course leader, or may arise out of some area included in the course lectures and should relate to your own professional and academic interests. Make sure that the topic/area selected is not too broad for the task in hand.

2) Identify a range of literature appropriate for the theme you have selected. Literature sources should include any combination of the following: theoretical and research literature (books and journal articles), official reports and other documents. Additional sources may also include original material in the form of reports developed in your organisation or institution for a specific purpose, data collected in your school/area, interview data, etc. Ensure that the literature selected is recent and that its range is not too broad, as otherwise you will not be able to do justice to the material within the time constraints and length of the exercise to be undertaken. A small number of well chosen sources, which can be carefully analysed, is preferable to a lengthy description of a broad range of literature. The title, aims and scope of your paper should dictate the range of literature required.

3) At this stage you should be ready to start drafting your paper. Typically, two to three drafts are required before an acceptable end-product is reached.

Structure of the paper
1) Title Page. The title should be short and should indicate as clearly as possible the precise nature of the topic you have selected. The course for which the paper is being submitted and the date of submission should also be included on the title page.

2) A table of contents with some or all of the following: the main sections of the paper, appendices, references and bibliography.

3) The main text of the paper containing an introduction, the main sections and a conclusion.

4) Appendices

Typing and layout
The main text should be word processed on A4 paper using one-and-a-half spacing and a sans serif 12 point font such as Arial, Verdana, Helvetica and Trebuchet MS; single spacing should be used for indented quotations of more than 3 lines long, and for appended material. Page numbers should be located at the bottom of the page, approximately 2.5 cms above the edge. Margins should be an inch (2.54cm) on all four sides, and the text should be left justified for ease of reading in an inclusive learning environment.

The title page
The title page should contain the following:

a) the title of the paper;

b) the author’s name in full and his/her student number;
c) the course for which the paper is being submitted;

d) the month and year of submission.

**Quotations and punctuation**
Quotations should correspond with the originals in wording, spelling, capitalisation and punctuation. Short quotations, not more than three lines long, should be incorporated into the text of the paper and enclosed in quotation marks. Longer quotations should be indented in the text on both sides, with no quotation marks. For further details see the referencing section of this handbook. Periods and commas should always be placed outside quotation marks; likewise with semi-colons and colons. Question marks and exclamation marks should be placed outside the quotation marks.

**Checklist for reviewing your paper**
It may be helpful to address the following questions at the final draft stage of writing.

1) Does the title reflect the content of the paper? It is important to review the title when you have completed the paper.

2) Does the introduction clearly set out the context, aims and scope of the paper and provide a brief guide to the various sections which follow? The introduction should be drafted at the start of the exercise and revised for coherence and consistency when the main body of the work has been completed.

3) Is there evidence in the paper that you have identified a relevant and adequate range of literature which will support the main thrust and focus of the paper?

4) Has this literature been presented in a clear and concise manner, while at the same time keeping a balance between description, interpretation and analysis?

5) Has the evidence presented been related to and interpreted against your own professional and academic background? What conclusions have you reached?

6) Have all quotations and references been accurately and consistently recorded according to an agreed format?

7) Has the final draft been checked for logical consistency? Edit the text very carefully. Do not stray from the main thrust of your argument as this will interrupt the flow of ideas. In order to avoid going down side alleys, assign additional comments or material to appendices.

8) Is the language clear, concise and unambiguous? Avoid long sentences where the meaning is likely to get lost.

9) Has the text been checked for spelling, syntax, grammatical and typing errors? Remember to proof read the final draft. A critical friend can be a useful support at this stage of the process.

**Things to avoid**
1) In the interests of objectivity, avoid excessive use of the first person in the text.

2) Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author’s words and reference the source accurately.

3) Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias or unsupported statements such as "Research has shown…, It is a well known fact that …, Everyone agrees that ….".
4) Avoid long and protracted sentences where the reader is likely to get confused and lose the main argument of the passage.

5) Avoid excessive use of technical jargon.

6) Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the appendices and the bibliography.

Referencing
The referencing conventions outlined in Appendix 4 should be used in respect of all M.Ed. work from 11/12 on.

It is important that whenever you use the ideas of other writers, or quote directly from their works, that you acknowledge them in the text and in a list of references at the end. As others who read your work may wish to follow up on a particular author it is important that references are complete and accurate. Failure to acknowledge sources may be regarded as plagiarism. The University has established regulations in relation to plagiarism (section G of the University Calendar and section 7.13 above). It is important to understand what constitutes plagiarism as it is the action and not the intention that constitutes this offence.
APPENDIX 3 Assignment Report Form

University of Dublin
Trinity College
Assignment Report Form for M.Ed. Modules

1. Name: [ ]
2. Module Title [ ]
3. Assignment Title: [ ]
4. Date of Submission: [ ]
5. Length (adequate/inadequate): [ ]
6. Presentation (excellent/satisfactory/few errors/many errors): [ ]

7. Structure/Organisation: [ ]

8. Content: [ ]

9. Analysis (descriptive/critical): [ ]

10. Support (evidence of independent reading, especially journal papers): [ ]

11. Illustration/incorporation of examples related to practice: [ ]

12. Areas for improvement [ ]

Provisional grade: (SUBJECT TO THE AGREEMENT OF THE COURT OF EXAMINERS)

Distinction [ ] Pass [ ] Fail [ ]

Signed: .................................................. Date: ..............................
APPENDIX 4 Referencing

Introduction
In light of the increase in use of citation and referencing software such as EndNote or RefWorks, the School of Education has amended its citation and referencing conventions to accommodate the use of such software. The conventions adopted are those of the American Psychological Association (APA) and when using EndNote or other citation software, you should format all entries as “APA 6th”. The following indicates how cited work should be included in both the text of your thesis and the list of references at the end whether using software or not.

[The School of Education acknowledges the contribution of the State University of Sacramento in the preparation of this document]

IN TEXT
Throughout the body of your paper, note the author and date of research that you mention.

**Author and Date Cited in Text** (no parenthetical citation necessary)
In a 1989 article, Gould explores some of Darwin's most effective metaphors.

**Author Not Cited in Text**
As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 1989).

**Author Cited in Text**
Gould (1989) attributes Darwin's success to his gift for making the appropriate metaphor.

**Direct Quotation with Name of Author**
Gould (1989) explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological–and to illustrate both success and failure in the history of life" (p. 14).

**Direct Quotation without Name of Author**
Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould, 1989, p. 14).

For each of the samples above the correct "References" APA style format would be:

**Quoting references that cite other works**
To cite secondary sources, refer to both sources in the text, but include in the References list only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase a sentence from Bandura (1989) within that book:
In this case, your in-text citation would be: Bandura (Bandura, 1989, as cited in Feist, 1998) defined self-efficacy as "people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175).

Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed.

LIST OF REFERENCES

Begin your list of references on a new page, headed with the word “References” centred at the top.

Use “Reference” if there is only one.

Alphabetize the list by author’s last name. If there is no author given, start with the first significant word in the title.

For article titles, capitalize only the first word of the title and subtitle, and proper names.

Periodical titles should be written in full with both capital and lower case letters.

References are to be in a hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented (In Microsoft Office: Word 2007, choose Line spacing> Line spacing options> Indentation> Special> Hanging). Double space the entire list.

PRINT SOURCES: JOURNAL ARTICLES


One Author

Two to Seven Authors

Eight or More Authors
Note: Include all authors up to and including seven. For eight or more, include the first six, then an ellipsis, followed by the last author’s name.


Magazine Article

Review of a Book

Daily Newspaper Article, No Author
**Note:** Use *p* or **pp** before page number. If the article had more than one page but not continuous then the citation would be "**pp. A12, A14.**"


**Letter to the Editor, Newspaper Article**

**Entire Issue of a Journal**

**PRINT SOURCE: BOOKS AND REPORTS**
Format: Author, A.A. (year). Title of work. Location: Publisher.

**Book**

**A Book by More than One Author**

**Edited Book**

**Corporate Author as Publisher**

**Anonymous Author**

**Chapter in a Book**

**ERIC Document**

**Government Report**

**ELECTRONIC (BROADCAST, ONLINE and WEB SITES)**
Many scholarly publishers have been assigning unique identifiers to each published article. The **DOI (Digital Object Identifier)** is an alpha-numeric code registered to each scholarly article in order to assign a persistent link to the article. **The DOI has replaced the database name and URL in the list of references.** Because the link is to the final version, do not include a retrieval date. Since DOI numbers are complex, copy and paste DOI into the reference. APA recommends that the DOI be included for print and online citations. Citing electronic sources is similar to citing print sources; citations direct readers to the source or as close as possible.


**Full-Text Article with DOI assigned**


**Full-Text Articles without a DOI**
If no DOI has been assigned, provide the home page URL of the journal, book or report publisher. If you are accessing through a database, you may need to do a web search to locate the URL. It is not necessary to include the name of the database. There is no full-stop at the end of a reference citation ending with a URL.


**Online Newspaper Article**

**Research or Technical Report from a Web Site**

**Article from Web Site or E-journal**

**Webpage**

Note: Use (n.d.) if no date is given.

**Television Broadcast**

**Electronic Book from Web Site**

**Electronic Book from Database**
Wiki

http://psychology.wikia.com/wiki/Psychometric_assessment

Data set

http://pewhispanic.org/datasets/

Blog post


Audio podcast
APPENDIX 5 Writing the M.Ed. Dissertation

Some guidance on writing the M.Ed. Dissertation
Even though most of the students on the programme will be experienced writers either from previous academic study or their professional work, it is nonetheless useful to briefly outline some of the normal requirements of writing and presenting a dissertation. Similar to the writing of the module assignments, the underpinning rationale of ‘how’ to write is very much the same, though in the case of the dissertation, it is developed over a much longer timeframe and word count. The development of your own academic ‘voice’ is something the programme will ardently encourage: however it is important to be cognizant of the way in which such voices are structured. It is essential to be aware that the most frequent way in which you will communicate to others on the programme will be in a written form. This suggests that you need to be alert to what kind of writing is required, for example, a traditional essay, a report, a proposal and so on. As such the context and purpose of the writing will have a strong influence on how you write as well as what you write. Clarity, fluidity as well as having something interesting to say comes after much practice and much reflection on the process. Many successful writers in academia have spent a long time developing this skill. For many academics, good writing, like playing a musical instrument, does not come easily but has to be worked at. One of the purposes of the M.Ed. module courses is to be able to give students the critical space and time in which to develop as academic writers.

Organisation of the M.Ed. Dissertation
A piece of writing which otherwise demonstrates good ideas, clarity, argumentation and so forth can be completely undermined by poor organisation. In this context organisation refers to the overall structure of the piece and how you as the writer guide your reader through the text from one section to another or even one idea to another. The use of sub-headings is one such device, but they can be rendered meaningless or less effective if they are not accompanied by some text which provides the reader with an explanation as to what function this part of the piece is for. Putting aside arguments, post-modern notions and ‘readerly’ and ‘writerly’ texts, the reader is generally not in a position to second guess what it is you are up to. Writing a good quality piece of academic text is like solving a maths exam question: that is, it’s all very well to get the answer, but what is really needed is for the student to show her ‘working’. The simile is equally relevant to writing an academic paper, in that it needs to demonstrate an explicit chain of reasoning as to why and how you are moving from one segment to another. In other words they will not know unless you tell them. When you read other work, published papers, reports and the like, appraise them not only in terms of content but also in the organisation of the content. A well organised piece should almost appear paradoxically not to have any structure as it enables you move through it almost seamlessly.

In terms of the textual layout of the dissertation, it tends to (but it does not always have to) follow a fairly traditional pattern. For most students this works well, but if you have any doubts as to its applicability to your own work, then please consult your supervisor. The pattern is:

Declaration
Acknowledgements
Summary
List of contents
Early chapters – usually deals with the literature and background context to the study as well as setting out the research questions/ issues/problems
Middle chapter(s) – sets out the methodological stance of the study and critical description of how it was undertaken
Later chapters - these will deal with the analysis of the data and what you have found; a discussion which should include a conclusion and where appropriate recommendations (for example, policy, practice, future research). It is useful to include a reflection on the process of undertaking the study for example, if I had to do it again what would I do differently? What problems did I encounter?)

Bibliography

Appendices (where applicable)

Issues around how many chapters and how long they need to be is usually dealt with between the student and supervisor and is of course contingent upon the domain of study.

Chain(s) of reasoning
Linked to the notion of organisation is the *minutiae* of how you link ideas, concepts, other people’s positions (as well as your own), and so on. An academic piece of writing is not a random collection of ‘bits’ nor an exercise in the ‘stream of unconsciousness’, but a coherent and tightly reasoned set of relationships; this becomes even more essential in a piece of writing between 20-25k words long. In other words think very carefully (and critically) about how ‘things’ are connected. What are the logical steps that allow you to link together these ‘things’? Again, you might very well have a good understanding as to how for example, ‘inclusion’ contributes to more ‘diverse forms of teaching and learning’ in primary schools, but you cannot simply juxtapose these two (or more) ideas, phenomena, occurrence or whatever you are discussing, without explaining how this might be so. Again, never presume that your reader will a) be able to join the logical ‘dots’, and b) if they do, there is a very good chance it might not be the connection you are trying to make. A good argument, even if your reader may not agree with it, is about being explicit. Never worry about treating your readers as if they are a ‘low attainer’ by specifying everything, it is when this does not happen that people become concerned. Remember that the function of the dissertation (as with most other forms of academic writing), is to be explicit about what you mean, unless, that is, you are engaged in some form of ‘experimental’ ethnography or action research.

Arguments
Also linked to the above is the notion of logic, and of ‘argument’. Quality academic writing should not only exhibit organisation and logic but also clarity of argument. Argument in this context is not some omni-directional and uninformed ‘rant’ but a process of taking into account other voices and positions when constructing your own case. Building a coherent argument involves thinking critically about what other people are saying and how their voices can be used within your writing. What you should not do is only draw on those who support your position. Whilst it is important to find or use those who you agree with, it is equally important to use the work of those whom you do not agree with. This is about two key issues in terms of your scholarly work 1). your writing is informed, and 2). you are aware of, acknowledge and actively use a wide range of ideas and sources. As an important adjunct to this, academic writing should exhibit a good knowledge of the area you are writing about. It should be evident in your writing that you have read widely and critically thought about what you have encountered. It is essential that you avoid the ‘shopping list’ approach to presenting what you have read. Merely offering your reader a critically undigested roll call of the great and the not so great, will not in any way help to build your argument. Also and highly important is to remember to include yourself in this process. Do not presume that academic writing is really nothing more than the making of a ‘critical inventory’; you also need to draw on your own professional experience and reflections. This can work well if you link it into theories and concepts that are part of the assignment. Again, and it seems tediously obvious, but 1). Make sure your inputs are relevant to what you are discussing in the dissertation, and 2) do not saturate your writing with them. This is a difficult thing to attain in academic writing and can take years of practice, so do not be too disappointed if you do not get it right immediately. This is also true to say of the majority of writers in academia.
APPENDIX 6 Thesis Submission Guidelines

University of Dublin, Trinity College, Extract from the Calendar Part 3
Graduate Studies and Higher Degrees (2013/2014)

The submission of theses and dissertations

1.38 The submission of theses and dissertations

1.38.1 General. Candidates and Supervisors should note that these requirements are mandatory and they are asked to familiarise themselves with the information below. Theses must meet all the requirements set out below. Please note: from time to time the Dean of Graduate Studies may approve other formats on an individual basis.

1.38.2 Language. A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning (Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate), but may refer the matter to the Graduate Studies Committee if he/she deems it necessary.

1.38.3 Published Work. A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

1.38.4 Length. A thesis must be written concisely. Dissertations submitted in part-fulfilment of the requirements of a postgraduate taught course are limited to the length prescribed in the individual course regulations (see below in Sections 4 and 6). Normally a Ph.D. thesis should not exceed 100,000 words of text (exclusive of footnotes and bibliography) and an M.Litt. or M.Sc. (by research) thesis, 60,000 words of text (exclusive of footnotes and bibliography), and for scientific or technical subjects will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes.

1.38.5 Typescript and illustrations. The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound (not ringbound) and printed on one side of the page only. It is required
that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies). A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

1.38.6 Cover. A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

1.38.7 Title. The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

1.38.8 Declaration and online access:

a) The thesis must contain immediately after the title page the following declaration signed by the author:

*I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work. I agree to deposit this thesis in the University’s open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.*

b) In the case of a thesis for which the work has been carried out jointly; the declaration must have a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included.

c) Open access electronic theses are freely available over the World Wide Web for users to read, copy, download, and distribute subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. Withheld access will be implemented, as applicable, according to the terms detailed in 1.34.15.

d) A digital repository is an online, searchable, web-accessible database containing works of research deposited by scholars, the purpose of which is both increased access to scholarship and long-term preservation.

1.38.9 Summary. A succinct summary of the methods used and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

1.38.10 Acknowledgement: A formal statement of acknowledgements must be included in the thesis.

1.38.11 References: Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to
the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

1.38.12 Abstract: One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author’s full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.
APPENDIX 7 Postgraduate Supervision*

Best Practice Guidelines on Research Supervision for Academic Staff and Students

The Guidelines deal with supervision under a number of different headings such as Regulations, Academic Standards, General Relationship of Supervisor to Student and conclude with select Literature on this issue.

*Regulations:* the regulations governing a postgraduate student's progress through College are detailed in the University Calendar Part 2.

*Academic Standards:* The University does not issue detailed specific guidelines in this area. The University Calendar Part 2 contains general statements about the different standards that Masters and Doctoral theses are expected to meet.

*Relationship of Supervisor to Student:* The relationship of supervisor to supervisee is probably best thought of as one of mentorship or apprenticeship. Effective mentorship depends on a secure and trusting relationship between the partners. Supervisors must be accessible to the students for consultation, advice and assistance, and should meet the student on a regular basis during the academic year and reply to any written requests within a reasonable time. They should also give the students all possible assistance regarding access to the material, equipment and other resources essential to their research. Students have the right to appeal to the Graduate Studies Committee through the Dean of Graduate Studies if they feel that the regulations have been unfairly applied. Joint supervision is permitted, if prior approval has been obtained from the Dean of Graduate Studies. In all cases of joint supervision one supervisor will be the principal supervisor and that person should be in the department in which the student is registered. As the student is an apprentice she/he is reliant on the supervisor's experience. The supervisor will therefore advise the student whether s/he has reached the appropriate academic standard for submission or transfer. Balanced against this is the fact that, in Trinity College, students are ultimately responsible for their own work, and its formal submission to the University. Given the potential academic closeness of the student/supervisor relationship, it is clearly inappropriate for the supervisor to act as the internal examiner.

Regulations pertaining to the procedure for examination of a research candidate are outlined in the Calendar Part 2 Section 2. The format and conduct of any *viva voce* examination is a School matter. The Director of Teaching and Learning (Postgraduate) in the School is responsible for nominating the examiners to the Dean of Graduate Studies, setting the date of and the composition of the group of persons attending the *viva voce.* Following the Irish Universities Quality Board recommendations, it is best practice to have a neutral third party chair in all *viva voce* examinations. The internal examiner is a point of contact for the external examiner to do with all issues of the *viva voce* examination and has an overall responsibility for organising it. The University does not allow unofficial submissions to take place.

With regard to specific aspects of the supervisor to student relationship four issues need to be commented on.

1) Supervision of research
Supervisors have responsibility for guiding their students in a choice of research topic. It is therefore necessary for the supervisor to know the background to the topic in sufficient depth to have a clear view as to the project's feasibility. This is especially vital as students may have unrealistic views of what is needed to successfully complete a piece of research and can be easily side-tracked. Equally some students are too readily canalised to realise when a side-track is more interesting than the main-line they set out to follow. It is therefore vital that the supervisor is closely involved in drawing up the research plan and in following the progress of the research. Clearly the question of resources and their provision is of relevance. Students have the reasonable expectation that their supervisor is not going to point them towards a topic that cannot be developed due to there being insufficient resources, or because the resources are unavailable. It is also vital that the supervisor is aware of the experience and competency the student brings with them and the fit that has to the research project/topic. Monitoring of the student's progress is also vital. In the formal, non-academic, sense this involves knowing the regulations of the School and those of the University (when is the submission date, what happens if the student overruns or appeals?) Monitoring also involves commenting, constructively and promptly, on a student's oral and written work. Failure to do so should be regarded as unprofessional behaviour and can lead to serious problems and a rapid deterioration in the student/supervisor relationship at a critical time. Critiquing any person's work is difficult. Even constructive criticism can sometimes be misinterpreted as disinterest. For example one might try to encourage a weak student by restricting comment to the positive aspects of a piece of work leaving the impression that the remaining parts, which might be substantial, and which are less worthy, were unread. It is good practice to alert students to what they may expect from their supervisor by way of a critique of their work. Some supervisors have a policy of only reading their student's work once; others are happy to read it more often. Though it is the student and not the supervisor who is responsible for producing and writing their thesis/dissertation nevertheless some students may rightly seek a second reading of their work, notably those whose first language is not English. All research students and their supervisors complete annual progress report which is an essential element in monitoring the progress of a research student and often highlighting unexpected problems which can then be addressed.

One of the most critical processes in terms of progress is that of transfer of a student from the Masters to the Ph.D. register. Though the procedures vary for good reason from School to School, there is now a rigorous system of student assessment in place described in the Calendar, Part 2, Section 2. Supervisors must know and understand the procedure which operates within their School and within College at large. Supervisors must also be aware of the regulations and guidelines relating to thesis submission.

2) Student training and development
At all levels of academic inquiry, it is important that supervisors (and students) realise that a thesis forms part of a training process. Supervisors have the responsibility of trying to steer students between the Scylla of adequate training, presentation and depth of scholarship and the Charybdis of over emphasis on any or all of these areas. Supervisors must ensure that they are aware of precisely what their student is doing, are sanguine that it is being undertaken safely and competently, and that the student's actions are in full concord with any relevant regulations, laws or ordinances, in particular, the Freedom of Information Act. A key, but often ignored question is if the student is safe to be let out into the working environment. Supervisors should also be aware that they are one of the most vital links in the development of a research student and of his/her educational profile. The development of a research student often depends on an array of stimuli ranging from undertaking didactic elements, through involvement in teaching and
interaction with their peers. As part of the training process, supervisors may therefore wish their students to attend some formal instruction and to take part in some form of undergraduate teaching. Both are legitimate aspirations; however whilst the former may be made mandatory; the latter is usually optional. One of the most notable deficiencies of students in general terms is, even in science, a lack of numeracy and knowledge of how to plan and design research. This applies both to qualitative and quantitative research methodologies. The College offers formal programmes in some of these areas. Supervisors should encourage their research students to attend relevant taught courses and to set up such taught courses themselves where there is an obvious need. There is no reason at all not to introduce taught elements into research degrees, though this may cause strains of various types in some areas.

3) Monitoring student welfare
This is an important area of supervision which however, on occasion, may become somewhat problematic as it is dependent on strong yet open communication by both student and supervisor. As a starting point it is clear that supervisors must be aware of their student’s rights and inform them appropriately. Supervisors should also attempt to identify any areas of concern for their students which may affect their performance. Naturally such problems may not necessarily be grounded in the academic arena and so, to some extent, supervisors have to perform a delicate balancing act avoiding unwanted intrusion but demonstrating legitimate interest. Supervisors must be aware of their own personal limitations. For example in the case of a student having severe emotional or personal difficulties supervisors must not take over the role of professional counsellors but should be able to suggest appropriate resources to the student. The College is fortunate in having quite a good student support structure (e.g. student counselling service, health service etc) and supervisors have a responsibility to be aware of the existence of these bodies in College. The Graduate Students’ Union offers free and confidential advice, advocacy and assistance (extension 1169 or 1006, email: president@gsu.tcd.ie or vicepresident@gsu.tcd.ie).

4) Supervisory competence
Supervisors have a multifaceted role in terms of competence and attention should be drawn in particular to five basic skills. Time management is important to ensure that the supervisor’s students always feel that the supervisor wants to see them and not that they are a waste of the supervisor’s time or an unwelcome intrusion. Indeed it is vital that students feel that their requests to see the supervisor will be honoured. Equally it is important to make sure that students are aware that the supervisor has other tasks than to chat to them and that the supervisor is not a mind reader. It is necessary therefore to ensure that meetings with students are focused, and that they are enticed to clear exposition in order to enable the supervisor to understand what they need to know. Second, it must be clear to the student that the supervisor can help them academically. Students are attempting to do what the supervisor has already done i.e., is to develop their information management and data-management skills, whilst also developing their intellectual repertoire. Obviously supervisors must be academically competent in supervising their students’ theses and should not undertake to supervise well outside their own area of competence. Thirdly, many students find it difficult to stick to any sort of timetable. The project or problem under study must be defined with sufficient clarity for the supervisor and student to be able to see how the quality of their work relates to previous, successful, submissions. As the student has little or no experience in this regard it is up to the supervisor to assess whether the student has reached, or is capable of reaching, the appropriate academic standard (Masters, Doctoral). In this regard the process of academic transfer from the Masters to the Ph.D. registers is all-important and should, as previously stated, be rigorous. Such transfers
offer the formal opportunity of making clear to your student their successes and failings. The annual progress report forms, which research students and their supervisors must fill in, serve a similar purpose.

Fourthly, it must be clear to the student who is in charge and to whom they should turn in the event of a problem. In the case of joint supervision, who is the principal supervisor must be agreed between the supervisors and approved by the Dean of Graduate Studies a priori not a posteriori. In a more general context it is vital that supervisors realise that students usually perceive themselves to be at the power-receiving end of the supervisor-student relationship. This can lead to over-reliance on the supervisor and an inhibition of communication. It is vital to acknowledge that this difficulty exists and try to overcome it. Students must be forced to take the initiative. While it is the supervisor’s prerogative to say if a thesis/dissertation is suitable for submission it is the student’s responsibility to take the decision as to whether to submit it or not. None of the above advice is of any practical use if the supervisor (or student) has poor communication and/or interpersonal skills. It is vital that supervisors talk to their students not only about the progress of their research but also about the process of their research - inhibition or problems of process inhibit progress. Though challenging, supervising is one of the most satisfying, though occasionally frustrating, elements of an academic’s role in College.

**Literature**

There are a number of books published on the topic of supervision with the four best references to recommend (all available in the Trinity Library).


This document was written by Prof. John Parnell, Dean of Graduate Studies (1997-2001). Updated March 2006 by Prof. Patrick J. Prendergast, Dean of Graduate Studies. Endorsed by the Graduate Students’ Union, March 2006. Noted and approved by the Graduate Studies Committee 30 March 2006.

*These Guidelines are also intended for supervisors of postgraduate students who work on dissertations on taught programmes.*
APPENDIX 8 Guidelines on Ethical Research Practice for Students

1.1 Introduction
Good research is not just about the quality or even the quantity of data that you gather, but also the way in which you undertake your work. As such these guidelines are intended to support you through this aspect of the research process and draw your attention to how you as a researcher, should interact with those who are participating in your study. The main point to note is that they are not meant to be prescriptive, as it is not possible to specify in detail what you should do in any given circumstance. In this sense, these guidelines should be used as a set of reference points to consider in discussion with your supervisor, during both the design and implementation stages of your study. Where appropriate, you should also be fully conversant with any ethical guidelines which are specific to your own discipline, for example, psychology, sociology, and so on.

In order to keep these guidelines as simple and clear as possible they are divided into two main sections. The first section ‘responsibilities and relationships with your participants’ offers guidance on how you should conduct your interactions with those who are participating in your study. The second section ‘ensuring anonymity and confidentiality’, is concerned with guidance on the kind of assurances you offer your participants with regards to the information they impart to you, and the uses to which it may be put.

1.2 Responsibilities and relationships with your participants
It is important to be aware that as a researcher you are engaging in a social relationship with your participants whether they be individuals (such as teachers, lecturers, parents, children, young adults, school or college governors, ancillary and support staff), social groups or entities (such as schools, colleges, social service departments). As such these guidelines are intended to help you navigate this part of the research process.

Research should be based on informed consent. That is, the information given by your participants should be done so freely on the basis that they know and understand

1). the purpose of your research
2). who is undertaking it
3). why it is being undertaken, and
4). who is sponsoring it – if relevant.

Your participants should be given anonymity. This requires you to ensure that any disclosure of your data or subsequent analysis does not refer directly to the participants in your study. You should inform your participants that they are able to reject the use of data-gathering devices, for example, tape recorders.

If you are conducting field work, do not assume that once you have negotiated access and consent to work in a particular setting(s), that this will be automatically granted each time you enter the setting(s). Treat this part of your work as ongoing and be prepared to re-negotiate access at various junctures. This line of reasoning should be followed whether you are conducting research in your own workplace or a setting where you are already perceived as a member, or in sites that are new to you.
All research is a mode of intervention into the lives of those who are being studied. Some participants may welcome such interest and others may not. It is important that you respect the wishes of those who do not want to participate in your study, as not everyone will see such a process as a positive experience. Also, it is important not to give the impression to your participants that your research may provide immediate answers or solutions to problems that you are investigating.

If you plan to or anticipate that your research will be placed in the public domain for example, through publications, conferences, seminars etc., you should inform your participants of this, along with the guarantees of anonymity. Considerable care should be exercised when working with those participants who may be seen to be vulnerable due to such factors as their age, status within an institution or organisation, and powerless. In addition, researchers must avoid exploiting disadvantaged individuals or groups for their own academic/professional advantage. Where possible and/or appropriate, it is desirable that research in whatever context (home/international/development) should be collaborative, involving local participants.

You must be careful not to intrude on the personal space of your participants or their relationships with others who may or may not be directly involved in your study.

As with access, informed consent should not be taken for granted, but subject to re-negotiation at various junctures during your study. This is especially important when seeking to obtain sensitive information. Do not assume that once a participant has agreed to be part of your study (i.e. given their consent) that this means that they will be willing to divulge any information that you ask for. This should equally hold when working within institutions. If access has been gained via a gatekeeper, then do not presume that all people within the organisation are willing participants by proxy. Each time you approach someone new for information in any form (interview, observations, documents etc), you must obtain their consent.

In the case of any transcripts that you make, you should always seriously consider showing and/or sharing this information with your participants as a way of ensuring accuracy.

It is essential that you do not engage in any activities or act in any way which may have negative consequences for your participants or their relationship with others who may not be directly involved in your study.

It is important for the researcher to be sensitive to and to respect conventions/ cultural constraints when carrying out research in a cultural context with which he/she is not familiar or of which he/she is not a member. Consultation with a member or members of the cultural community regarding instruments and procedures is highly desirable before research commences, so that potential offence can be avoided.

The presentation of research findings should respect the sensitivities of the community in the context in which the research has been undertaken. Care must be taken not to humiliate or embarrass members of the community where research has been undertaken.

1.3 Ensuring anonymity and confidentiality
At the outset of your research you should offer where appropriate, guarantees of confidentiality (i.e. non-disclosure of proffered information to others) and anonymity (i.e. information cannot be traced back to individuals or specific organisations). If you are conducting 'one-off' interviews or observations, this must be made clear at the beginning of each encounter or session. This
guarantee should also be given when asking for forms of documentation that are not already available within the public domain, for example, pupil records. In situations where you may intend to use part or even all of your data set (for example, direct quotations, images etc.), it is vital that you communicate this to your participants.

As a researcher you should respect the privacy and anonymity of your participants. What this means is that personal information and disclosures should be kept confidential. If needs be, you may, depending on the situation choose not to record such information. The identities and any related research records (for example, interview transcripts, interviews tapes, video tapes, observation notes etc.) should be kept confidential. You should always store your data in a secure manner. If practicable always try and break the link between the data and identifiable individuals. For example, use codes, pseudonyms and other forms of identifiers instead of your participants’ names, places of work and so on. Where you are using a mixture of information which is in the public domain and that which has been obtained by informed consent which concerns the same organisation, you must also ensure that there is no traceable link. In this situation it is best to remove from the public documents any identifiers which could be associated or linked to your participants.

Try and honour your guarantees of confidentiality and anonymity. If you need to or have to share data with others (for example, your supervisor), it is important that you inform such people of the guarantees you have given and that they too, should abide by them.

As a researcher, you should avoid any actions or modes of behaviour which may produce consequences, thereby making it difficult for other researchers who may follow you.

When placing your data or the findings derived from your research into the public domain you must remove any identifier which could be traced back to the participants in your study, for example, names, specific locations etc.

You should be familiar with the requirements of the 1998 Data Protection Act.
Appendix 9
Research Ethics Approval for all Students and Supervisors
(2014/2015)

The School of Education is the site of a large number of research projects carried out by staff and students and is aware of the responsibilities and duties that such work involves. The School is committed to the conduct of high-quality research that is guided by the latest understandings of research ethics and their place in all research design.

Trinity College Dublin requires that all research carried out by students and staff of the School of Education requires ethical approval.

Please note that it is the responsibility of students to download the ethics approval form from the website and to work with and obtain sign-off from supervisors.

Students and staff submit their applications for ethical approval to the Research Administrator, using the procedure and forms which are available on the research ethics page of the School website: http://www.tcd.ie/Education/ethics/
APPENDIX 10 Inclusive Curriculum in Trinity College

![Trinity Inclusive Curriculum]

Trinity Inclusive Curriculum
Room 3.06, 3-4 Foster Place
Telephone +353 (0) 87 9201209 / (01)8963666
Facsimile +353 (0) 1 896 3672
E-mail: include@tcd.ie

1.1 What is Inclusive Curriculum?
Students enter Trinity from many diverse backgrounds. Over recent years there has been a great increase in the number of mature students, students with disabilities, students from lower socio-economic backgrounds and international students studying in Trinity, and Trinity has a commitment to support this increasingly diverse student population. This can be achieved through inclusive curriculum. The central principle of Inclusive Curriculum is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body. All students can benefit from academic staff being aware of the diversity of the student body and adapting their teaching accordingly.

Inclusive curriculum involves:
- flexible modes of representation: disseminating information and ideas via diverse mediums;
- flexible modes of engagement, using varied teaching methods to take account of the diversity of learning styles and learning preferences;
- flexible modes of expression, providing students with alternative assessment modes to demonstrate what they know.

1.2 Quick tips towards an Inclusive Curriculum
Some basic tips for inclusive visuals:

Use a sans serif font, like Arial, Verdana, Helvetica and Trebuchet MS. Serifs are decorative embellishments added to letters that lessen the clarity of text.

AaBbCc E E

Use at least size 12 on handouts
Have line spacing of 1.5.
Use bold print for emphasis. Italic and underlining are harder to read.
Be left justified to give text a shape and avoid the river effect.
AVOID BLOCK CAPITALS AS THEY ROB TEXT OF A SHAPE.
Use short paragraphs and allow for plenty of free space on handouts for ease of reading and for the reader to add comments and notes.
Avoid black text on bleached white paper as it can cause glare. Aim instead for unbleached paper, or lightly coloured paper (e.g. yellow, lilac).
Have a good colour contrast. Remember that, depending on colour perception, what seems readable to one person may be unreadable to another.
Have a plain background. Watermarks and background images can make documents illegible.
Have a simple layout – if there are columns, they should be well spaced, preferably with a line separating them.

1.3 Rationale

Example A
Example A is Times New Roman, size ten, with single spacing. Example B is Arial, size twelve with 1.5 spacing. As you can see, smaller font sizes, single spacing and serif fonts are harder to read. Additionally, it is easier to keep one’s place on a page with left aligned text, as in example B, as left alignment gives the body of the text a specific shape. Example A, which is justified, has no natural shape. Furthermore, bold print stands out, and does not distort the shape of text as italics and underlining do. FINALLY, BLOCK CAPITALS CAN BE DIFFICULT TO FOLLOW AS BLOCK CAPITALS REMOVE THE NATURAL SHAPE OF WORDS, TURNING THEM INTO BLOCKS. Clear layout allows one to focus on the content of visual materials rather than the format.

Example B
Example A is Times New Roman, size ten, with single spacing. Example B is Arial, size twelve with 1.5 spacing. As you can see, smaller font sizes, single spacing and serif fonts are harder to read. Additionally, it is easier to keep one’s place on a page with left aligned text, as in example B, as left alignment gives the body of the text a specific shape. Example A, which is justified, has no natural shape. Furthermore, bold print stands out, and does not distort the shape of text as italics and underlining do. Finally, block capitals can be difficult to follow as block capitals remove the natural shape of words, turning them into blocks. Clear layout allows one to focus on the content of visual materials rather than the format.

1.4 Five principles of Inclusive Curriculum

Flexibility and variety in teaching methods
Flexibility and variety in assessment methods
Flexibility and variety in teaching materials
Programme requirements that are accessible and available on time to allow optimal preparation
Course materials that are accessible and available on time to allow optimal participation

1.5 Inclusive considerations in post-graduate supervision

Research supervision presents substantial challenges and opportunities for both students and supervisors. For many research students, their relationship with their supervisor will be the most significant relationship they experience as students of Trinity College.

An inclusive supervisor will be aware of, and responsive to, differences arising from diverse social and cultural backgrounds, and is willing to adapt his/her supervisory style in response to student needs. These differences may be displayed in:
S/he is prepared to investigate alternative means of conducting research where the norm creates a barrier.
The effective supervisor is always aware of the student as a holistic individual. S/he is aware that the student has outside responsibilities.

1.6 Tips for inclusive supervision
Gain an understanding of the student’s background at the beginning of the supervisory relationship, paying particular attention to any potential barriers to the research experience. Take into account the student’s:

- cultural, social and professional background,
- expectations and aspirations,
- competency at written and oral English,
- learning style,
- personal and financial situation.

Establish clear expectations early. It is helpful for the student to know what is expected of them from the beginning.

- Explain clearly the academic expectations regarding written work, noting what referencing style is to be used and discussing what is meant by plagiarism.
- Discuss research resources, assessing the student’s level of research skills. Discuss methods to improve these skills if needed.
- Establish a timetable of meetings from the beginning, agree on a work tempo.
- Ensure that there is clarity on the role of the supervisor.
- Be aware that your students may have culturally different understandings of the nature of knowledge and learning. Discuss any differences and clarify what is expected of students in Trinity (e.g. for some students it may seem disrespectful to openly disagree with a supervisor).

Appreciate the challenges facing the new student:

- New students may experience culture shock (particularly, but not solely, international students). Be alert and responsive to this.
- Be respectful both verbally and non-verbally. Do not ‘talk down’ to students.
- Be aware of student support services on campus, and ensure your students are aware of them also.

Establish appropriate modes of address. Discuss with your student what form of address they prefer. Be aware of cultural differences (e.g. some students may feel very uncomfortable using informal modes of address).
Be aware of the academic environment you create for your research students. Be respectful of the student. Be aware that misunderstandings can arise due to differing background assumptions and experiences. Be open and honest about any miscommunications. Encourage peer support amongst research students. Note differing students engage in research for differing reasons (to embark on a research career, from interest etc.). Be respectful of your students’ values.

1.7 **Be positive of diversity**
Be aware of any tendencies to stereotype students from different backgrounds, either positively or negatively. View and utilise diverse perspectives and experiences as a resource. Be open to what those from other backgrounds can teach you. Note that all students carry their own unique perspectives, values and experiences. Be aware of different learning styles, and open to amendment when your preferred supervisory style does not suit your student.

Recognise that some students may find the English language, or indeed academic English, a particular challenge. This can lead to extra stress and a need for extra effort by the student. Be aware of resources to help such students. Be aware and responsive to students’ frustrations at not being able to express themselves as they would wish in English. Be aware that students who speak English as a second language may be reluctant to engage in verbal debate.
APPENDIX 11 Student Module Review Form

STUDENT MODULE REVIEW FORM

Title of course: .....................................................................................................................................................

Module code: ...........................................................................................................................................................

Lecturer(s): ...............................................................................................................................................................

Please rate your experience of the module in relation to each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lecturer(s) communicated the learning outcomes of this module to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was clear about the assessment requirements.</td>
<td></td>
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<tr>
<td>The workload was comparable with other modules of a similar size.</td>
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<tr>
<td>The lecturer(s) presented the material in an effective manner.</td>
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<tr>
<td>The teaching methods encouraged me to participate.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I found the content of this module intellectually challenging and stimulating.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>The reading list provided was helpful.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The main readings were available from the College library or in class.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>I received helpful feedback during this module.</td>
<td></td>
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</tr>
<tr>
<td>The venue provided a satisfactory teaching and learning environment.</td>
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</tr>
<tr>
<td>Overall, I am satisfied with the quality of my learning experience in this module.</td>
<td></td>
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</tr>
</tbody>
</table>

Additional comments relating to your learning experience.

Please list 3 things which you enjoyed about this module.

Please list 3 possible improvements which would enhance and further develop this module.

Please note any other comments or suggestions that you may have (continue overleaf if necessary).

Signature: ......................................................................................... (Optional)  Date: ......................

Thank you for your feedback.
APPENDIX 12 Library Resources

The Library will be an important factor in students’ success and enjoyment at Trinity College and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through its web pages. It aims to provide high quality facilities and continuing support to students and postgraduates, and this range of services is based on close liaison with students’ representatives and academic staff. It should be noted that the School of Education has a dedicated librarian, Ms. Geraldine Fitzgerald, who can be contacted at: fitzgey@tcd.ie and 00-3531-896 3322 for information and advice.

One of the things which we would strongly encourage you to become familiar with is the very extensive array of materials (journals, database, web portals etc) which are held electronically by the library (http://www.tcd.ie/Library/). There are a very large number of journals from which you can directly download the articles in text or pdf formats. It should be noted that whilst the library has a large stock of journals, not all of them are on the shelves and have to be ordered from the ‘stacks’ which can take about a day to be delivered.

As one of the great university libraries of the world, the College Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first (Michaelmas) term. These are designed to provide basic induction to the library and to focus on the information needs of different groups of students.

The buildings
Students should soon become familiar with the physical layout of the Library’s buildings, on and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Berkeley/Lecky/Ussher complex (referred to as “The BLU”) provides access to collections and services to Arts (Humanities), Arts (Letters) and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition and Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduates. Off-campus, the Stearne Medical Library on the St James’s Hospital Teaching Centre delivers services to health science students on clinical attachment and students working at Tallaght Hospital may use the AMiNCH Hospital Library.

The collections
Our status as a Legal Deposit Library means that we acquire well over 100,000 print items each year. About 25% of our collections are available in open collections in the reading rooms; the rest are available promptly through the Book stacks service. The Library’s resources range from over 30,000 electronic periodicals and databases to textbooks, literary papers, manuscripts, maps and microfilm. We have a stock of over 4.5m items. Your first point of access to many of these resources is the Library’s web page at http://www.tcd.ie/Library/.

Ask for help!
The Library’s staff members are keen to help in advising on use of the services so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and we have regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

Admission
Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Berkeley Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements.

Opening hours*

<table>
<thead>
<tr>
<th>Library</th>
<th>Subjects</th>
<th>Term Monday to Friday</th>
<th>Term Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Ussher</td>
<td>Arts, Humanities, Social Science</td>
<td>09.00 – 22.00</td>
<td>09.30 -16.00</td>
</tr>
<tr>
<td>Hamilton Library</td>
<td>Science, Engineering &amp; Computer Science</td>
<td>09.00 – 22.00</td>
<td>09.30 -16.00</td>
</tr>
<tr>
<td>Early Printed Books</td>
<td>Early Printed Books</td>
<td>10.00 – 22.00</td>
<td>09.30 – 16.00</td>
</tr>
<tr>
<td>John Stearne Medical</td>
<td>Medicine &amp; Occupational Therapy</td>
<td>09.30 – 21.45</td>
<td>09.30 – 13.00</td>
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<td>Fri</td>
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<tr>
<td>Manuscripts</td>
<td>Manuscripts</td>
<td>10.00 – 17.00</td>
<td>10.00 – 13.00</td>
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<td></td>
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<td><strong>Summer Vacation</strong></td>
<td><strong>Summer Vacation</strong></td>
</tr>
<tr>
<td>Berkeley/Lecky/Ussher</td>
<td>Arts, Humanities, Social Science</td>
<td>09.30 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>Hamilton Library</td>
<td>Science, Engineering &amp; Computer Science</td>
<td>09.30 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>Early Printed Books</td>
<td>Early Printed Books</td>
<td>10.00 – 17.00</td>
<td>09.30 – 13.00</td>
</tr>
<tr>
<td>John Stearne Medical</td>
<td>Medicine &amp; Occupational Therapy</td>
<td>09.30 – 17.00</td>
<td>Closed</td>
</tr>
<tr>
<td>Manuscripts</td>
<td>Manuscripts</td>
<td>10.00 – 17.00</td>
<td>10.00 – 13.00</td>
</tr>
</tbody>
</table>

*Additional opening times and alterations are given on the Library’s web site and on reading room notices.

Catalogues
The Library’s catalogues record what we have and where items are located. The different catalogues cover different periods of the Library’s past. The catalogue record will give you the shelf mark of material which acts like the item’s address within the Library.

*Online catalogues (In all reading rooms and on web)*
Includes almost 90% of the Library’s collections; all periodicals; a very large proportion of early printed material and all electronic items.

*Accessions catalogue (Ground Floor, Berkeley Library)*
Lists all items received 1873 to the 1960s –some overlap with the online catalogue - by author.

*Printed Catalogue (Ground Floor – Berkeley Library and Early Printed Books)*
Lists all items acquired up to 1872 - by author.

Location of collections
Open access = on the shelf in a reading room.
Closed access = held in storage.
The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. As a result, material on similar topics is shelved as close together as possible. The letters in the shelf mark are prefixes to help identify and locate material. Always check the Library catalogue to be sure of the location of any text.
You can send for material on closed access by filling out call slips which you will find at the reading room counters. Call slips are colour coded for delivery e.g. blue for the Berkeley/Lecky/Ussher, pink for the Hamilton. Items from Book stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30 p.m. and 5.30 p.m. An Automated Stack Request service is now also in operation.

**Borrowing**
A current Trinity College ID card is essential to borrow books. Research and Higher Degree Postgraduates may borrow up to 10 books for one month from the open shelves and closed access areas. This can include up to 4 books from the one week undergraduate lending collection if no other copies are available.

**Reserve collection**
The Reserve collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic staff often request that course material (lecture notes, journal articles etc.) be placed "In Reserve". The Reserve collection is generally kept behind or near the counter and can also be known as the Behind Counter or Counter Reserve collection.

**Inter library loans**
Forms for obtaining items not available in the Library are located in all reading rooms. The cost to students is 8 euro per item. For staff there is a minimum charge of 10 euro.

**Renewals and consulting your own record**
Renewals and reservations are possible through ‘myLibrary account’ on the library webpage. You can use this feature to renew your loans and make reservations.

**Carrels**
Study carrels for Masters and Doctorate students are available in the Berkeley, Lecky, Ussher and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made at the Admissions Counter in the Berkeley/Lecky/Ussher Library or at the Hamilton Library counter.

**Photocopying / Printing**
Card operated photocopiers and printers are located throughout the Library (see below) Cards cost €4.00 for 46 units (change is not given at counters). There is one colour photocopier on level 1 of the Ussher Library. There is a phone near most copiers with a number to ring with any operational difficulties.
You are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers.

Readers with disabilities
All services for students with disabilities, registered with the Disability Service, are co-ordinated through the Assistive Technology & Information Centre (ATIC) which is based in room 2054 in the Arts Building and is accessible through the Lecky Library and the Arts concourse. The Disability Service and ATIC can be contacted at 896 3111 or by email disability@tcd.ie. The Library provides Resource Rooms in several locations.

ATIC equipment

<table>
<thead>
<tr>
<th>Location</th>
<th>PCs</th>
<th>Scanners</th>
<th>Printers</th>
<th>TV / Video</th>
<th>VCR</th>
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</thead>
<tbody>
<tr>
<td>Berkeley/Lecky/Ussher (Multimedia area)</td>
<td></td>
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<td></td>
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<tr>
<td>Room 1</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Room 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Room 3</td>
<td>2</td>
<td>1</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Hamilton</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>John Stearne</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

The rooms are all wheelchair accessible and equipped with the latest assistive technology hardware and software. Refer to http://www.tcd.ie/disability/atic/ for further details.

Electronic resources
The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from the library webpage (http://www.tcd.ie/Library/) and the online catalogue. Access is also possible from College PAC rooms and home computers.

Information skills training
The Library runs a programme of training sessions at lunch times during the first (Michaelmas) term on how to get the best from the Library and its resources. Look out for details on notice boards and on the web.

Contacts and further information
Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library’s web site at: http://www.tcd.ie/Library/.

Some rules and regulations
Mobile phones must be switched off before you enter the Library.
No eating, drinking, talking loudly or personal stereos permitted.
Internet use within the Library is strictly for research. No e-mail or word processing is allowed.
Do not re-shelve books. Please leave them on the trolleys provided.
If you leave your seat for more than 15 minutes it may be taken by another reader.

The library regulations are for the benefit of all library users and future users.

Need help?
The Library’s staff members are keen to help in advising on use of the services so please ask if you are having and difficulty in using the Library.
STUDENT'S NAME:

DISSERTATION TITLE:

1. PRESENTATION (use of presentation conventions, referencing):

2. CLARITY OF EXPRESSION (style, flow, coherence):

3. LITERATURE REVIEW (theoretical background to research, critical analysis):
4. METHODS & METHODOLOGY (clarity of research focus and rationale, suitability and application of research methods and data collection):

5. ANALYSIS & DISCUSSION OF FINDINGS (critical analysis, interpretation of implications):

6. CONCLUSIONS (adequacy, relevance to practice, emerging from research undertaken):

7. SUMMARY OF STRENGTHS AND WEAKNESSES:
8. OVERALL RECOMMENDATION:

1) The dissertation is passed with Distinction

2) The dissertation is passed as it stands

3) The dissertation is passed subject to minor corrections being made

4) The dissertation is not of a sufficient standard to warrant the award of either 1), 2) or 3) and a *viva voce* examination should be held.

(Note: Following the *viva voce* examination one of the following recommendations will be made:
1) The dissertation should be referred back for revision, or 2) The dissertation should be failed. A student whose dissertation is referred back for revisions will be required to register for a full academic year and pay the associated full fee for that academic year)

EXAMINER: 

DATE: 

SECOND READER’S COMMENTS:

SECOND READER: 

DATE:
APPENDIX 14 M.Ed. Dissertation Progress Report Form

Part A of the following progress report form should be completed by the student and submitted to his/her supervisor on or before the end of January. The supervisor should complete Part B and discuss it with the student before submitting the signed and completed form to the M.Ed. office on or before the end of February.

Name of student:_____________________________________________________________

Student number:___________________________________________________________________________

Provisional title of thesis:____________________________________________________________________

____________________________________________________________________________________

Name of supervisor:________________________________________________________________________

PART A

1. Student’s self-assessment of work done since registration in September

This is to be submitted to the supervisor for comments and later transmission to the M.Ed. Programme Co-ordinator. Students should indicate the frequency of contact with their supervisor (cf. sections 8.3 and 8.4 of the M.Ed. Handbook) and progress made on their review of relevant literature, research design and data collection. Students should also mention problems or setbacks experienced, since these matters are important to the M.Ed. Programme Co-ordinator in monitoring progress. Please indicate future work to be conducted and an indicative time frame (continue on a separate sheet, if necessary).

____________________________________________________  __________________________________________
### Part B

2. Supervisor's comments

The substance of these comments should be discussed with your student. If he/she does not submit Part A, please complete and return Part B to the M.Ed. office by the due date.

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<tr>
<td>Supervisor's signature</td>
<td>Date</td>
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</table>

Has the student maintained regular contact with you this year as specified in section 8.3 of the M.Ed. Handbook (via face to face meetings, online tutorials, and/or email)?

- [ ] Yes
- [ ] No

Do you foresee any problems which might prevent submission of the dissertation on or before the deadline?

- [ ] Yes
- [ ] No

Have you discussed the substance of these comments with the student?

- [ ] Yes
- [ ] No

If no, please indicate why?

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<tr>
<td>Supervisor's signature</td>
<td>Date</td>
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</table>

### Part C

To be completed by the M.Ed. Programme Co-ordinator.

At this mid-point review stage, please indicate if the student's progress is deemed satisfactory or non-satisfactory.

- [ ] Satisfactory
- [ ] Non-satisfactory
Where a student’s progress is deemed non-satisfactory, he/she will be invited to meet with the M.Ed. Programme Co-ordinator and his/her supervisor to discuss the issues identified in their progress report form. Where discrepancies arise, the matter will be raised with the School’s Director of Post-graduate Teaching and Learning.

___________________________________________________________________________

M.Ed. Co-ordinator’s signature    Date