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<td>Applied Psychology in Education</td>
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<td>Introduction to Assessment and Examinations in Post-primary Education</td>
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<td>Irish History and Policy</td>
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<tr>
<td>English Pedagogy</td>
<td>89</td>
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<tr>
<td>Geography Pedagogy</td>
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<td>History Pedagogy</td>
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<tr>
<td>Irish Language Pedagogy</td>
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<td>Mathematics Pedagogy</td>
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<td>Modern Languages Pedagogy</td>
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<td>Music Pedagogy</td>
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<td>Religious Education Pedagogy</td>
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<td>Citizenship Education (CSPE)</td>
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<tr>
<td>Development Education</td>
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<td>Drama in Education</td>
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<td>Language and Literacy Across the Curriculum</td>
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</table>

Revision date: 19 Sept 2014
A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education 2014-15. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

This handbook is available in alternative format upon request.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the handbook does not supersede the University regulations in the College Calendar and the provisions of the General Regulations will prevail.
School of Education

The School of Education is one of the largest professional schools in the University. It addresses educational issues at a number of levels: in initial teacher education, postgraduate teacher education, continuing professional development, and through engagement in high quality research. There is a long tradition in the School of Education of educating high quality teachers to cover the full range of educational provision in the State, and of further supporting them during their career through the provision of targeted and specialised in-career and postgraduate programmes ranging from diploma to doctoral level.

It is the mission of the School of Education:

• to contribute to the advancement of education in Ireland and beyond through excellence in research and teaching;

• to combine a concern for high academic standards with a high degree of personal care for our students;

• to meet the growing demand for access to higher education through the development of new models of participation and new modes of teaching and learning;

• to explore the impact of new technologies and globalisation in the national and international environment through collaborative and constructive critique with students, educators and external stakeholders;

• to secure additional sources of funding for research and to disseminate the results of innovative projects to national and international audiences.
The School has currently over ninety students studying at doctoral level (Structured PhD and D.Ed.), over two hundred and seventy Masters students, in addition to over forty B. Mus. Ed. students and 160 PME students. Within this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of education. The School has strong links to many of the educational stakeholders in Ireland such as the DES, the NCCA, NCSE, PDST, the subject area teacher associations, teacher unions, teacher education centres, the ESRI, the Arts Council, and contributes at policy-level to issues in Irish education and further afield. The staff of the School are also involved at various levels in national and international bodies dealing with various aspects of education and are actively engaged in high quality educational research. Details of the School research groups and centres are available on the School website:  http://www.tcd.ie/Education/
# General Information

## Staff Contacts

**Office:** Room 3128  
**Telephone:** +353 1 896 1488  
**Fax:** + 353 1 677 7238  
**Opening hours:** 10.00-12.00 and 2.00-4.00

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>PME Executive Officer</td>
<td>TBA</td>
<td><a href="mailto:PME.Admin@tcd.ie">PME.Admin@tcd.ie</a></td>
</tr>
<tr>
<td>PME Course Coordinator</td>
<td>Ann Devitt</td>
<td><a href="mailto:devittan@tcd.ie">devittan@tcd.ie</a></td>
</tr>
<tr>
<td>School Placement Coordinator</td>
<td>Melanie Ní Dhuinn</td>
<td><a href="mailto:mnidhuin@tcd.ie">mnidhuin@tcd.ie</a></td>
</tr>
<tr>
<td>Director of Postgraduate Teaching and Learning</td>
<td>Damian Murchan</td>
<td><a href="mailto:murchand@tcd.ie">murchand@tcd.ie</a></td>
</tr>
<tr>
<td>Head of School</td>
<td>Carmel O’Sullivan</td>
<td><a href="mailto:carosull@tcd.ie">carosull@tcd.ie</a></td>
</tr>
</tbody>
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## Courses in Foundation Disciplines

<table>
<thead>
<tr>
<th>Courses in Foundation Disciplines</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Examinations</td>
<td>Damian Murchan</td>
<td><a href="mailto:damian.murchan@tcd.ie">damian.murchan@tcd.ie</a></td>
</tr>
<tr>
<td>Irish Educational History and Policy</td>
<td>John Walsh</td>
<td><a href="mailto:walshj8@tcd.ie">walshj8@tcd.ie</a></td>
</tr>
<tr>
<td>History of Education</td>
<td>David Limond</td>
<td><a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a></td>
</tr>
<tr>
<td>Educational theory and philosophy</td>
<td>Aidan Seery</td>
<td><a href="mailto:seeryya@tcd.ie">seeryya@tcd.ie</a></td>
</tr>
<tr>
<td>Applied Psychology in Education</td>
<td>Martin Kelly</td>
<td>TBC</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Andrew Loxley</td>
<td><a href="mailto:loxleya@tcd.ie">loxleya@tcd.ie</a></td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>Michael Shevlin</td>
<td><a href="mailto:mshevlin@tcd.ie">mshevlin@tcd.ie</a></td>
</tr>
<tr>
<td>Courses in Pedagogy of Teaching Subjects</td>
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<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>Maria Garvey</td>
<td><a href="mailto:mgarvey@tcd.ie">mgarvey@tcd.ie</a></td>
</tr>
<tr>
<td>English</td>
<td>Tara Niland</td>
<td>TBC</td>
</tr>
<tr>
<td>Geography</td>
<td>Keith Spencer</td>
<td><a href="mailto:spencek@tcd.ie">spencek@tcd.ie</a></td>
</tr>
<tr>
<td>History</td>
<td>David Limond</td>
<td><a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a></td>
</tr>
<tr>
<td>Irish</td>
<td>Bernadette de Roiste</td>
<td>TBC</td>
</tr>
<tr>
<td>Maths</td>
<td>Mark Prendergast</td>
<td><a href="mailto:mprende@tcd.ie">mprende@tcd.ie</a></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Ann Devitt</td>
<td><a href="mailto:devittan@tcd.ie">devittan@tcd.ie</a></td>
</tr>
<tr>
<td>Music</td>
<td>Marita Kerin</td>
<td><a href="mailto:kerinm@tcd.ie">kerinm@tcd.ie</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Stanford Kingston</td>
<td><a href="mailto:kingstst@tcd.ie">kingstst@tcd.ie</a></td>
</tr>
<tr>
<td>Science</td>
<td>Colette Murphy</td>
<td><a href="mailto:colette.murphy@tcd.ie">colette.murphy@tcd.ie</a></td>
</tr>
</tbody>
</table>

### Additional course

| Information and Communication Technologies [ICT] | Keith Johnston | keith.johnston@tcd.ie |
# Course Structure: Year 1 Modules and Assessment

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Induction week</strong></td>
<td><strong>1) An introduction to School Placement (20 ECTS for the year): Compulsory</strong></td>
</tr>
</tbody>
</table>

**2) An introduction to School Placement (20 ECTS for the year): Compulsory**
- 1 monitoring visit to the school by the School Placement Coordinator and/or her team
- 1/2 unassessed and formative supervisions from in-school mentor or cooperating teacher

Assessment: Continuous and formative through the Professional Development Portfolio (PDP)

**3) Foundation Disciplines: Compulsory**
- 5 ECTS each, 11 x 1 hour lecture, 5 x 1 hour tutorials
  - Introduction to Assessment and Examinations in Post-Primary Education
  - Applied Psychology in Education
  - Irish Educational History and Policy
  - Inclusive Education

Assessment: assignments, essays, exams and contribution to PDP

**4) Major Pedagogy (5 ECTS): Compulsory**
- 11 x 2 hour session

Assessment: assignments, essays, exams and contribution to PDP

One option to be chosen:
- Science
- Geography
- Business Studies
- Music
- English
- Irish
- Religious Education
- Modern Languages
- History
- Mathematics

**5) Minor Pedagogy (5 ECTS): Compulsory**
- 11 x 2 hour session

Assessment: assignments, essays, exams, and contribution to PDP

One option to be chosen (list as above)

**6) Specialist Electives (5ECTS): Compulsory**
- 11 x 1 hour

Assessment: case studies, assignments, and contribution to PDP

One option to be chosen:
- e.g. Drama in Education,
- Literacy across the curriculum, Development Education, CSPE

**7) ICTS in Education (5 ECTS): Compulsory**
- 4 x 3 hour session

Assessment: case studies, assignments, and contribution to PDP

A collaborative learning group support system and College online forum to maintain contact with students while they are on block placement in schools.

**2) College from 16 March:**
- Post School Placement Reflection and Evaluation
- Research Methods
- Thesis Planning
# Course Structure: Year 2 Modules and Assessment

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Induction Week</strong></td>
<td></td>
<td><strong>1) Foundation Disciplines: Compulsory</strong></td>
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<tr>
<td></td>
<td></td>
<td>5 ECTS each, 11 x 1 hour lecture, 5x1 hr tutorials</td>
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<tr>
<td></td>
<td></td>
<td>• History of Education</td>
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<tr>
<td></td>
<td></td>
<td>• Educational Philosophy and Theory</td>
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<tr>
<td></td>
<td></td>
<td>• Sociology of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: assignments, essays, exams</td>
</tr>
<tr>
<td><strong>2) Advanced School Placement (20 ECTS): Compulsory</strong></td>
<td><strong>2) Advanced Pedagogy &amp; Research</strong></td>
<td></td>
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<tr>
<td></td>
<td>(Major teaching subject): Compulsory (20 ECTS)</td>
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<tr>
<td></td>
<td></td>
<td>• 11 x 4 hour sessions</td>
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<td><strong>One option to be chosen:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Science</td>
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<td></td>
<td>• Geography</td>
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<td></td>
<td>• Business Studies</td>
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<td>• Music</td>
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<td>• Irish</td>
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<td>• Religious Education</td>
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<td>• Modern Languages</td>
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<td>• History</td>
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<td>• Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>Assessment: Research Thesis</td>
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<td></td>
<td><strong>3) Researching ICTS in Education (5 ECTS): Compulsory</strong></td>
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<td>• 11 x 1.5 hour session</td>
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<td></td>
<td>Assessment: assignment and contribution to PDP</td>
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<tr>
<td></td>
<td></td>
<td>Student led evening sessions every two weeks in pedagogy groupings.</td>
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<td>A collaborative learning group support system and College online forum to maintain contact with students while they are on block placement in schools.</td>
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## PME Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>13 June 2014</td>
<td>Induction Day</td>
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<tr>
<td>August-September 2014</td>
<td>Invitation to Register on application portal</td>
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<tr>
<td>8-10 September 2014</td>
<td>Induction Week</td>
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<tr>
<td>22 September 2014</td>
<td>Semester 1 lectures start</td>
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<tr>
<td>27 – 31 October 2014</td>
<td>School mid-term (no lectures)</td>
</tr>
<tr>
<td>3 - 7 November 2014</td>
<td>Reading Week: no lectures</td>
</tr>
<tr>
<td>12 December 2014</td>
<td>Semester 1 lectures end</td>
</tr>
<tr>
<td>12 Dec 2014 – 12 Jan 2015</td>
<td>College vacation: no lectures</td>
</tr>
<tr>
<td>5 January 2015</td>
<td>School placement block starts</td>
</tr>
<tr>
<td>5 - 10 January 2015</td>
<td>Exam week</td>
</tr>
<tr>
<td>12 January 2015</td>
<td>Semester 2 lectures start</td>
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<tr>
<td>16-20 February 2015</td>
<td>School mid-term (no lectures)</td>
</tr>
<tr>
<td>23-27 February 2015</td>
<td>Reading week: no lectures</td>
</tr>
<tr>
<td>13 March 2015</td>
<td>School placement block ends</td>
</tr>
<tr>
<td>16 March 2015</td>
<td>Full college schedule resumes</td>
</tr>
<tr>
<td>3 April 2015</td>
<td>Semester 2 lectures end</td>
</tr>
<tr>
<td>27 April 2015</td>
<td>Exam period begins</td>
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## PME Submission and Examination Calendar (Provisional)

<table>
<thead>
<tr>
<th>Date</th>
<th>Submission/Examination</th>
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<tbody>
<tr>
<td>8-12 December 2014</td>
<td>Minor Pedagogy Submission</td>
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<tr>
<td>8-12 December 2014</td>
<td>Elective Specialism Submission</td>
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<tr>
<td>5 - 10 January 2015</td>
<td>Examination for Introduction to Assessment and Examination Module</td>
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<tr>
<td>(examination will be scheduled for Tues or Wed pm)</td>
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<tr>
<td>12-17 January 2015</td>
<td>Irish History and Policy Submission</td>
</tr>
<tr>
<td>23-27 February 2015</td>
<td>Applied Psychology in Education Submission</td>
</tr>
<tr>
<td>23-27 March 2015</td>
<td>Professional Development Portfolio Assessment</td>
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<tr>
<td>6-10 April 2015</td>
<td>Major Pedagogy Submission</td>
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<tr>
<td>20-24 April 2015</td>
<td>ICTS in Education Submission</td>
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<tr>
<td>11-15 May 2015</td>
<td>Inclusive Education Submission</td>
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</table>
### PME Course Timetable: Semester 1

Monday-Wednesday in College, Thursday and Fridays in Schools

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td></td>
<td>Development Education Specialism</td>
<td>Inclusive Education</td>
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<td>9.00</td>
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<td>3074</td>
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<tr>
<td>10.00</td>
<td>English Pedagogy</td>
<td>Modern Language Pedagogy (majors and minors)</td>
<td>Maths Pedagogy</td>
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<tr>
<td></td>
<td></td>
<td>3105</td>
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</tr>
<tr>
<td>11.00</td>
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<td>3105</td>
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<tr>
<td>12.00</td>
<td>Modern Language Pedagogy (majors only)</td>
<td></td>
<td>History Pedagogy</td>
</tr>
<tr>
<td></td>
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<td>4035</td>
</tr>
<tr>
<td>1.00</td>
<td>Introduction to Assessment and Examinations in Post-Primary Education</td>
<td>Davis Theatre</td>
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</tr>
<tr>
<td>2.00</td>
<td>Applied Psychology in Education</td>
<td>Music Pedagogy</td>
<td>Irish Pedagogy</td>
</tr>
<tr>
<td></td>
<td>Emmet Theatre</td>
<td></td>
<td>Authentic Classroom Specialism</td>
</tr>
<tr>
<td></td>
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<td>3105</td>
<td>3105</td>
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<tr>
<td>3.00</td>
<td>Irish Educational History and Policy</td>
<td>ICTS</td>
<td>ICTS</td>
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<td>JM Synge Theatre</td>
<td>Drama Specialism</td>
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<td></td>
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<td>Business Studies Pedagogy</td>
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<td>Geography Pedagogy</td>
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<td>CSPE Specialism</td>
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</tbody>
</table>

Revision date: 19 Sept 2014
## PME Course Timetable: Semester 2 (Provisional)

In Schools Monday to Friday except Tuesday and Wednesday afternoons

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
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<td>10.00</td>
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<td>11.00</td>
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<td>12.00</td>
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<tr>
<td>1.00</td>
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<tr>
<td>2.00</td>
<td></td>
<td>Every second week you will have a 1.5 hour session with your pedagogy group. These will be scheduled after 2pm on Tuesday or Wednesday afternoon.</td>
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<tr>
<td>3.00</td>
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<td>4.00</td>
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<td>5.00</td>
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Programme Overview

Programme Aims
The Professional Masters in Education aims to provide a holistic programme for the preparation of individuals for a career in the teaching profession through the development of critical and analytical skills, skills and strategies for teaching and a reflective professional approach to teaching and learning. We seek to develop with you, our students:

- critical knowledge and appreciation of the discipline of education;
- a sense of the broad context of Irish education as part of society as a whole;
- an appreciation and understanding of the complicated nature of the teacher’s role and of the function[s] of schools in society;
- critical knowledge of a range of models of instruction, with the ability to choose between them and to apply them in classrooms, laboratories and elsewhere;
- the ability and willingness to act as reflective practitioners, adopting critical insights into practice as appropriate.

Programme Learning Outcomes
The learning outcomes for the Professional Master of Education are set out below under relevant headings.

Knowledge
On successful completion of this course, graduates will be able to:

- demonstrate a thorough knowledge of the curricula in their subject area;
critically assess the main theoretical, policy, and practical approaches to education as informed by the cognate disciplines of education and prevailing influences on educational practice;

demonstrate an understanding of the distinct and complementary roles of professionals involved in secondary education provision from within and outside the school;

describe, use and critique state of the art methodologies in their teaching subject area;

describe the nature and processes of learning relevant to their teaching subject.

**Know-how, Skills and Competence for Teaching**

On successful completion of this course, graduates will be able to:

- plan and run lessons: devise and implement (safely) individual class plans and schemes of work which are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technology;
- devise and apply innovative approaches to teaching and learning literacy and numeracy which can be implemented through the subject curriculum;
- use appropriate methodologies: select from, and apply, a wide and creative range of teaching approaches that are designed to motivate students and improve their learning;
- plan and teach in diverse classes: demonstrate an awareness of the needs of both the whole class and the
individual pupil and outline the assessment process in identifying a pupil with SEN;

- assess students’ learning: choose and employ appropriate knowledge, skills and techniques to monitor students’ learning using established protocols for both summative and formative assessment;

- establish a positive classroom environment: assist in the facilitation of the development of positive self-esteem and countering/preventing bullying through good class management techniques;

- establish the context of their teaching subject: demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching and an understanding of the relevance and importance of their subject in society and in the general education of young people;

- use a variety of media for teaching: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for teaching and learning.

**Know-how, Skills and Competence: Critical and Analytical Skills**

On successful completion of this course, graduates will be able to:

- critically evaluate: identify, describe, evaluate and critically engage with issues, models, perspectives and theories, be they in the disciplines of education or in subject pedagogy;

- competently apply theory to practice: illustrate and apply relevant concepts in the disciplines of education and
pedagogy with reference to post-primary education in Ireland in general and in their own classroom practice and ongoing professional development;

- critically assess and use sources: assemble, interpret, appraise and critique information and resources from print and electronic sources to support their awareness, understanding and competencies in relation to relevant concepts in the disciplines of education and pedagogy;
- develop informed opinion and positions: predict and develop positions that might inform practice in relation to issues based on an understanding of their role as teachers, an informed ethics and the Code of Professional Conduct for Teachers;
- explain the legal and ethical frameworks in which schools operate;
- express a coherent position/argument: consider, summarise and argue coherently for different models/positions/theories in an engaging academic style;
- carry out a substantial research project in all of its planning stages: initial literature study, planning and preparation of selected data collection and data analysis approaches, write a detailed research proposal in an appropriate scholarly format.

**Competence: Learning to Learn and Insight as Reflective Practitioners**

On successful completion of this course, graduates will be able to:

- reflect critically on their own practice as a means of improving practice;
• identify areas of focus for future professional development, acknowledging that learning is a life-long process;
• engage with educational issues as members of the teaching profession.

Programme Structure
See pages 9 and 10 above for the programme outline tables.
The Professional Masters in Education (PME) differs from many postgraduate degree courses in that:
• it is primarily a course of professional preparation that includes a substantial academic dimension at masters level;
• over half of the course is spent on placements in partnership schools.

The course is composed of two major elements: school placement and experience, and university studies. In-built progression between both years of the programme is reflected in these components, and facilitates the growing professionalism of students on the PME as they prepare to enter a challenging but rewarding career.

Year 1
During your first semester in year 1, you will attend lectures, tutorials and workshops in Trinity College on Mondays, Tuesdays and Wednesdays, and participate in structured school activities on Thursdays and Fridays, observing, teaching and team-teaching with your co-operating teacher(s) in partnership schools. During the second semester, you will participate in a block placement, attending late afternoon pedagogical support sessions in College every second week on a Tuesday or Wednesday. These sessions
are designed to maximise your learning and opportunities for reflection during school placement and to facilitate the integration of theory with practice. Opportunities for collaborative reflective activity will be explored through the introduction of a collaborative learning group support system on our e-learning platform. After the school placement block, you will attend lectures, tutorials and workshops in Trinity College on Mondays, Tuesdays and Wednesdays focused on developing your research project to be completed in year 2. This activity will culminate in the submission of a research plan at the beginning of year 2 to be implemented and evaluated through year 2.

**Year 2**

During your first semester in year 2, you will participate in an advanced school placement module, where you will have full responsibility to plan, deliver and evaluate all aspects of the classes you teach and engage fully in the day-to-day life of a school. You will attend evening pedagogical support sessions in College every two weeks. During your second semester, you will attend lectures, workshops and seminars in College, and take advanced pedagogical studies in your major subject area only. Over the course of both semesters and with the support of College sessions, you will complete your research project and thesis. This will most usually be in your major pedagogical subject area.
Course Credits (ECTS)
The total credit rating for the programme is 120 credits. ECTS credits are awarded to a student only upon successful completion of the course year. Students who fail the year will not obtain credit for that year even if they have passed certain component courses. Full detail on the distribution of credits and assessment regulations are set out below.
Programme Regulations

Proof of Graduation
All students from institutions other than the University of Dublin (Trinity College) must submit proof of graduation prior to acceptance on the programme. A photocopy of your degree certificate will suffice.

Fees
All students must pay fees directly to the bank by the due date. Fees may be paid in two installments. For more information see the Registry website: http://www.tcd.ie/academicregistry/fees-payments/

Attendance at College
The Professional Master of Education is a professional qualification accredited by the Teaching Council of Ireland. All students are required to attend at least three quarters of each module. Attention is also drawn to the University’s general regulations which specify that for professional courses lecture and tutorial attendance is compulsory. (University of Dublin Calendar Part II). The PME will not be awarded to any student whose record of attendance is deemed unsatisfactory.
You are not supernumerary teachers and should NOT arrange to undertake any tasks in your school on a ‘College day’ and ‘school duties’ is NOT an acceptable excuse for absence or for late submission of assignments.
Never sign the attendance record in the name[s] of any other student[s].
**Major and Minor Pedagogy Subjects**

Students must choose TWO pedagogy subjects. The first (major) subject is the subject for which you applied. This should be the subject that you intend to teach full-time when your studies are complete. You will have been interviewed by the panel for this subject. The second (minor) subject should be chosen from a range of possible subjects that do not clash with your major on the timetable and which is relevant to your primary degree qualification. Attendance at both your major and your minor pedagogy is mandatory (as noted above). You will complete an assignment in your major and your minor pedagogy subjects for assessment (5 ECTS each). You will not be supervised in your minor subject on School Placement.

**Science** and **Modern Languages** count as double pedagogy subjects. **Majors in these subjects do not have to choose a minor pedagogy programme.** Students of these subjects may choose a minor pedagogy instead of an elective specialism. However, students taking either of these subjects as MINOR must have a major subject.

**NOTE:** Registration with the Teaching Council for teaching subjects is dependent on your primary degree. If you do not have a subject in your primary degree you WILL NOT be able to register to teach this subject even if you complete the pedagogy module in this subject. For full details on Teaching Council registration requirements please consult the Teaching Council website [here](#).

For some teaching subjects, completion of the pedagogy methods module is a requirement for certification with the Teaching Council.
in addition to the primary degree requirements. These subjects include Music, R.E., Maths, Science and CSPE but the Teaching Council regulation website listed above maintains the definitive list which may be subject to change.

**ICT**
The Information and Communication Technology module (5 ECTS) aims to develop the knowledge and skills necessary to use ICTs within the context of the post-primary curriculum. This module will be conducted as a four week block of intensive 3-hour workshops held in Oriel House on Tuesday and Wednesday afternoons. Students will be allocated to a four week block group after induction week. For details of the course see ICTs module outline below.

**Elective Specialisms**
All PME students are required to take one elective specialism from a list of five. These modules are worth 5 ECTS and are assessed by assignment. Module outlines and timetables will be sent out to all students after the induction week and you will be asked to sign-up on-line before the start of term. Each elective specialism is open to all but places are limited and are allocated ‘first come, first served’ basis.

NOTE: Students who have the primary degree requirements to register with the Teaching Council as a teacher of CSPE will be given priority in signing up for the CSPE module as it is a Teaching Council registration requirement for registered CSPE teachers. Details of the primary degree requirements for CSPE are available [here](#).

In 2014-15 the elective specialisms offered may include:
• Civic, Social and Political Education [CSPE] with Mairin Wilson;
• Development Education with Fiona King;
• Drama in Education with Carmel O’Sullivan;
• Inclusive Education and the Hidden Curriculum with Paula Flynn;
• Literacy across the curriculum with Brian O’Donovan
Assessment Procedures and Regulations

Assessment Components and Weightings
Some form of assessment is required for all modules in the PME and a student must complete all course work prescribed. The specific mode of assessment is provided in each individual module description (see module outlines below). Assessment types include:

- in-depth case studies
- critical evaluation of classroom modules
- action research projects
- examinations
- essays
- assignments
- in-class student presentations
- autobiographical work
- professional teaching and learning portfolio
- teaching practice performance.

Assessment for the PME course is made up of the following components as shown in Table 1 and Table 2 below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>ECTS Year 1 Total=60 ECTS</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Disciplines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Assessment and Examinations in Post-Primary Education</td>
<td>5</td>
<td>Examination</td>
</tr>
<tr>
<td>Applied Psychology in Education</td>
<td>5</td>
<td>Essay</td>
</tr>
<tr>
<td>Irish Educational History and Policy</td>
<td>5</td>
<td>Essay</td>
</tr>
<tr>
<td>Subject</td>
<td>ECTS Year 2</td>
<td>Assessment Type</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Inclusive Education</strong></td>
<td>5</td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Pedagogy</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>Minor Pedagogy</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTS in Education</td>
<td>5</td>
<td>Assignments</td>
</tr>
<tr>
<td>Elective Specialism</td>
<td>5</td>
<td>Assignments</td>
</tr>
<tr>
<td><strong>School Placement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Placement</td>
<td>20</td>
<td>2 supervisions and assessment of Professional Development Portfolio</td>
</tr>
</tbody>
</table>

Table 2: Assessment type and ECTS Year 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>ECTS Year 2</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Disciplines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Education</td>
<td>5</td>
<td>Examination</td>
</tr>
<tr>
<td>Educational Philosophy and Theory</td>
<td>5</td>
<td>Essay</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>5</td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Pedagogy (Advanced)</td>
<td>20</td>
<td>Thesis (10,000 words)</td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching ICTS in Education</td>
<td>5</td>
<td>Assignments</td>
</tr>
<tr>
<td><strong>School Placement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Placement</td>
<td>20</td>
<td>2 supervisions and assessment of Professional Development Portfolio</td>
</tr>
</tbody>
</table>

**Grade Bands**

The grade bands for the PME are as follows:
<table>
<thead>
<tr>
<th>Mark range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% and above</td>
<td>First Class Honors</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Second Class Honors, Upper Division</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Second Class Honors, Lower Division</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Third Class Honors</td>
</tr>
<tr>
<td>35 – 39%</td>
<td>F1</td>
</tr>
<tr>
<td>34% and below</td>
<td>F2</td>
</tr>
</tbody>
</table>

**Requirements and Compensation**

In order to obtain the PME, students must pass each component of the course, or must compensate for failures, in accordance with the following regulations.

1. **School Placement:**
   
   Students are required to pass their teaching practice. It is not possible to pass by compensation in this area. Students may have one opportunity to repeat School Placement over the course of the programme.

2. **Pedagogy:**
   
   Students are required to achieve a pass standard in Pedagogy. Students may be allowed to re-submit a failing pedagogy assignment.

3. **Foundation Studies:**
   
   If a student fails one or more assessments in this area, there is a system of compensation that may permit the student to pass overall.
   
   • There is automatic compensation for a single mark in the F1 grade (that is, in the range 35-39%).
   
   • If a student has two F1 grades, or one F2 grade in the range 30-34%, then the (unweighted) mean of the scores in the Foundation block (including the fail mark(s)) is computed. If it is 45 or more (correct to
the nearest whole number), the student compensates in this area.

- A mark below 30 cannot be compensated.

**Progression**

1. All students registered on the PME course must successfully pass all of the requirements of the first year of the course to progress to the second year. The Court of Examiners will meet at the end of the first year of the course to moderate marks and all of the results obtained by students in year 1.

2. **Exit Award:** Students who have successfully passed all of the elements of the first year but who choose or are recommended not to proceed to the second year, or who have accumulated at least 60 credits over the 2 year course but failed the School Placement modules may be considered for a Postgraduate Diploma (exit award). In accordance with College regulations as set out in the Calendar Part 2, graduates who have exited the course with a Postgraduate Diploma may subsequently apply to the Course Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Masters in Education.

Graduates who have exited the course with a Postgraduate Diploma but who failed the School Placement modules may not normally subsequently apply to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Masters in Education. Such graduates will be required to make a case in writing to the Course Coordinator.
3. **Diploma Exit Award with Distinction**: Students who have not failed an assignment or examination and have achieved 70% or higher on 5 or more assignments or examinations and achieved an average of 70% or higher across all of their assignments are eligible to be considered for an award of Postgraduate Diploma with Distinction.

4. **PME with Distinction**: The PME with Distinction may be awarded to candidates who have not failed an assignment or examination and have obtained an overall average of 70% or higher across all assignments and examinations, including a mark of 70% or higher in their School Placement modules.

5. **Incomplete**: Students whose marks are incomplete at the annual examinations are returned as failing, unless appropriate documentation has been presented and approved. Students whose marks are incomplete for reasons that have been approved normally submit the missing elements in time for consideration at the Supplemental Court of Examiners. Such students are eligible for Honors.

6. **Supplementals**: Students who have failed a module and are not eligible for compensation according to the regulations above have to take supplemental examinations, submit assignments or undertake additional School Placement, as required by the Court of Examiners. The result for the supplemental assessment will be capped at 40% even if their mark achieved at supplemental is higher. Such students are not eligible for First or Second Class Honors, even if their final marks (as presented to the Annual
Examination Procedures

Regulations and guidelines for students in relation to exams are available from the examinations office here:

The following regulations regarding what a student should do in the event of illness or other circumstances which could prevent them completing their examinations are taken from the College Calendar. Please note in particular that if you fall ill during an examination, you must notify the chief invigilator in the examination venue.

Students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the Registrar of the School of Education within three days of the beginning of the period of absence from the examination. The Registrar must immediately forward the certificate to the Graduate Studies Office. Medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance.

(a) Where a student becomes ill prior to the commencement of the annual examination, they may seek permission through the Registrar from the Dean of Graduate Studies to withdraw and take the supplemental examination in that year.

(b) Where illness prevents a student from completing any part of the annual examination and they withdraw from the examination, permission may be given for a supplemental examination to be taken in that year.

(c) Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) should consult the Registrar who should make representations immediately to the Dean of Graduate Studies that permission be granted for absence from the examination. Regulations (a) and (b) also apply in the case of absence from annual examinations due to other grave cause beyond a student's control.

The acceptance of medical evidence of disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the College Health Service. This report will be strictly confidential.
Appeals Process
The regulations regarding re-checking of scripts/assessments and appeals of results are set out in the College Calendar Part II, sections 1.23-1.24. These sections set out students right to view their scripts/assignments and discuss them with their examiner and the criteria and timeframe for appealing results. It is not reproduced here as the definitive version can be found on-line at: http://www.tcd.ie/calendar/part2.

External Examiner
The External Examiner for the PME programme is involved in assessing standards in School Placement, course work and examinations. The role of the External Examiner is to provide quality assurance for the programme and to ensure the work of the programme is carried out in an equitable manner. In February/March of each year a number of students will be selected to be seen on School Placement by the External Examiner. These visits do not contribute to students' final mark on School Placement. Following the end of year exams in May, a number of students will be selected to meet the External Examiner to discuss the programme. In both cases, the students will be selected to provide a representative sample of the whole range of abilities and levels on the course.

Submitting Assignments
You must hand in assignments to the main office on or before the last date specified on the course calendar. Course work handed in after the due date will be subject to a reduction of 10% of the mark awarded. If the work is not handed in 14 days after the final due
date (unless a medical certificate is produced) the student will be regarded as ‘incomplete’.

Every piece of course work must be accompanied by a cover-sheet. These are available from the main office. You must complete all the details required. You should hand your work in personally. Do not rely on anyone else to do this for you and do not hand work directly to members of academic staff. When you submit your work to the office, you will be given a receipt to confirm that your work has been submitted. **KEEP THIS SAFE.** It is the only evidence you have that your work has been submitted properly and on time.

Requests for extensions can ONLY be granted by the Registrar. A form for extension is available from the office.

**Prizes**

There are two prizes each year given to graduating students on the PME course. The Crawford Memorial prize is to the student with the highest overall grade. The ASTI prize is to the student with the highest grade on School Placement.
School Placement

School Placement Structure 2014/2015

| Phase One       | August 2014-October 2014 (mid-term break) | Observation period
|                 |                                           | Observe a wide range of teaching and non-teaching activities |
| Phase Two       | November 2014-December 2014              | Teach 3-5 class periods each week |
| Phase Three     | January 2015- Mar 2015                   | Teach 12-15 class periods per week across two subjects Majority of classes must be in Major subject |

We advise all PME students to download the full booklet *Codes of Professional Conduct for Teachers* from [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

Students’ attention is drawn specifically to the following sections:

1. Professional Values and Relationships;
2. Professional Integrity;
3. Professional Conduct;
4. Professional Experience;
5. Professional Development;

*Observation Period*

Students should observe teaching and non-teaching activities during the observation period. Students will complete an observational report based on their observations over this period, which forms part of their professional development portfolio.

*Calendar of Visits*

The TP calendar below sets out the dates for TP visits during the year. Precise details of visit times/dates will be determined by the relevant coordinators and supervisors. **The dates in the calendar are indicative only** and may be changed by coordinators or supervisors.

<table>
<thead>
<tr>
<th>Nov - Dec 2014</th>
<th>Visit 1 (unassessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan – Mar 2015</td>
<td>Visit 2 (assessed)</td>
</tr>
<tr>
<td></td>
<td>Visit 3 (assessed)</td>
</tr>
<tr>
<td>March 2014 (details TBA)</td>
<td>External examiner visits selected students</td>
</tr>
</tbody>
</table>

*Notification of Supervision Visits*

It is the policy of the School of Education that you will **not** be notified in advance of any assessed visit while on School Placement. You are expected to make due preparation for every class that you teach: hence you ought never to be ‘caught out’.
**Planning Documents for School Placement**

You should keep detailed records of your planning in an organised file, virtual or hard copy. This file MUST be available to your supervisor when he/she visits and he/she will not be able to record the visit as satisfactory if the file is not available. All planning documentation must be uploaded in advance of lessons onto WebCT as part of the Professional Development Portfolio. Placement supervisors will consult with students’ planning material during the second phase (Phase Two) of school placement and will provide students with formative feedback that will guide students further as regards their planning and preparation. This virtual visit and the feedback will not be used for the purpose of grading.

Placement supervisors will also consult with students’ planning documentation on WebCT in advance of supervision visits.

**Planning Requirements for School Placement**

- Observational report based on observation of and professional dialogue with co-operating teacher(s), and other teaching staff
- Schemes of work for all subjects/classes
- Lesson plans for every class
- Timetable – timetabled classes for the phase *
- Evaluations and reflections

* Amendments to students’ timetables must be communicated to supervisors as soon as possible. Amended timetables should always be uploaded to WebCT and clearly marked and dated as amended timetables.
**Professional Development Portfolio**

You are required to build your professional development portfolio (PDP) over the course of the two-year programme according to specifications set by the School of Education. The components of the PDP will be uploaded onto WebCT and will be assessed as part of the final School Placement mark. The structure and content of the PDP will be outlined during induction week.

**Resources**

Resources may be uploaded to the Professional Development Portfolio. The Portfolio should contain resources that have been used during all phases of School Placement. Some students may prefer to store their resources on a USB key. Should you opt to present your resources using a USB key, a PC/laptop will be required so that your supervisor can access and view this material. Examples of recommended resources include:

- ✔ Research
- ✔ Flashcards
- ✔ Microsoft PowerPoint/Prezi shows
- ✔ Worksheets/teacher-designed tasks
- ✔ Photographs used
- ✔ Images
- ✔ Task cards
- ✔ Posters
- ✔ Games
- ✔ Pictures of displays
- ✔ Web-based materials (links)
Professional Development Support for Teachers (PDST) provides great resources and in-service support to the teaching profession. Subject Associations also provide subject-specific resources, in-service opportunities and information for teachers.

Local education centres offer an array of resources from ICT to library services and a wealth of focused courses in specific professional areas.

☑ www.education.ie
☑ www.asti.ie
☑ www.tui.ie
☑ www.ncte.ie
☑ www.ncca.ie
☑ www.scoilnet.ie

Supervisor Visits
The normal pattern for a visit is that the supervisor will arrive at your school a little while before your class begins. It is at your discretion how (if at all) you introduce the supervisor to the pupils in your class. It is usually best if the supervisor sits at the back of the room and it is normal for supervisors to make notes as the session proceeds.

It is essential that you make contact with your supervisor by telephone if you will be absent from school, or if there is a change to your usual pattern of teaching, or if any other reason arises that means he/she cannot visit your class on a given day.
**Discussion of Supervision Visit**

You will have the opportunity to discuss the class with the supervisor at a mutually convenient time after the class. If your timetable permits, this may be immediately afterwards. It is best to find a quiet room for this – a staffroom is not usually suited. However, some supervisors may prefer to take time for reflection before discussing the session with you. In that case the supervisor will arrange to meet you in College.

Where possible, the supervisors will have the opportunity to meet you with your cooperating teacher for a short discussion before or after the lesson.

It is crucial that students are willing to discuss their teaching in as open a way as possible. Supervisors can offer advice; but only you can decide if you will act on it. Sometimes you may feel that the advice is inappropriate for a given class due to circumstances beyond your control. If this is the case, you should explain your reasons to the supervisor. You will always be given a general indication of how well you have done/are doing but will not be given a mark. It is important to appreciate that supervisors all have considerable experience of classroom teaching. They are thus sensitive to the difficulties you may be having as you start teaching and to the different types of schools – and the problems they pose – in which some students find themselves.

**Supervision Forms**

You will receive a copy of the report from your supervisor for your records. You are required to sign this form to certify that you have received a copy. This does not mean that you agree with the comments. If you do not, then you should inform the supervisor of
this and he/she will record this. In this event, you should approach your subject coordinator and discuss the matter further. It is rarely the case that supervisors and students have clashes of personality but if this should occur in your case then you should inform the Course Coordinator.

**Supports for Students with Disabilities on School Placement**
The Disability Service in Trinity College Dublin provides advice and support to students with disabilities. We encourage students with disabilities to register and seek supports from the Disability Service in College, to facilitate participation in their chosen course. Students on professional courses who do not disclose a disability cannot avail of reasonable accommodations while on practice placement, and cannot claim that they have been discriminated against (on grounds of disability), if they do not disclose a disability. For further information on registering with the disability service and disclosure of a disability, contact the Disability Service at: [www.tcd.ie/disability](http://www.tcd.ie/disability)

The Disability Service has developed a placement support process for students with disabilities on professional courses in Trinity College Dublin. Most students will be able to manage their disability on placement, however, for those who require reasonable accommodations, a placement planning process - which includes a meeting with placement organisers and placement co-ordinators - may take place in advance of the start of course placements.
To assist this process, a Guide for Students with Disabilities on Professional Placement has been produced. The guide deals with issues such as disclosure, confidentiality, fitness to practice and reasonable accommodations. The key message for students is that we want to encourage disclosure through a supportive process that involves all parties concerned. The key message for staff is that students with disabilities are succeeding in greater numbers on professional courses and that in the vast majority of cases; their support needs are small and easily identifiable.

For further details on Placement Planning supports for students with disabilities and to download the guide please see: http://www.tcd.ie/disability/services/placement-planning.php
General Guidelines

Referencing

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 from 2013/14 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 assignments 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 period 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**


**Blog post**


**Audio podcast**
Introductory Reading and References

Individual reading lists will be distributed by lecturers/tutors in your core discipline and subject classes but these books may be generally useful as a start.

Books:

Fontana, D *Psychology for Teachers* (Cassell, 1995);
Cohen, L, Manion, L and Morrison, K *A Guide to Teaching Practice* (Routledge, 2004);
Coolahan, J *Irish Education: History and Structure* (Institute of Public Administration, 2002);
Griffin, S and Shevlin, M *Responding to Special Educational Needs* (Gill & Macmillan, 2008);
O’Moore, M and Minton, S *Dealing With Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Chapman, 2004);
Tovey, H and Share, P *A Sociology of Ireland* (Gill & Macmillan, 2000);
Walsh, B and Dolan, R *A Guide to Teaching Practice in Ireland* (Gill & Macmillan, 2009);

Miscellaneous periodicals:

*Irish Times* (education section, Tuesdays); *Irish Independent* (education section, Wednesdays); *Guardian* (education section, Tuesdays); *Times Educational Supplement* (Fridays).

Official documents and reports:

Department of Education and Science, *Taskforce Report on Discipline*;
Teaching Council, *Codes of Professional Conduct for Teachers*.
NCCA, [http://www.curriculumonline.ie/](http://www.curriculumonline.ie/) for Junior and Senior Cycle curriculum documents
Registration with the Teaching Council

The Teaching Council [TC] is the body that registers teachers for second-level schools in the Republic of Ireland. For registration, the TC requires the following:

1. a primary degree that includes, as a substantial component, at least one subject from the list of those taught at Leaving Certificate level (see Rules and Programme for Secondary Schools);

2. the Professional Master of Education.

In certain instances individual application must be made to the TC in order to confirm that a degree is recognised for these purposes. This is especially the case for all degrees awarded by universities outside the Republic of Ireland. It is also the case for some degrees awarded within the RoI. While we will make every effort to let you know at the time of your application if we believe there may be a problem as regards registration about your primary degree qualification, the fact that you have been accepted onto the PME course does not mean your degree will be recognised for registration purposes by the TC. You should also be aware of the fact that the process of seeking recognition from the TC can take some time and may be complicated. For further details see the TC website at www.teachingcouncil.ie or phone (01) 6517900. A representative of the TC will visit College to speak to you about registration issues during the course of the programme. You are strongly recommended to attend that meeting. The School takes no responsibility for any specific problems arising over registration issues.
Remember, it is your responsibility to seek advice should you have any doubt about this matter, and to make an individual application to the Teaching Council if necessary.
Information on Academic Resources

Library Facilities
Trinity College Library is the largest library in Ireland. Its collections of manuscripts and printed books have been built up since the end of the sixteenth century. To help familiarise you with the Library, we provide tours of the Library, including the services and facilities offered, during the first weeks of semester 1. Information and support on library services are available here:

www.tcd.ie/Library/support/

IT Facilities
Information Systems Services (IS Services) is responsible for the provision and support of computer systems, networking, and audio visual and media services in Trinity College.
The central point of contact for all services should be the Helpdesk (http://isservices.tcd.ie/help/helpdesk_contact.php) where problems can be reported or advice sought. Information for New Students is available at http://isservices.tcd.ie/student/index.php.
Once you have registered and received your Trinity College student ID card, you will have access to the library or computer facilities (email/internet). For IS Services training see http://isservices.tcd.ie/training/index.php.
Student Counselling
Website: http://www.tcd.ie/Student_Counselling/

The Student Counselling Service is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the university and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

Student Learning Development Services
Website: http://www.tcd.ie/Student-Counselling/student-learning/index.php

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Their role is to help students to improve their learning and study skills via one to one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking and thesis writing. For further information and contact details see their website.

Disability Service
Website: http://www.tcd.ie/disability/

The Disability Service in Trinity College Dublin provides advice and support to students with disabilities. We encourage students with disabilities to register and seek supports from the Disability Service.
in College, to facilitate participation on the PME programme. Students who suspect they may have a disability or learning difficulty are also advised to contact the Service as early as possible to explore what needs they may have and what supports can be provided.

Students on professional courses who do not disclose a disability cannot avail of reasonable accommodations while on the course or on practice placement, and cannot claim that they have been discriminated against (on grounds of disability), if they do not disclose a disability. For further information on registering with the disability service and disclosure of a disability, contact the Disability Service at: www.tcd.ie/disability

**Postgraduate Advisory Service**

**Website:** [http://www.tcd.ie/Senior_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Message from the Postgraduate Advisory Service (PAS)

**Who are we?**

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you are at. In addition each Faculty has three members of Academic staff appointed as
Postgraduate Advisors to whom you can be referred by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website:

http://www.tcd.ie/Senior_Tutor/postgraduate/

**Where?**
The PAS is located on the second floor of House 27. We’re open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: pgsupp@tcd.ie

**What?**
The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don’t hesitate to get in touch with us.

**Careers Advisory Service**
Website: http://www.tcd.ie/Careers/
The Careers Advisory Service helps students at all stages to plan their career. Their information centre can advise on vacation work, career options, job vacancies, job application, interview techniques, and much more. The Careers Office also organize events throughout the year to provide information to students and also to allow potential employers to make contact with students. You will generally be notified of such events by email or by checking the Careers website.

**College Health Service**
Website: [http://www.tcd.ie/College_Health/](http://www.tcd.ie/College_Health/)

The College Health Service in House 47 is open every weekday and provides relatively inexpensive primary health and psychiatric care, by appointment. It is open Monday to Friday from 9.30 am to 4.40 pm.

**Graduate Students Union**
Website: [http://www.gsu.tcd.ie/](http://www.gsu.tcd.ie/)

The Graduate Students Union represents the interests of graduate students. The GSU offers three main facilities: the 1937 Reading Room, the GSU Common Room on the first floor of House 7, (open daily from 8 am to 11.30 pm) and the GSU office in Room 28, House 6.

Message from the GSU:
Located on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; this year they are the President, Ryan Kenny, and the Vice-President, Sarah Smith. As the head and public face
of the Union, Ryan is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. Sarah is the Union's Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. She's also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact us at either: president@gsu.tcd.ie, or vicepresident@gsu.tcd.ie

**College Chaplaincy**

Website: [http://www.tcd.ie/Chaplaincy/](http://www.tcd.ie/Chaplaincy/)

Trinity College Dublin is non-denominational and as part of its commitment to enhancing the quality of student life, supports a chaplaincy service run by the four principal Christian traditions in Ireland. Chaplains offer pastoral and spiritual guidance through a programme of faith development, conversation and prayer groups and students are welcome to attend any of the seminars, days of reflection and weekends away. Tea and coffee are available all day in the chaplaincy in House 27 on weekdays during term time and a free lunch of soup and sandwiches is available each Tuesday in term time between 12.30 and 1.30. All students are welcome.

The College also maintains prayer rooms for Muslim students. Further details of these, other religious communities in the Dublin area and the times of services in the College chapel are available on the Chaplaincy website.
Modules
## School Placement

1. **Title of Module**
   
   An Introduction to School Placement

2. **Module Code**
   
   ET 7911

3. **Entry Requirements (if applicable)**
   
   This is a core module for all students on the PME

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

5. **Module Size (hours and number of weeks)**
   
   This is a 22 week module which runs throughout the academic school year.
   - Semester 1 – 11 weeks x 2 full days each week in school (Thursdays and Fridays)
   - Semester 2 – 11 weeks x 5 full days each week in school (block placement)
   
   Total student effort: 400 hours

6. **ECTS Value**
   
   20 ECTS

7. **Rationale and Aims**

   Initial teacher education is a lifelong process that reflects the knowledge, attitude, skills and professional dispositions required to inform practice in schools and to contribute to the advancement of the profession and the changing needs of society. This core module aims to provide a pathway for personal and professional development that seeks to enable students to fulfill their potential as second level teachers. This pathway reflects evolving national educational standards and requirements, and international best practice in the field of initial teacher education at second level.

   This programme is focused on practice in order that the student can use his/her own experiences as a source of knowledge. The students will be encouraged to develop their skills in reflection in an attempt to better understand their practice. The level of analysis of preparation, practice and evaluation within the school placement assessments and related professional and academic assignments will enable students to demonstrate knowledge, skill and competence in second level education appropriate to the level of the programme undertaken.

   The overall aim of this module is to provide students with an incrementally based experience of working in schools, and to prepare them to operate to the highest professional standards across all aspects of school life. It is designed
to give students an opportunity to learn about teaching and learning, to gain practice in teaching, and to apply theory in a variety of teaching situations and school contexts.

8. Learning Outcomes

Students are facilitated through a range of appropriate teaching and learning approaches to become articulate, inquisitive practitioners capable of problem solving, analysis, reflection and self-direction at a level appropriate to their development as student teachers. In their pursuit of personal, professional and academic development as reflective practitioners, they are guided, supported and facilitated by in-school mentors and teacher colleagues and College tutors through the implementation of second level curricula.

At the end of this module, under the guidance of a registered teacher and College school placement supervisor, students will be able to:

- assess, plan, implement and evaluate structured teaching and learning episodes for pupils in second level education, commensurate with their stage of development and in accordance with School of Education requirements and the policies of their placement school;
- demonstrate appropriate skill, knowledge, competences and professional dispositions in their interactions both in the classroom context and in extra-curricular activities;
- critically reflect on their experiences in a range of educational settings;
- work in a professional manner with staff and students in the school environment;
- demonstrate growth in his/her professional identity as a student teacher;
- engage constructively with feedback from their College placement supervisor, co-operating teacher and/or mentor, and principal teacher;
- have due regard to the ethical values and professional standards set out in the Teaching Council’s Code of Professional Conduct for Teachers and the School of Education’s School Placement Handbook.

9. Module Content and Structure

The introductory school placement module in the first year of the PME will involve incremental tasks such as peer teaching, co-teaching with a mentor or co-operating teacher, experience of learning support and resource teaching, and individual teaching and reflection. Structured non-teaching hours will involve targeted classroom observations, peer and individual planning for teaching, learning and assessment, attendance at staff meetings, involvement in extra curricular activities, supported engagement with parents and other professionals, familiarisation with school policies, documentation, procedures and practices, guided reading and portfolio tasks, and participation in school-based continuous professional development as appropriate.

**Semester 1**

- Week 1: Preparation for school placement (TCD induction programme)
- Weeks 2-3: Primary school experience
- Weeks 4-9: Secondary school experience
- Weeks 10-11: Special Educational Needs (SEN)/inclusive education setting.

**Induction programme**

The induction programme will provide a general overview of the PME course and equip students for their introduction to teaching in the classroom. There will be an emphasis on classroom teaching methods and ‘survival skills’. Introductory pedagogy modules will begin during the induction course when students will meet their pedagogy coordinators and school placement supervisors. The induction programme will include inputs on the Partnership Model of Teacher Education, e-learning and the use of digital technology to facilitate engagement in micro teaching type sessions, pedagogy workshops, classroom and behaviour management, communication skills, voice protection and management, lesson planning, approaches to reflection, stress and stress management, differentiation, assessment, and introduction to developing a life-long educational portfolio. There will also be workshops on writing at masters level, using the library for research purposes, and an introduction to the research culture in educational studies in relation to the Irish and international curricula. These early preparatory research oriented activities are designed to prepare students for their portfolio work which will feed directly into all aspects of their professional and academic studies, providing the basis for their research project in year 2.

‘The school as a learning community’ will form the basis of the one of the themes underpinning the induction programme, and will cover such areas as legislation relevant to school and classroom, the teacher and external agencies, early childhood education, transition to secondary schools, parents in education, the teacher as a professional and the teacher as a reflective practitioner.

**Semester 2**

- Weeks 12-22: Block placement

During the second semester, students will participate in a block placement, attending evening pedagogical support sessions in College every two weeks. These sessions are designed to maximise student learning and opportunities for reflection during school placement and to facilitate the integration of theory with practice. Opportunities for collaborative reflective activity will be explored through the introduction of a peer-buddy system supported on our e-learning platform. The aims of these school placement support sessions are to provide students with opportunities to discuss in greater depth topics raised in lectures, seminars and workshops during semester one and which have arisen in practice whilst on placement. This support platform will facilitate discussion on topical educational matters which students may have encountered during placement, for example, discipline, transfer from primary to secondary school, gender issues etc. These sessions allow students an opportunity to meet regularly with other students on the course, and to discuss school placement experiences, such as preparation, de-briefing etc.
In order to support student development and progression, students remain in the same school for both their incremental and block placement as part of their first year school placement module. When students are on block placement, they come in to College for evening sessions every two weeks to participate in guided reflection in small peer-led groups, and to receive input in their pedagogical studies area.

Over the course of the module, students will experience a range of educational types, including primary school (to support an understanding of issues related to transition), post-primary and inclusive educational settings, such as behavioural support units and autism support units in schools. Students will also be placed in a number of different school settings to reflect the socio-economic and cultural diversity of society, including all girls/boys/mixed gender, designated disadvantaged, multiple languages, gaelscoileanna, etc.

To facilitate progression in this professional masters course, students will experience both junior and senior cycles, mixed ability classes and examination classes as they progress from first to second year. These are aligned with their pedagogy sessions in College, which prioritise Junior Cycle and mixed ability teaching in the first year.

10. Teaching and Learning Methods

Lectures, workshops and seminars in a learner centred approach

Experiential and on-site teaching and learning approaches, including peer to peer support and mentoring, interaction with the co-operating and mentor teachers, professional practice, attendance at school meetings etc.

Academic and professional engagement with module handbooks and guidelines, support resources, and materials from the professional and academic literatures

A learner centred approach is adopted in this module in recognition of the fact that this is a postgraduate course and many students have already valuable experience of working with children and young people in diverse settings before coming to the PME. By valuing this experience the student is encouraged to develop life long learning skills which will be continued after completion of this programme, (e.g., ability to critically analyse, use a range of literature/ other sources of knowledge, communicate clearly both verbally and in writing and have an inquiring mind). It is recognised that these skills are developmental in nature and thus a pro-active approach to learning in which enquiry and autonomy feature predominantly is promoted in this placement module.

11. Required Equipment and Resources (if applicable)

Powerpoint and audio-visual facilities, web based learning using Blackboard and its online fora
Special features: occasional guest lectures and professional inputs from such organisations and bodies as the Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NCSE, Parents’ Bodies, etc.

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

**Summative**
Continuous assessment, with school placement planning folder and portfolio. During block placement in semester 2, students are formally assessed on their teaching practice preparation, performance and evaluation through:

- 2 assessed visits from School of Education supervisors.

A structured student teaching and learning portfolio, which contains all assignments, structured observations, readings, critical commentaries and school placement feedback sheets, tasks and reflections from year 1 of the PME is assessed.

**Formative**
During students’ initial teaching placement experience in semester 1, students receive a monitoring visit to the school from the TCD School Placement Co-ordinator and/or her team, and 1-2 unassessed visits from their in-school mentor or cooperating teacher. In addition, during their block placement, students will receive 1-2 visits from their in-school mentor or cooperating teacher.

Students receive constructive oral and written feedback according to prescribed categories of performance following each assessed visit.

13. Pass Requirement

40%  
There is no compensation in this module. The school placement module must be passed in the PME.

14. Method of Supplemental Assessment

If a student fails to achieve a passing mark on school placement, they are required to re-take that school placement.

15. Recommended Reading Materials / Indicative Resources


16. **Evaluation**

An oral evaluation group session, and a written customised survey is administered at the end of the module, and the results are considered by the full module team and at School Board.

17. **Module Co-ordinator**

School Placement Co-ordinator (tba)

18. **Module Teaching Team**

School Placement Co-ordinator (tba) and members of the full time and part time staff in the School of Education
**Foundation Disciplines**

**Applied Psychology in Education**

1. **Module Code**
   
   ET 7922

2. **Entry Requirements (if applicable)**
   
   This is a core module for all students on the PME course. There are no entry requirements.

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

4. **Module Size (hours and number of weeks)**
   
   1 hour per week over one semester (1 x 11 weeks).

5. **ECTS Value**
   
   5 ECTS

6. **Rationale and Aims**

   **Rationale**
   
   A broad range of areas are included in the course and lecture material. On completion of this module, students should be familiar with and be able to critically appraise the practical application of relevant areas of applied psychology within education in general, and within post-primary teaching practice in particular.

   **Aims**
   
   The aims of the module are:

   Generally, to enable the student to apply key areas of psychology in the understanding and practice of post-primary education;

   Specifically, to provide a clear, reflective, critical knowledge of areas such as self-esteem enhancement, preventing and countering bullying behaviour in schools, positive teaching and conflict resolution, intelligence and learning styles, motivation, prejudice, special educational needs and moral development.

7. **Learning Outcomes**

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

   Demonstrate a clear and reflective understanding of how psychological knowledge may be applied in the practice of post-primary education;
Critically apply their knowledge in the facilitation of the development of positive self-esteem through their own teaching practice, and taking their own part as a teacher in the prevention and countering of bullying behaviour in schools;

Critically analyse areas of debate and concern within educational practice, such as moral development, the intelligence debate, dealing with prejudice and the provision for those with special educational needs;

Formulate coherent responses to broader and fundamental ideas within the psychology of education, such as what motivates a person to learn; and,

Critically appraise contemporary ideas within educational practice, such as positive teaching and the notion of learning styles.

### 8. Course Content and Syllabus

Areas to be covered include:

I - Introductions / What is Applied Psychology in Education?
II – Self-Esteem Enhancement and Educational Practice
III – Preventing and Countering Bullying and Violent Behaviour in Schools
IV – Cyber-Bullying and its Implications for Schools
V – Positive Teaching, Group Behaviour and Conflict Resolution
VI – Intelligence, Learning Styles, Strategies and Approaches
VII - What Motivates People to Learn?
VIII - Prejudice: Racism, Homophobia and Alterophobia in Schools
IX - Thinking about Learning Difficulties, Dyslexia and ADHD
X - The Psychology of Moral Development

### 9. Teaching and Learning Methods

Lectures.

Powerpoint slides used in lectures will be made available to students via the Blackboard on-line forum, along with a list of the recommended reading materials and details regarding the formative assessment assignment.

### 10. Required Equipment and Resources (if applicable)

Powerpoint and audio-visual facilities, web based learning using the Blackboard online forum.
11. Methods of Assessment

**Summative Assessment**
The module is assessed by a single 3,000 word assignment. Students will be expected to select and answer one essay title from a choice of six, formatted according to the guidelines provided in the PME Handbook.

**Formative Assessment**
In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment, with detailed comments providing formative assessment in an assessment for learning framework.

12. Pass Requirement
40%

13. Method of Supplemental Assessment
Re-submission of the assignment.

14. Recommended Reading Materials

**Compulsory:**

**Recommended:**


15. **Evaluation**

An oral evaluation session, and a written, customised survey is administered at the end of the module, and the results are considered by the module team.

16. **Module Coordinator**

Dr Stephen James Minton.

17. **Module Teaching Team**

Martin Kelly
Inclusive Education

1. Module Code
   ET 7923

2. Entry Requirements (if applicable)
   This is a core module for all students on the PME course.

3. Level (JF, SF, JS, SS, Postgraduate)
   PG

4. Module Size (hours and number of weeks)
   Lecture (11 hours)
   Reflective reading (22 hours)
   Assignment (78 hours)
   Total student effort: 100 hours

5. ECTS Value
   5 ECTS

6. Rationale and Aims

   **Rationale**
   This module will provide essential background knowledge of past and current special education policy and provision; enable participants to understand the challenges involved in including students with disabilities and/or SEN in mainstream schools.

   **Aims**
   - Support students in engaging with special educational needs within the classroom.
   - Enable students to engage critically with policy and provision issues.
   - Develop student understanding of inclusion processes.
   - Become informed about the complex processes involved in including children and young people with disabilities and/or SEN in mainstream schools.
   - To generate critical thinking around curricular access.
   - To evaluate the nature of collaborative relationships involved in supporting the learning of children and young people who have SEN.

7. Learning Outcomes

   On successful completion of this module, the student will be able to:
   - demonstrate an understanding of special education policy and provision within an Irish context;
   - critically engage with the international literature on inclusion;
   - explain the assessment process in identifying a pupil with SEN;
• critically engage with international perspectives on appropriate pedagogies for children and young people with special educational needs;
• demonstrate an understanding of the distinct and complementary roles of professionals involved in support provision from within and outside the school.

8. Course Content and Syllabus

Historical emergence of special education in Ireland and Irish policy and legislation
Educational access opportunities for children and young people with disabilities
Establishing inclusive learning environments-theory and practice
Assessment process: Continuum of Support
Differentiating the curriculum
Pedagogies for children and young people with SEN
The roles of support personnel within schools

9. Teaching and Learning Methods

Interactive lecture format and guided reading of key texts.
To further the aims of the inclusive curriculum, we aim to identify potential barriers to learning and ensure content material presented in accessible format.

10. Required Equipment and Resources (if applicable)

DVD player
Texts and special education materials

11. Methods of Assessment

Essay Assignment (3,000-4,000 words)

The assignment will focus on one of the following areas: inclusion; curriculum differentiation; the role of support teachers.

Students will be expected to:
1. examine the relevant literature;
2. develop a case study based on their own teaching experience (school/classroom).

Formative assessment will be provided through informal feedback on draft assignments and through in-class peer support.

12. Pass Requirement

40%

13. Method of Supplemental Assessment
14. Recommended Reading Materials / Indicative Resources


15. Evaluation

Student evaluation of module as per PME regulations

16. Module Co-ordinator

Michael Shevlin

17. Module Teaching Team

Michael Shevlin
# Introduction to Assessment and Examinations in Post-primary Education

1. **Module Code**
   
   ET 7920

2. **Entry Requirements (if applicable)**
   
   All students enrolled on the PME are required to take this module.

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

4. **Module Size (hours and number of weeks)**
   
   - 1 hour lecture for semester (1 x 11 weeks)
   - 100 hours of total student effort

5. **ECTS Value**
   
   5 ECTS

6. **Rationale and Aims**

   **Rationale**

   *Introduction to Assessment and Examinations in Post-primary Education* is a core module of the PME programme bridging the link between foundation studies in education, post-primary curricula, programmes and subjects and relevant methods of assessment and evaluation. The module aims to provide aspiring teachers with appropriate knowledge, skills and competencies consistent with their future role as reflective practitioners within the post-primary education system.

   **Aims**

   - Provide students with an introduction to the theory, policy and practice of student assessment and examinations
   - Help students critically explore implications for teaching and learning from the requirements and practice of student assessment.
   - Support students in reflecting on, selecting, developing and critically appraising relevant assessment and examination techniques for possible use in their professional lives.
   - Provide opportunities for students to engage in individual and collaborative professional reflection and dialogue on a range of concepts and issues relevant to the module.

7. **Learning Outcomes**

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

   - Identify, describe and critically engage with theoretical and policy issues relating to assessment and examining.
• Illustrate and apply relevant assessment-related concepts with reference to post-primary education in Ireland in general and their own experience as student teachers in particular.
• Confidently and competently choose and employ appropriate knowledge, skills and techniques to monitor students’ learning using established protocols.
• Assemble and critically interpret information and resources from print and electronic sources to support their awareness, understanding and competencies in relation to relevant concepts.

8. Course Content and Syllabus

This module explores a range of themes reflecting current policy and practice in relation to assessment in addition to likely needs and developments. Areas of inquiry include:

• Introduction to assessment
• Context for assessment in Irish post-primary education
• What to assess? Understanding domains of achievement, content & skills-based curricula
• Incorporating assessment into learning: Assessment for Learning
• Planning effective assessments: functions, score-referencing, stages in planning, ensuring quality.
• Design and use of classroom assessments to monitor student achievement: traditional and alternative approaches to assessment.
• Assessment of Learning and the role of examinations
• Grading, recording & interpreting assessment information
• Reporting assessment information to relevant stakeholders
• Implications of curriculum and assessment review and development at Junior and Senior Cycle

9. Teaching and Learning Methods

Large-group teaching using appropriate audio-visual media, with associated tutorials involving smaller groups. Instructional balance is achieved through incorporation of some paired and group focused in-class tasks based on appropriate stimulus material provided by the lecturer. Students are encouraged to contribute ideas to the class and tutorials from their own experience in schools/reading/reflection and time for local and plenary discussion of topics is provided.

Accessibility is promoted in relation to module delivery through provision of high-quality visual aids and supports that are provided to students. Appropriate attention is paid to the generation of clear, attractive visual supports. Students with special educational needs or with individual difficulties related to the module are encouraged to contact the lecturer in confidence as early as possible to discuss how issues may be addressed. Students have additional opportunity to interact with the lecturer through office hours.
10. Required Equipment and Resources (if applicable)

Microsoft Powerpoint software package and projection equipment; DVD. 
Blackboard Learn Virtual Learning Environment.

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

Students’ achievement on this module is assessed using an end-of-module examination of 2 hours duration.

Criteria underpinning the examination are designed to assess students’:
• Familiarity with knowledge, concepts and skills covered in the course through the lectures and independent reading of the research literature;
• Capacity to judiciously and critically apply their learning to known and novel situations in relation to their own teaching and in the broader educational context.

Formative approaches to self-assessment are reflected in the in-class exercises provided in class throughout the year. Through engagement with individual, paired and group tasks, students gain greater insight into their understanding of module concepts. Regular questioning and dialogue also reflects a formative orientation to learning. Students have the opportunity to meet with the lecturer during office hours to review their progress in relation to module concepts.

12. Pass Requirement

40% overall on the examination

13. Method of Supplemental Assessment

Supplemental examination similar in format and duration to the end-of-module exam.

14. Recommended Reading Materials / Indicative Resources

Primary sources associated with the module lectures include the following. Additional readings may be provided to students during the module.


15. **Evaluation**

Student formal feedback through the course management structure along with informal feedback to the lecturer.

16. **Module Co-ordinator**

Dr. Damian Murchan

17. **Module Teaching Team**

Dr. Damian Murchan, Ms. Jillian Kellough and occasional invited speakers
Irish History and Policy

1. Module Code

ET 7921

2. Entry Requirements (if applicable)

This is a core module for all students on the PME course. No entry requirements apply.

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

Postgraduate

4. Module Size (hours and number of weeks)

1 hour lecture x 11 weeks
100 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

The module sets out to offer students an introduction to the development of educational policy in the Irish state since 1922 and to contemporary policy issues in Irish education. The module explores the historical context for the development of the modern educational system since the mid-nineteenth century and seeks to explore examine key policy issues and concerns in contemporary Irish education. Important strands within this module include the development and persistence of a denominational system as a result of the distinctive interaction between church and state in Ireland; the interaction between the state and private stakeholders in the reform and expansion of the Irish educational system during the mid to late twentieth century and the far-reaching influence of international organizations and networks (such as the OECD) on Irish educational policy from the 1960s until the contemporary period.

Aims

Explore the educational policy of the Irish state and its implications for educational practice;
- Introduce students to contemporary policy issues and controversies in Irish education;
- Consider theoretical frameworks which seek to explain the relationship between society and education in the context of policy and practice in Ireland;
- Analyse critically the debate surrounding denominational/religious and secular/state-centred systems of education in an Irish context;
- Examine Irish educational policy within a European and international context;
- Encourage critical reflection on the immediate and long-term challenges facing policy-makers, stakeholders and educators.

7. Learning Outcomes

On successful completion of this module, students should be able to:
- Examine educational policies at primary, post-primary and higher levels within an appropriate historical context;
- Evaluate the significant issues and controversies in contemporary Irish education;
- Identify the impact of European and international institutions on educational policy and practice in Ireland;
- Analyse critically the influence of wider societal, political and cultural forces in Irish education;
- Develop a critical appreciation of the importance of ideology in education, including political and religious ideologies and the dominant free market paradigm of the last generation;
- Acquire the competence to analyse educational issues and controversies in an informed and critical fashion.

8. Course Content and Syllabus

The module will explore a variety of themes focusing on the historical development of education in Ireland; educational policy in the modern Irish state and contemporary issues and controversies in Irish education.

The principal content areas of the module will include

1. The Historical Context and origins of the modern educational sector.
2. Reform or Stagnation? Education in independent Ireland.
6. Higher Education: Diversification, expansion and the binary system.
7. Education and the Constitution: the parent as ‘primary educator’.
8. Secularisation in Irish education
11. Review and evaluation.

9. Teaching and Learning Methods

Teaching takes the form of a mixture of large group lectures and small group teaching: tutorials are designed to facilitate in-depth discussion of the key themes of the course. An interactive element is also built into the lectures, so
that a proportion of each lecture is devoted to questions and comments on the content of the class.

The course is designed to achieve an inclusive curriculum. Efforts towards accessibility include:
- All course notes are accessible through the Blackboard system and email.
- Overheads are developed for optimum visual accessibility (font size and colour to allow for visual impairment).
- Accessibility of the lecturer for student support on an ongoing basis.
- Physical accessibility of the learning environment.

10. Required Equipment and Resources (if applicable)
*PowerPoint display for presentations and internet connection in lecture theatre.*
*Blackboard Learn.*

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

**Summative – mark contributing towards a final grade.** How is the module formally examined? What are the assessment components and how are they weighted (for example, 66% coursework, 33% exam - give full details)? *Indicate the criteria for assessment for each assessment component.*

One written assignment (3,000 words), which is designed to assess the students’ abilities to:

* Demonstrate a range of knowledge and understanding of the specific field, indicative of extensive reading and individual research;
* Provide a critical interpretation of theoretical perspectives and issues covered in the module;
* Critically apply selected content of the module within the context of their own professional practice;
* Identify and articulate the relationship(s) between contemporary policies and historical issues.

**Formative – informal assessments are used to ‘check in’ with students to find out what they are learning and what they don’t understand; they do not contribute towards a final grade.** If applicable, indicate any such means of formative assessment and whether the students are subsequently provided with feedback.

Students are requested to submit the title and a brief outline of their assignment well in advance of the submission date; feedback is given on this outline.

12. Pass Requirement

40%
13. Method of Supplemental Assessment

Repeat assignment (capped at 40%).

14. Recommended Reading Materials / Indicative Resources

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

Secondary Sources

15. **Evaluation**

Student evaluation will occur in accordance with College policies for quality assurance. Student feedback will be employed to inform an annual review of course content and methods by the teaching team.
16. **Module Co-ordinator**  
Dr. John Walsh

17. **Module Teaching Team**  
Dr. John Walsh, Ms. Saundre McConney (and 1 guest lecturer).
Pedagogy and Professional Studies

Business Studies Pedagogy

1. Title of Module
Business Studies Pedagogy

2. Module Code
ET 7901

3. Entry Requirements (if applicable)
This is a core module for Business Studies majors and minors on the PME course

4. Postgraduate

5. Module Size (hours and number of weeks)
2 hours per week over one semester (2 x 11 weeks)
100 hours of total student effort

6. ECTS Value
5 ECTS

7. Rationale and Aims

Rationale
Business Studies pedagogy sets out to introduce students to the environment in which they will be teaching business studies in secondary schools in Ireland. There are seven state syllabi relevant; Junior Cert Business Studies, Leaving Cert Business, Leaving Cert Accounting, Leaving Cert Economics, Leaving Cert Applied (enterprise), Leaving Cert Vocational (enterprise) and Transition Year Business. This module offers practical and theoretical perspectives on teaching the suite of Business subjects, the principles of syllabus design and evaluation, and the assessment and recording of pupils' progress. Students will develop knowledge and understanding of the national curriculum guidelines for Business Studies, together with an understanding of wider statutory requirements.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils’ learning and development in and through Business Studies. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Business.

Aims
The aims of this module are to:
- make the students aware of their responsibilities in relation to each of the syllabi above;
- provide examples of good teaching practice;
- develop skills in the areas of planning and assessment;
- enthuse the students with the role of the teacher;
- explore the Business classroom as a site for developing pupils’ literacy and numeracy skills;
- develop an awareness of the usefulness and applicability of various technological resources within the Business classroom;
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of teaching and learning.

8. Learning Outcomes

The students should be able to:
- devise and implement individual class plans and schemes of work for Business which are appropriate to pupils’ levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- explain and apply best practice principles to manage a classroom to create an environment that enhances student learning and promotes an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- critically appraise the theoretical underpinning of cooperative learning for the Business classroom and devise strategies to implement this in practice;
- critically evaluate and apply appropriate assessment instruments, both summative and formative, to measure learning;
- critically appraise and implement department of education syllabi and assessment instruments;
- evaluate, analyse and use available information technology resources relevant to business studies;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the various Business curricula;
- devise strategies to encourage students to become involved in enterprise e.g. through promotion of business awards such as student enterprise awards;
- begin to reflect critically on their experiences as a language learner and teacher, recognizing the limits of their own knowledge and practice.

9. Course Content and Syllabus

Managing a classroom through the use of positive discipline
Fostering self-motivated, independent learners.
The implementation of cooperative learning in a business course.
The role of questioning in developing student learning and the creation of meaning.

Junior cert Business Studies syllabus and assessment.

Introducing first years to bookkeeping using the balance sheet approach

Introducing double entry bookkeeping

Literacy and numeracy in the context of the Business classroom

ICT and Business

Lesson Planning / Schemes of work / Assessment / Reflection and Evaluation

10. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

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. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images are used to increase flexibility and variety in teaching and learning methods and materials.

11. Required Equipment and Resources (if applicable)

A room with a screen, power point, overhead and blackboard. The room should be bright and airy with flexible furniture that can facilitate group work.

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

The module is assessed by a single 3,000 word (or word equivalent) assignment with three interrelated components as follows.

Students will be expected to:
1. Choose one recently published textbook for pupils of Business and write a critical review of it, drawing from the relevant academic and professional literature in the field in considering the role and value of Business as a subject on the curriculum.
2. Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils’ understanding of some aspect of the Business syllabus at Junior Cycle level. The plans should reflect an emphasis on interactive and creative teaching and learning methodologies.
3. Critically evaluate the effectiveness of these plans in practice.

Criteria for Assessment

Students will be expected to:

- produce a critical review of their chosen textbook, taking into account its usefulness to teachers and pupils of Business, and how it relates to best practice as evidenced in the relevant literature;
produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
• make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed;
• show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses;
• construct an appropriately organised discussion;
• demonstrate an appropriately academic standard in both the structure and style of written work.

Formative Assessment
1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.

2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.

3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.

4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment

15. Recommended Reading Materials / Indicative Resources


Thody, Angela, Gray, Barbara and Bowdwen, Derek (2000). The teacher’s survival guide. London: Continuum


Web Sites
www.education.ie
www.examinations.ie
www.skool.ie
www.bized.co.uk
www.scoilnet.ie
www.pdst.ie
www.business2000.ie
www.bstai.ie
www.nca.ie
ec.europa.eu/Ireland/education
europa.eu/teachers-corner/

16. Evaluation
An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

17. Module Co-ordinator
Alan Cashell

18. Module Teaching Team
Alan Cashell Lecturer and teaching practice supervisor
Maria Garvey Lecturer and teaching practice supervisor
Rachel Keogh teaching practice supervisor
Andrew Loxley teaching practice supervisor
Dominic McQuillan teaching practice supervisor
Maura Hennessy teaching practice supervisor
Mairead Kehoe teaching practice supervisor
**English Pedagogy**

1. **Title of Module**
   English Pedagogy

2. **Module Code**
   ET 7902

3. **Entry Requirements (if applicable)**
   This is a core module for English subject majors and minors

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

5. **Module Size (hours and number of weeks)**
   2 hours per week over one semester (2 x 11 weeks)
   100 hours of total student effort

6. **ECTS Value**
   5 ECTS

7. **Rationale and Aims**

   **Rationale**
   English pedagogy will introduce students to the broad scope of English as a curriculum subject. The module offers practical and theoretical perspectives on the role of language in learning, the teaching of literacies and literature, the principles of syllabus design and evaluation, and the assessment and recording of pupils’ progress. Students will develop knowledge and understanding of the national curriculum guidelines for English, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of English in this module.

   In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils’ learning and development in and through English. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of English. The module aims to produce reflective practitioners who are cognisant of pertinent literature in the area and who are capable of forging links between theory and their classroom practice.

   **Aims**
   The aims of the module are to:
   - provide an introduction to the subject area of English, including Media and Drama, as a curriculum subject;
expose students to the wide range of inclusive teaching, learning and assessment methods which are available for teaching English, including active and creative teaching strategies;

enable students to design appropriate and pedagogically sound lesson plans and Schemes of Work which are fit for purpose and appropriate for use;

courage students to develop a wide range of strategies to foster English as a creative and expressive medium with their pupils;

alert students to the variety of teaching methods and resources that are available for teaching English;

develop students’ responsiveness in terms of planning for differentiation, Assessment of Learning (AfL) and the provision of feedback;

develop students’ abilities to devise and implement appropriate lessons aimed at nurturing pupils’ competence across a range of text and writing types;

develop an awareness of the usefulness and applicability of various technological resources within the English classroom;

encourage students to employ a range of approaches to the study of literary texts in the classroom;

explore the English classroom as a site for developing pupils’ literacy and numeracy skills;

provide students with the opportunity to explore the role and value of speaking and listening activities in English;

develop students’ understanding of the structure of the English language and their ability to utilise this in an analysis of a range of written and spoken texts;

encourage students to begin to develop a reflective teaching practice and to think critically about the processes of English teaching and learning.

develop students’ ability to think critically about their practice and to link theory to their practice in the classroom;

develop a high level of criticality when evaluating various teaching, learning and assessment methods.

8. Learning Outcomes

On successful completion of the PME English Pedagogy module, students will be able to:

- devise and implement pedagogically sound lesson plans and schemes of work for English which are appropriate to pupils’ levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;

- demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;

- critically evaluate a range of literary and non-literary texts and select appropriate texts for use in the English classroom;
• differentiate between different forms of pedagogical practice, and use creative and expressive activities as a means of developing all aspects of pupils’ language and literacy skills;
• competently utilise a range of appropriate inclusive teaching, learning and assessment strategies;
• plan appropriately for differentiation;
• use assessment and manage feedback appropriately;
• display a responsiveness in the English classroom;
• develop a research informed approach to teaching and learning literacy and numeracy which can be implemented through the English curriculum;
• evaluate the application of inclusive education principles in the English classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
• distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the English classroom;
• explain and apply best practice principles to manage students’ behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils’ learning;
• forge links between theoretical frameworks/perspectives and their practice in the classroom;
• reflect on their classroom practice and use their reflections to inform and improve future practice;
• evaluate and analyse available sources of external support;
• develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
• examine their own thinking and practices and reform these practices in light of new knowledge and insight;
• understand the importance of the continuum of teacher education and of lifelong learning.

9. Course Content and Syllabus

Areas to be covered include:

• Lesson Planning/Schemes of Work/Reflection and Evaluation
• The Role of the English Teacher/English as a Subject
• The English Syllabus
• Teaching Poetry (Junior Cycle)
• Teaching Media Studies
• Teaching Film in the Classroom
• Junior Cycle Language, and Literacy and Language across the Curriculum
• Teaching Fiction/The Novel
• Teaching Shakespeare
10. Teaching and Learning Methods
Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners. Students are exposed to a range of active and creative teaching methods. Problem Based Learning (PBL) is utilised to address scenarios and concerns that the students have themselves.

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. Handouts are made available 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.

Special features: a visit by local secondary school pupils for a team teaching session, whereby the pupils teach the College students, and discuss their experiences of teaching and learning methods in secondary schools; the use of Edmodo to create a community of learners, where notes and resources are shared amongst the group.

11. Required Equipment and Resources (if applicable)
PowerPoint and audio-visual facilities, web based learning using Blackboard and Edmodo and online fora
Large, open floor space for practical workshops, and large sheets of paper and coloured pens

12. Methods of Assessment
Summative Assessment
The module is assessed by a single 3,000 word (or word equivalent) assignment with three interrelated components as follows.

Students will be expected to:
1. Choose one recently published textbook for pupils of English and write a critical review of it, drawing from the relevant academic and professional literature in the field in considering the role and value of English as a subject on the curriculum.
2. Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils’ understanding of some aspect of the English syllabus at Junior Cycle level. The plans
should reflect an emphasis on interactive and creative teaching and learning methodologies. Word Count: No word count for Scheme of Work and Lesson Plans

3. Critically evaluate the effectiveness of these plans in practice. Please note: This critical evaluation should adhere to appropriate academic referencing conventions

Criteria for Assessment
Students will be expected to:
- produce a critical review of their chosen textbook, taking into account its usefulness to teachers and pupils of English, and how it relates to best practice as evidenced in the relevant literature;
- produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
- make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed;
- show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses;
- construct an appropriately organised discussion;
- display an ability to critically reflect on the lesson plans that they created by forging appropriate links between pertinent literature/theories in the area and their own practice;
- demonstrate an appropriately academic standard in both the structure and style of written work;
- demonstrate an ability to use appropriate academic referencing conventions.

Formative Assessment
1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.

2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.

3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.

4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

13. Pass Requirement
40%
14. Method of Supplemental Assessment

Re-submission of the assignment

15. Recommended Reading Materials / Indicative Resources

**Reading Materials**


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publication Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly, P.</td>
<td><em>Junior Certificate New Frontiers for Second and Third Year.</em> Dublin: Folens</td>
<td></td>
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<tr>
<td>Kelly, P.</td>
<td><em>Rapid Revision English Higher Level.</em> Dublin: Folens.</td>
<td></td>
</tr>
<tr>
<td>Mackey, Sally and Cooper, Simon</td>
<td><em>Drama and Theatre Studies – A &amp; AS Level.</em> Cheltenham: Stanley Thornes.</td>
<td></td>
</tr>
</tbody>
</table>
Available at:
Available at:
NCCA (no date) Introduction to Assessment for Learning. [Online]
Available at:

Primary Professional Development Service (no date) Differentiation in Action! [Online] Available at:

### Relevant websites
- [www.examinations.ie](http://www.examinations.ie)
- [www.education.ie](http://www.education.ie)
- [www.inote.ie](http://www.inote.ie)
- [www.pdst.ie](http://www.pdst.ie)
- [www.juniorcycle.ie](http://www.juniorcycle.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.dyslexia.ie](http://www.dyslexia.ie)
- [www.shakespeare-online.com](http://www.shakespeare-online.com)
- [www.poetryireland.ie](http://www.poetryireland.ie)
- [www.obriens.ie](http://www.obriens.ie)
- [www.ifi.ie](http://www.ifi.ie)
- [www.bfi.org.uk](http://www.bfi.org.uk)
- [www.tes.co.uk](http://www.tes.co.uk)
- [www.ncte.org/](http://www.ncte.org/)
- [www.scoilnet.ie/](http://www.scoilnet.ie/)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- [www.usingenglish.com/teachers.html](http://www.usingenglish.com/teachers.html)
- [www.free-clipart-pictures.net/](http://www.free-clipart-pictures.net/)
- [www.teachit.co.uk/](http://www.teachit.co.uk/)
- [www.webenglishteacher.com](http://www.webenglishteacher.com)
- [www.pearsonlongman.com/](http://www.pearsonlongman.com/)
- [www.teachingenglish.org.uk/](http://www.teachingenglish.org.uk/)
- [www.sitesforteachers.com/](http://www.sitesforteachers.com/)
- [www.dylanwiliam.org](http://www.dylanwiliam.org)
- [www.geoffpetty.com](http://www.geoffpetty.com)

#### 16. Evaluation
An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

#### 17. Module Co-ordinator
Tara Niland

#### 18. Module Teaching Team
Tara Niland, Carmel O’Sullivan, Marian Forde, Louise Heeran-Flynn, Pauline Kelly and
<table>
<thead>
<tr>
<th><strong>Geography Pedagogy</strong></th>
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<tbody>
<tr>
<td><strong>1. Title of Module</strong></td>
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<tr>
<td>Geography Pedagogy</td>
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<tr>
<td><strong>2. Module Code</strong></td>
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<tr>
<td>ET 7903</td>
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<tr>
<td><strong>3. Entry Requirements (if applicable)</strong></td>
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<tr>
<td>This is a core module for Geography majors and minors</td>
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<td><strong>4. Level (JF, SF, JS, SS, Postgraduate)</strong></td>
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<tr>
<td>Postgraduate</td>
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<td><strong>5. Module Size (hours and number of weeks)</strong></td>
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<td>2 hours per week over one semester (2 x 11 weeks)</td>
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<td><strong>6. ECTS Value</strong></td>
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<tr>
<td>5 ECTS</td>
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<tr>
<td><strong>7. Rationale and Aims</strong></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>Geography pedagogy will introduce students to the broad scope of Geography as a curriculum subject. The module offers practical and theoretical perspectives on the role of geographical Knowledge in learning, the teaching of literacies and geographical terminology, the principles of syllabus design and evaluation, and the assessment and recording of pupils' progress. Students will develop knowledge and understanding of the national curriculum guidelines for Geography, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Geography in this module. In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils' learning and development in and through Geography. In this module, practical investigation of pedagogical and professional educational issues through students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Geography.</td>
</tr>
<tr>
<td><strong>Aims</strong></td>
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<tr>
<td>The aims of the module are to:</td>
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<tr>
<td>• provide an introduction to the subject area of Geography, as a curriculum subject;</td>
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</table>
8. **Learning Outcomes**

On successful completion of the PME Geography Pedagogy module, students will be able to:

- devise and implement individual class plans and schemes of work for Geography which are appropriate to pupils’ levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- critically evaluate the use of cooperative teaching methodology in the classroom;
- differentiate between different forms of pedagogical practice, and use creative and expressive activities as a means of developing all aspects of pupils’ language and literacy skills;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the Geography curriculum;
- evaluate the application of inclusive education principles in the Geography classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Geography classroom;
- explain and apply best practice principles to manage students’ behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils’ learning;
• evaluate and analyse available sources of external support;
• develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
• examine their own thinking and practices and reform these practices in light of new knowledge and insight.

9. Course Content and Syllabus

Areas to be covered include:

. Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation
. The Geography syllabus
. Junior cycle language and literacy across the curriculum
. Assessment and marking
. Working in groups in Geography
. ICT and Geography
. Topic approach to Junior cert Geography
. Themes in geography
. Practical skills, Mapping and Spatial analysis
. Photographic applications
. Field Studies – methodologies
. Introducing classes

10. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

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. Hand-outs are made available in advance, as relevant, 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.

Special features: a Field study on either a physical/socio-economic geography topic. Also we have an EDmodo site for geography students to interact with each other and with staff.

11. Required Equipment and Resources (if applicable)

A variety of equipment of high tech/ low tech nature to reflect the differing needs of Irish Schools.
Micro-teaching room for reflection of peer group teaching.
Large room for workshops with interactive whiteboard.
Photocopied material.
12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

**Summative Assessment**
The module is assessed by a single 3,000 word (or word equivalent) assignment with three interrelated components as follows.

Students will be expected to:
1. Choose one recently published textbook for pupils of Geography and write a critical review of it, drawing from the relevant academic and professional literature in the field in considering the role and value of Geography as a subject on the curriculum.
2. Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils’ understanding of some aspect of the Geography syllabus at Junior Cycle level. The plans should reflect an emphasis on interactive and creative teaching and learning methodologies.
3. Critically evaluate the effectiveness of these plans in practice.

**Criteria for Assessment**
Students will be expected to:
- produce a critical review of their chosen textbook, taking into account its usefulness to teachers and pupils of Geography, and how it relates to best practice as evidenced in the relevant literature;
- produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
- make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed;
- show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses;
- construct an appropriately organised discussion;
- demonstrate an appropriately academic standard in both the structure and style of written work.

**Formative Assessment**
1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.
2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.
3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.
4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.
5. Regular feedback from our Edmodo site on weekly and daily basis students can avail of posting resources and gaining feedback from our staff.

13. **Pass Requirement**
   
   40%

14. **Method of Supplemental Assessment**
   
   *Re-submission of essay (if failed)*

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


**Website**

All geography students will become members of Edmodo (geog site) and will benefit from past years of postings and regular updates of resources. This was formed in 2012 and students will become regular contributors to the site. Password given at registration.

16. **Evaluation**

   Feedback both orally (weekly) and written (semester) are given. There is a regular update on our Edmodo site administered by Shane Willoughby who answers questions relating to the course.

17. **Module Co-ordinator**

   Keith Spencer

18. **Module Teaching Team**

   Keith Spencer, Shane Willoughby, Simon Moore, Nicola Fallon, Liz McDonald, Peter Mahoney
History Pedagogy

1. Title of Module
   History Pedagogy

2. Module Code
   ET 7904

3. Entry Requirements (if applicable)
   This is a core module for history subject majors and minors on the PME course. There are no pre-requisites or co-requisites.

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

5. Module Size (hours and number of weeks)
   Lectures/seminars: 2 hours x 22 weeks.
   100 hours of total student effort.

6. ECTS Value
   5 ECTS.

7. Rationale and Aims

**Rationale:**
This course is necessary to prepare future second-level history teachers. As such, it does not equip them with subject knowledge but does attempt to instill in them the knowledge, skills and values required to be successful teachers of history. As major and minor students attend this course it is concerned primarily with generic or common issues and aspects of teaching associated with junior cycle/the Irish Junior Certificate [JC] examination. In keeping with its status as a master’s level course, emphasis is placed on preparing to conduct research.

**Aims:**
- To introduce students to history teaching.
- To prepare students to teach history, especially to JC level.
- To encourage students to make meaningful contributions to the improvement of history teaching in particular and standards of education in schools and society generally, with especial emphasis on the promotion of literacy and numeracy.

8. Learning Outcomes
On successful completion of this course students should be able to:

- adumbrate the case for the study of history in schools;
- communicate their knowledge of history to pupils;
- plan their own research on history teaching methods or using history to inform other research;
- select appropriate methods for use in the teaching of history in various contexts, up to JC level;
- employ appropriate methods in the teaching of history in various contexts, up to JC level;
- evaluate their own teaching of history and that of others and
- make meaningful contributions to the improvement of the teaching of history in Ireland, up to JC level, and in literacy and numeracy across the curriculum.

9. Course Content and Syllabus

- The nature of history.
- Different philosophies that have been advanced of the discipline.
- Why teach history in Irish schools?
- What are the aims/objectives of history in education generally and at JC level in particular?
- What can be done to promote history education in Irish schools, especially up to JC level?
- Theoretical underpinnings of history education in Irish schools, with emphasis on JC pupils and their needs.
- IT and history, particularly as applied to the JC.
- Methods and skills relevant to the discipline of history, especially for JC.
- History and archaeology (at a level appropriate for JC pupils).
- Historical film and fiction, as applied to JC.
- Group and individual projects for JC topics.
- Local history with relevance to JC.
- Family history at a level appropriate for JC pupils.
- Oral history at a level appropriate for JC pupils.
- Opportunities in the JC syllabus to promote literacy and numeracy.
- Preparing to conduct research on education.

10. Teaching and Learning Methods

Lectures and seminars are employed and when necessary an approach is taken than ensures an inclusive curriculum for all learners, for example by issuing materials in appropriate fonts and sizes/Braille or having a signing interpreter attend.

**Special feature:**
A programme of visits to external sites, including local and national museums.

11. Required Equipment and Resources (if applicable)

None.
12. Methods of Assessment

**Formative assessment:**
There is no formative assessment of coursework but students (majors only) are given informal advice on school placement.

**Summative assessment:**
Completion of a 3,000-word essay on the subject of what makes for a good teacher of history, drawing on personal experience as pupil and experience gained on school placement and relevant theoretical and research literature. Criteria for success in the essay are those customarily found in higher education: clarity of thought, accuracy of factual information, elegance of prose, quantity and quality of detail and originality, but also include honesty of personal reflection.

13. Pass Requirement

40%

14. Method of Supplemental Assessment

Resubmission of coursework.

15. Reading Materials/Indicative Resources

**Required reading:**


**Recommended reading:**


British Film Institute *Using Moving Images in the Classroom* (London: British Film Institute/English & Media Centre, 2000).


Curriculum Development Unit History Projects: Encouraging Research Skills (Dublin: City of Dublin Vocational Education Committee, 1994).
Department of Education and Science Inspectorate Looking at History: Teaching and Learning History in Post-primary Schools (Dublin: Department of Education and Science, 2006).

Gender Equality Unit Discovering Women in Irish History (Dublin: Department of Education and Science, 2004).
Hughes-Warrington, M Fifty Key Thinkers on History (London/New York: Routledge, 2000).

Stearn, T ‘What’s Wrong with Television History?’, History Today, December 2002.

Recommended periodicals:

Archaeology Ireland*
BBC History Magazine*
British Archaeology*
Heritage Outlook*
16. Evaluation

Students’ views are listened to informally and the Registrar conducts formal course evaluations. The results of these are acted on if appropriate.

17. Module Coordinator

Dr David Limond

18. Module Teaching Team

Stephen Jordan (school placement supervision and pedagogy teaching), Pat Reilly (school placement and pedagogy teaching) and David Limond (school placement supervision and administration only).
**Irish Language Pedagogy**

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<thead>
<tr>
<th>1. Title of Module</th>
<th>Irish Language Pedagogy</th>
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<tr>
<td>2. Module Code</td>
<td>ET 7905</td>
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<tr>
<td>3. Entry Requirements (if applicable)</td>
<td>This a core module for Irish subject majors and minors on the PME course</td>
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<tr>
<td>4. Level (JF, SF, JS, SS, Postgraduate)</td>
<td>Postgraduate</td>
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<td>5. Module Size (hours and number of weeks)</td>
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<tr>
<td>6. ECTS Value</td>
<td>5 ECTS</td>
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<tr>
<td>7. Rationale and Aims</td>
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**Rationale**

Irish Pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with an Irish major and minor. It sets out practical and theoretical perspectives on language teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for Irish, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Irish in this module. The module will enable students to explore how people learn languages, what methods facilitate learning languages, particularly in a classroom environment, and how to apply this knowledge in activities in the classroom.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils’ learning and development in and through Irish. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Irish education.

**Aims**

- To provide an introduction to students to the subject area of Irish as a curriculum subject.
8. Learning Outcomes

On successful completion of the PME Irish language pedagogy module, the students will be able to:

- demonstrate a knowledge of and critical awareness of the curriculum for Irish at Junior Cycle;
- devise and implement individual class plans and schemes of work for teaching Irish which are appropriate to pupils’ level and interests, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- demonstrate an enthusiasm for the Irish language and culture which will enliven and enrich their classroom teaching;
- critically evaluate a range of literary and non-literary texts/materials and select appropriate materials for use in the Irish language classroom;
- critically evaluate of a range of teaching methods and styles for the teaching of Irish;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the Irish language curriculum;
- begin to develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;

9. Course Content and Syllabus

- Lesson Planning, Schemes of Work/Assessment/ Reflection and Evaluation
- A Communicative Approach to language teaching and learning
- Learning a Second Language (theory and practice)
• The Junior Certificate syllabus for Irish/ The Primary School syllabus for Irish
• Target language use in the classroom/ fostering conversation
• Developing language skills/ an integrated approach
• Classroom management
• Collaborative learning
• Assessment and Marking (including formative assessment)
• Teaching Poetry (Junior Cycle)
• Teaching Prose/novels (Junior Cycle)
• Teaching Writing Types (including Comprehension, Functional, Personal and Creative writing)
• ICT for authenticity in the language classroom – resources and methods
• Literacy and numeracy in the context of the Irish language classroom

Some of the topics above inter-connect and are spread over a number of sessions.

10. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group-work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners. For example, a common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic at issue in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, with relevant research findings being presented on that topic. Each session focuses on a different aspect of Irish language pedagogy, building from fundamentals such as a communicative approach to second language learning, the use of the target language in the classroom, integrating the four language skills, collaborative learning, through to a range of topics such as teaching prose and poetry.

As regards the materials used in the seminar sessions, we aim to embody the principles of differentiated learning in our use of materials by using visuals where possible, always using large fonts and varying the types of materials used. Drama and role-play scenarios are used on occasions to increase flexibility and variety in teaching and learning methods and materials.

11. Required Equipment and Resources (if applicable)

Powerpoint and audio-visual facilities are required. Large, open floor space for practical workshops is also required.

12. Methods of Assessment

Summative Assessment

The module is assessed by a single 3,000 word (or word equivalent) assignment with three interrelated components as follows.

Students will be expected to:
4. Write a critical review of the communicative approach to teaching and learning a second language, taking into account the syllabus and teacher guidelines for Irish at Junior Cycle.

5. Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils’ understanding of some aspect of the Irish syllabus at Junior Cycle level. The plans should reflect an emphasis on a communicative approach and on interactive and creative teaching and learning methodologies.

6. Critically evaluate the effectiveness of these plans in practice.

Criteria for Assessment
Students will be expected to:
- produce a critical review of the communicative approach to teaching and learning a second language, taking into account the syllabus and teacher guidelines for Irish at Junior Cycle;
- produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
- make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed;
- show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses and identifying opportunities for development in their practice;
- demonstrate an appropriately academic standard in both the structure and style of written work.

Formative Assessment
1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.

2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.

3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.

4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
15. Recommended Reading Materials / Indicative Resources

**Books of practical use: General (see also library catalogue)**


**Books of practical use: For language classrooms (see also library catalogue)**


IFI (2012). *IFI Film Focus: New Directions in Film and Media Literacy*. Dublin: IFI.


**Books on second language acquisition**


**Leabhair a bhaineann le Gaeilge sna scoileanna:**


Teagasc na Gaeilge Imleabhar 9 (2010) (Irisleabhar)


Relevant websites
www.muinteoirgaeilge.ie
www.cnmg.ie
16. Evaluation
CAPSL module survey and end of year feedback session to inform the following year's course.

17. Module Co-ordinator
Bernadette de Róiste

18. Module Teaching Team
Bernadette de Róiste, Proinnsias Ó hAilín and Gavin Murphy.
### Mathematics Pedagogy

1. **Title of Module**
   
   Mathematics Pedagogy

2. **Module Code**
   
   ET 7906

3. **Entry Requirements (if applicable)**
   
   This is a core module for Mathematics subject majors and minors on the PME course.

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

5. **Module Size (hours and number of weeks)**

   - 2 hours per week over one semester (2 x 11 weeks)
   - 100 hours of total student effort

6. **ECTS Value**

   5 ECTS

7. **Rationale and Aims**

   **Rationale**

   Mathematics pedagogy will introduce students to the many variables relevant to the teaching of Mathematics as well as providing students with a foundational knowledge of the post-primary Mathematics curriculum. The module offers practical and theoretical perspectives on the principles of mathematics education, theories of teaching and learning, syllabus design and evaluation, lesson planning and implementation, classroom management, history of Mathematics as an educational tool and the assessment and recording of pupil’s engagement and progress. Students will develop their content knowledge and pedagogical content knowledge. Students will also develop their knowledge and understanding of the Project Maths curriculum (national curriculum) and wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Mathematics in this module.

   In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course facilitate students to reflect on their own as well as their pupils’ learning and development in and through Mathematics. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Mathematics.

   **Aims**
encourage students to develop a range of strategies to foster Mathematics as both a creative and rigorous subject with their pupils;

develop students’ abilities to devise and implement appropriate lessons aimed at nurturing pupils’ competence and confidence across of mathematical skills, including problem solving;

develop an awareness of the usefulness and applicability of various technological resources within the Mathematics classroom;

courage students to employ a range of approaches, in particular a constructivist learning approach, to the teaching of Mathematics in the classroom;

explore the Mathematics classroom as a site for developing pupils’ numeracy, literacy and specifically mathematical literacy skills

develop students’ Mathematical content knowledge and their ability to utilise a number of approaches in solving mathematical problems - in particular introducing students with strands and sections of the Project Maths curriculum which are not yet familiar to them

courage students to begin to develop a reflective teaching practice and to think critically about approaches of Mathematics teaching and learning

courage students to collaborate with one another in their practices (e.g. in Lesson Study), to engage with available professional development courses and to develop their awareness of continuous professional development.

8. Learning Outcomes

On successful completion of the PME Mathematics Pedagogy module, students will be able to:

- Devise and implement individual class plans and schemes of work for Mathematics which are appropriate to pupil’s levels and interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- Demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
- Critically engage with the Project Maths curriculum and introduce problem solving as an integral part of their teaching;
- Differentiate between different forms of pedagogical practice, and use of creative and discursive activities, as a means of developing all aspects of pupils’ numeracy skills, procedural skills and relational understanding of mathematics
- Develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the Mathematics curriculum;
- Evaluate the application of inclusive education principles in the Mathematics classroom, and discuss how to promote an inclusive learning and teaching environment showing awareness of and facilitating individual pupil needs;
• Distinguish the philosophical underpinnings and theoretical frameworks of educational research on behaviour and classroom management, and analyse how these influence the Mathematics classroom;

• Engage with and apply best practice principles to manage students’ behaviour, organise and engaging and safe teaching and learning environment, and plan, evaluate and report on pupils’ learning;

• Evaluate and analyse available sources of external support;

• Develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing professional and academic needs;

• Examine their own thinking and practices and reform these practices in light of new knowledge and insight.

9. Course Content and Syllabus

Areas to be covered include:

• Overview of Mathematics Education in Ireland
• Lesson Planning, Schemes of Work and Evaluation
• Teaching and Learning of Mathematics
• Promoting Student Interest in Mathematics
• ICT in the Mathematics Classroom
• Strategies for teaching Number and Algebra
• Strategies for teaching Functions and Calculus
• Strategies for teaching Geometry and Trigonometry
• Strategies for teaching Statistics and Probability
• Language and Communication in the Mathematics Classroom
• Assessment Strategies in Mathematics

10. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

Inclusive visual aids are used in sessions as appropriate and students are introduced to and engage with a wide range of mathematics resources which may be used within the classroom.

11. Required Equipment and Resources (if applicable)

PowerPoint and audio-visual facilities, web based learning using Blackboard and its online forum.

Large, open floor space for practical workshops, and large sheets of paper and coloured pens.

Alge-tiles
Geostrips
Geometry sets
Clinometers, twine and paper clips
12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

**Summative Assessment**
The module is assessed by a single assignment with three interrelated components as follows:

Students will be expected to:
1. Research shows that effective teaching is the single biggest contributor to student success. Discuss what is meant by effective teaching of mathematics. Use relevant professional and academic literature to support your theory (750 words).
2. Design and implement a thematic based scheme of work and four associated lesson plans aimed at developing pupils' understanding of some aspect of the Mathematics syllabus at Junior Cycle level. The plans should reflect an emphasis on interactive and creative effective teaching and learning methodologies.
3. Critically evaluate the effectiveness of these plans in practice (750 words).

**Criteria for Assessment**
Students will be expected to:
- construct an appropriately articulated discussion on effective teaching showing engagement with the relevant and recent academic literature;
- produce a carefully structured sequence of learning activities which show progression in content, and which is matched to the abilities of the pupils;
- Make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the active learning strategies employed.
- Show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses
- construct an appropriately organised discussion;
- Demonstrate an appropriately academic standard in both the structure and style of written work.

**Formative Assessment**
1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.

2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.
3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.

4. Students can receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment

15. Recommended Reading Materials / Indicative Resources


Websites:
Project Maths: www.projectmaths.ie
National Council for Curriculum and Assessment: www.ncca.ie
Examinations: www.examinations.ie
Irish Mathematics Teachers’ Association: www.imta.ie
http://ie.ixl.com
www.artofproblemsolving.com
www.coolmath4kids.com
jmathpage.com
www.mathsupport.ie
www.mathplayground.com
www.amathsdictionaryforkids.com
www.shodor.org
nlbm.usu.edu/en/nav/vlibrary.html

16. Evaluation
An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

17. Module Co-ordinator
Mark Prendergast
Colette Murphy

18. Module Teaching Team
Mark Prendergast, Annie Patton, Patricia Nunan, Mairead Murphy
Modern Languages Pedagogy

1. **Title of Module**
   Modern Languages Pedagogy

2. **Module Code**
   ET 7907

3. **Entry Requirements (if applicable)**
   Core module for students taking modern languages as major and minor

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

5. **Module Size (hours and number of weeks)**
   3 hours per week over one semester (3 x 11 weeks)
   125 hours of total student effort

6. **ECTS Value**
   5 ECTS

7. **Rationale and Aims**

   **Rationale**
   Modern Languages Pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with a modern languages major and minor. It sets out practical and theoretical perspectives on language teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for Modern Languages, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Modern Languages in this module. The module will enable students to explore how people learn languages, what methods facilitate learning languages, particularly in a classroom environment, and how to apply this knowledge in activities in the classroom.

   In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils’ learning and development in and through Modern Languages. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Modern Languages education.

   **Aims**
- To prepare students for planning, teaching and assessing pupils’ learning within the framework of the Junior Cycle syllabus for modern languages.
- To begin to explore a range of teaching styles and methods and critically assess their strengths and weaknesses within the context of the students’ practice as teachers.
- To explore current accepted best practice and relevant theory in second language teaching and learning in order to inform the students’ own teaching practice.
- To develop the students’ knowledge of how languages are learnt in order to inform their own teaching practices.
- To re-engage students, who are expert language learners, with the challenges, excitement and frustration of novice language learners and so orient students to a learner-centred perspective on the language classroom;
- To explore the modern language classroom as a site for developing pupils’ literacy and numeracy skills.
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of language teaching and learning.

8. Learning Outcomes

On successful completion of the PME modern languages pedagogy module, the students will be able to:
- devise and implement individual class plans and schemes of work for modern languages which are appropriate to pupils’ level and interests, are coherent with the syllabus, at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Modern Languages classroom, in particular in relation to the building a culture of target language use within and across class groups;
- demonstrate an enthusiasm for the language and culture of the communities in which their modern language are used which will enliven and enrich their classroom teaching;
- critically evaluate of a range of teaching methods and styles for modern language teaching;
- critically evaluate a range of pedagogical tasks and materials for language teaching, in particular in relation to building opportunities for authentic communication in a classroom context;
- develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the modern languages curriculum;
- synthesise past and present, personal and peer experiences of language learning to generate an evidence-based understanding of the nature and processes of language learning;
develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;

examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.

9. Course Content and Syllabus

**Pedagogy sessions**
- Planning: short, medium and long term planning (programme/scheme of work) and lesson planning
- Classroom management
- Authentic communication in the language classroom:
  - Target language use in the classroom
  - Materials for language learners
  - Task-based learning
- ICT for authenticity in the language classroom – resources and methods
- Teaching/Learning grammar
- Teaching/Learning vocabulary
- Literacy and numeracy in the modern language context

Some of the topics above are spread over a number of sessions.

**Chinese for beginners language course**
A four-week language learning experience which requires the students to reflect on the processes of language learning, particularly as a novice learner. They encounter the challenges their own students face when learning a new language, and are encouraged to reflect on issues such as strategies for learning, motivation, effective teaching methods, variety in teaching methods and so on, and complete reflective journals on their experiences.

10. Teaching and Learning Methods

The teaching and learning strategies on the course aim to embody the principles of language teaching and learning which the course espouses. All sessions are conducted in a seminar style in which group work is a key component. A common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic at issue in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, with relevant research findings being presented on that topic. Each session focuses on a different aspect of modern languages pedagogy, building from fundamentals such as the use of the target language in the classroom, the four language skills, collaborative learning, through to a range of topics such as the use of authentic texts, differentiated teaching/learning, etc.

To further the aims of the inclusive curriculum, the content of each seminar session and where appropriate a synopsis of the output of each session is recorded on PowerPoint and made available to all students. The intention here is to facilitate self-paced study and to provide students with an
additional/alternative mode of access to the course content. As regards the materials used in the seminar sessions, we aim to embody the principles of differentiated learning in our use of materials by using visuals where possible, always using large fonts and varying the types of materials used.

11. Required Equipment and Resources (if applicable)
N/A

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

**Summative assessment**
The module is assessed by a single assignment for which the students are provided with the criteria for assessment with the assignment specification.

The assignment consists of:
(a) a language learner autobiography;
(b) a reflective journal on students’ experiences as language learners during a 4-week Chinese for beginners language course;
(c) a final group report on the language learning experience which provides a synthesis of past and present, personal and peer experiences of language learning to generate an evidence-based understanding of the nature and processes of language learning, its relationship to and impact on their practice and professional identity as teachers and its relationship to other professional and academic aspects of the PME course.

The criteria for assessment are as follows:
1) the ability to reflect critically on their own learning: in terms of what strategies they deploy, what teaching methods they find effective or not, what challenges they face, how motivated they feel and why;
2) the ability to synthesise their experiences with that of their peers to generate an evidence-based account of the processes and nature of language learning;
2) the ability to provide a clear and concise written account of the issues set out in the journal and the standard report template,
3) the ability to describe, evaluate and articulate how the experience of learning a new genre has effected or could affect their own practice and professional identity as teachers,
4) the ability to relate their experiences as learners to issues encountered in other professional and academic modules of the PME course.

**Formative assessment**
In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.
Although they do not contribute to the students’ end-of-year mark, the seminar sessions themselves are formative with peer learning in the group work activities and feedback from peers and the seminar facilitator in the feedback periods of the learning cycles.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment

15. Recommended Reading Materials / Indicative Resources

Books of practical use: General (see also library catalogue)

Books of practical use: For language classrooms (see also library catalogue)


**Books on second language acquisition**


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16. Evaluation

CAPSL module survey and end of year feedback session to inform the following year’s course.

17. Module Co-ordinator

Ann Devitt

18. Module Teaching Team

Silvia Bertoni, Ann Devitt, Claire Redmond, Weiming Liu and Una Murray.
Music Pedagogy

1. Title of Module
Music Pedagogy

2. Module Code
ET 7908

3. Entry Requirements (if applicable)
This is a core module for those majoring in Music Education on the PME course

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

5. Module Size (hours and number of weeks)
2 hours per week over one semester (2 x 11 weeks)
100 hours of total student effort

6. ECTS Value
5 ECTS

7. Rationale and Aims

**Rationale**
Music pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with a music major and minor. It sets out practical and theoretical perspectives on music teaching, learning and assessment. Students will develop knowledge and understanding of the national curriculum guidelines for music, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements for music in this module. The module will enable students to explore how people learn music, what methods facilitate learning music in school, particularly in a classroom environment, and how to apply this knowledge to a variety of activities in the classroom.

In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their pupils’ learning and development in and through music. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of music education.

**Aims**
The aim of the course is to educate teachers of music for Second-Level schools, who will:
• appreciate the role and value of music in the curriculum;
• develop a personal philosophy of music education;
• reflect on and evaluate their own music-teaching practices;
• develop an awareness of the nature of music-learning, in particular the practical and participative nature of classroom music;
• competently deliver all aspects of the music curriculum, including Junior Cert long and short courses incorporating appropriate teaching methodologies and skills;
• facilitate and support music performance activities in school including; liturgical services, graduation ceremonies, concerts, musicals, feiseanna etc.;
• re-engage students, who are expert musicians, with the challenges, excitement and frustration of novice musicians and so orient students to a learner-centred perspective on the music classroom;
• explore a range of teaching styles and methods and assess their strengths and weaknesses within the context of the students’ practice as teachers;
• explore current best practice and relevant theory in relation to the teaching of music.

8. Learning Outcomes
On successful completion of the PME music pedagogy module, the students will be able to:
• articulate a sound personal philosophy in relation to the role of music in education;
• devise and implement individual class plans and schemes of work for music which are appropriate to their pupils’ level and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods;
• demonstrate a critical awareness of a range of teaching methods and styles in their lesson plans, teaching practice, seminar contributions and written assignments;
• apply their knowledge, comprehension, critical awareness and problem solving abilities through their lesson plans, teaching practice, seminar contributions and written assignments;
• demonstrate music skills needed to support a diverse curricular and extra-curricular music programme;
• develop a research–informed approach to the theoretical and practical aspects of music education;
• develop a research-informed approach to teaching literacy and numeracy which can be implemented through the teaching of music;
• evaluate the application of inclusive education principles in the music classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
• critically evaluate a range of pedagogical tasks and materials for music teaching, in particular in relation to providing opportunities for music making in the classroom;
• synthesise past and present, personal and peer experiences of learning music to generate an evidence-based understanding of the nature and processes of music learning;
• develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
• examine their own thinking and practices and reform these practices in light of new knowledge and insight.

9. Course Content and Syllabus

**Pedagogy sessions**
A two-pronged approach is adopted throughout the year; the course addresses general teaching techniques as well as the teaching of music in Secondary School.

1. **General teaching techniques**
   • Creating a safe and caring environment
   • Motivating young learners
   • Lesson planning and schemes of work,
   • Discipline, classroom management
   • Sequencing of lessons
   • Formal and informal assessment techniques
   • Self appraisal
   • Contemporary educational issues
   • Literacy and numeracy awareness in the context of the music class

2. **All Aspects of the teaching of music at second level**
   • Analyzing and exploring the secondary school music syllabi, identifying key concepts
   • Devising short medium and long-term plans
   • Authentic music making
   • Developing an integrated approach to listening, composing, and performing,
   • Basic skill acquisition including keyboard, guitar, percussion, recorder.
   • Directing ensembles.
   • Focusing on relevant literature, including syllabi, standard texts, and contemporary resources.
   • Continued professional development, PPMTA.
   • Teaching/Learning the music vocabulary

**Tin whistle for beginners’ music course**
This is a four-week music learning experience which requires the student to reflect on the processes of music learning, particularly as a novice learner. The student-teachers encounter the challenges that their own pupils face when learning a new music concept or skill and they are encouraged to reflect on issues such as learning strategies, motivation, teaching methods etc.
All aspects of the course will involve class performance and demonstration and exploration of materials which will shed further light on the topic under discussion. Ongoing reference will be made to the Revised Primary School Curriculum, the Rebalanced Junior Certificate Music Syllabus the new short courses in Arts Education and the most recent State examinations.

10. Teaching and Learning Methods

The teaching and learning strategies on the course aim to embody the principles of music teaching and learning which the course espouses. All sessions are conducted in a seminar style in which group work is a key component. A common structure of the seminar session is a learning cycle where a topic is introduced, students work on aspects of the topic in groups, and finally there is a feedback period where the output of their group work is analysed and synthesised, often with relevant research findings being presented on that topic. Each session focuses on a different aspect of music pedagogy, building from fundamentals such as learning by ear and sound before symbol incorporating the key skills of listening, composing and performing, collaborative learning, differentiated learning and using authentic music scores and instruments in the classroom. To further the aims of the inclusive curriculum, the content of each seminar session (where appropriate) is recorded on PP and made available to each student. The intention here is to facilitate self-paced study and to provide students with an additional mode of access to the course content. As regards the materials used in the seminars, we aim to employ the principles of differentiated learning in our use of materials by using ear and eye as well as visuals and large font and varying the methods and materials used.

11. Required Equipment and Resources (if applicable)

N/A

12. Methods of Assessment

**Summative assessment**

The course is assessed by a single assignment for which the students are provided with the criteria for assessment with the assignment specification. The assignment consists of:

- A music learner autobiography;
- A reflective journal on students’ experiences as music learners during a 4 week *Traditional Music for Beginners Course*;
- A final group report on the music learning experience which provides a synthesis of past and present, personal and peer experiences of learning music to generate an evidence-based understanding of the nature and processes of music learning, its relationship to and impact on their practice and professional identity as teachers and its relationship to other professional and academic aspects of the PME course.

The criteria for assessment are as follows:
1) the ability to reflect critically on their own learning: in terms of what strategies they deploy, what teaching methods they find effective or not, what challenges they face, how motivated they feel and why;
2) the ability to synthesise their experiences with that of their peers to generate an evidence-based account of the processes and nature of music learning;
2) the ability to provide a clear and concise written account of the issues set out in the journal and the standard report template,
3) the ability to describe, evaluate and articulate how the experience of learning a new genre has effected or could affect their own practice and professional identity as teachers,
4) the ability to relate their experiences as learners to issues encountered in other professional and academic modules of the PME course.

Formative assessment
In addition to the mark for the assignment, each student receives feedback based on the criteria for assessment with detailed comments.

Although they do not contribute to the students’ end-of-year mark, the seminar sessions are formative with peer learning in the group work activities and feedback both from peers and the seminar facilitator.

13. Pass Requirement
40% overall

14. Method of Supplemental Assessment
Re-submission of failed element.

15. Recommended Reading Materials / Indicative Resources

Reading List

Bennett, R: *A Philosophy of Music Education*, Apprentice Hall, 1989
Bennett, R: *Fortissimo*, Students’ Book. OUP, 1996
Costello, M: *Prelude 2*, Dublin: Folens, 2002
Drudy S and Ui Chathain M.; *Gender Equality in Classroom Interaction*, NUIM, 1999
Green, L; *Music, Gender, Education*, Cambridge, UK: Cambridge University Press, 1997
Hiscock and Metcalfe: *New Music Matters 3*, Heinemann, Oxford, 2000
Hunt, P; *Voiceworks 2, A further handbook for Singing*, OUP, 2003
McFadden, Kearns, *Sounds Good*, The educational Company, 2007
Porter, L: *Behavior in Schools, theory and practice for teachers*. Open University, 2000

16. **Evaluation**
CAPSL module survey and end of year feedback session to inform next year’s course.

17. **Module Co-ordinator**
Marita Kerin

18. **Module Teaching Team**
Marita Kerin
Helen Doyle
Padraig O’Cuinneagain
Rosaleen O’Doherty
Jonathan Browner
Robert Harvey
Religious Education Pedagogy

1. Title of Module
Religious Education Pedagogy

2. Module Code
ET 7909

3. Entry Requirements (if applicable)
This is a core module for Religious Education majors and minors

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

5. Module Size (hours and number of weeks)
2 hours per week over one semester (2x11)
100 hours total student effort

6. ECTS Value
5 ECTS

7. Rationale and Aims

Rationale
Religious Education Pedagogy is a one semester course which introduces students to the scope of RE as a curriculum subject. It covers the basic principles of teaching and learning Religious Education and the practical application of theory to the students’ own practice as teachers. In addition, it enables students to explore how people learn the content and skills of Religious Education, vis a vis the process of faith development in all traditions. Students will develop knowledge and understanding of the national curriculum guidelines for RE and an understanding of wider statutory guidelines. In this module particular attention is paid to the Junior Cycle RE program. Practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of RE. It is designed to encourage students to become enthusiastic, capable and reflective practitioners, thus providing successful education for their students of RE.

Aims
- To prepare students for planning, teaching and assessing pupils’ learning within the framework of Religious Education.
- To explore a range of teaching styles and methods and assess their strengths and weaknesses within the context of the students’ practice as teachers of RE.
• To develop students’ abilities to devise and implement appropriate lessons aimed at nurturing pupils’ competence across a range of topics pertinent to the RE curriculum
• To encourage students to develop a reflective teaching practice and to think critically about the processes of teaching and learning RE.
• To enable the students to explore fully both Junior and Leaving Certificate syllabi for RE
• To enable students to refine the skills of knowledge understanding and attitudes necessary to teach both Junior and Leaving Certificate RE.
• To enable students to refine the skills of knowledge understanding and attitudes necessary to teach both Junior and Leaving Certificate non-examined RE.
• To allow the students to begin to develop their own appropriate teaching style in RE.
• To enable the students to assess the usefulness and appropriateness of various technological resources within the RE classroom.
• To explore the teaching of RE as an area for developing pupils’ literacy and numeracy skills;

8. Learning Outcomes

On successful completion of the PME Religious Education Pedagogy module, students will be able to:

• Demonstrate an interest and enthusiasm for RE which will enrich and contribute to their pupils’ learning in the classroom;
• Critically apply their knowledge gained in this module to the classroom;
• Devise and implement individual class plans and schemes of work for Religious Education which are appropriate to their pupils’ level and interests, are coherent with the RE syllabus and use a range of appropriate and diverse teaching methods;
• Develop a research-informed approach to teaching and learning literacy and numeracy which can be implemented through the RE curriculum;
• Evaluate the application of inclusive education principles in the RE classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs and the needs of the whole class;
• Critically appraise and implement assessment instruments to evaluate student work within the framework of the RE syllabi;
• Explain and apply best practice principles to manage students’ behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils’ learning;
• Evaluate and analyse available sources of external support;
• Formulate strategies to implement assessment for learning in their lesson planning and implementation of these lessons;
• Show confidence and ability in their teaching;
• Explain and apply best practice principles to manage students’ behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils’ learning;
• Engage in a self-reflective approach to their teaching reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs.

9. Course Content and Syllabus

- The principles of teaching Religious Education
- The role of the Religious Educator and the role of the Catechist.
- Lesson planning to include development of schemes of work, assessment and evaluation.
- Introduction to The Leaving Certificate RE Syllabus
- The Junior Certificate RE Syllabus
- Some non-examined syllabi, including various Transition Year syllabi.
- Assessment, Setting exam papers and Marking principles
- Teaching Christianity
- The four Major World Religions and Community.
- Teaching Morality,
- Teaching Worship and Ritual, Questions of meaning and Science and Religion.
- Journal Work.

Students also have the opportunity to negotiate some of the curriculum content if this is thought to be helpful or necessary.

10. Teaching and Learning Methods

The range of strategies used in this module is Lectures, visiting speakers, placement, ICT, workshops, discussion groups and clinics for teaching practice. The variety of approaches is designed to demonstrate and encourage flexibility in teaching. Certain presentations are also used as demonstration lessons. Microteaching is also used (and is recorded for discussion where possible.)

All activities are monitored for inclusivity. Fonts used in PowerPoint etc are the largest practicable. Standard font for documents distributed is Times New Roman 12 point double-spaced.

The course is interactive and where possible, and all sessions contain a designated time/slot for discussion.

11. Required Equipment and Resources (if applicable)

White board
PowerPoint and audiovisual equipment.
Computer/laptop
DVD player and VCR.
A range of simple art equipment and magazines

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

The module is assessed by a single 3,000 word (or word equivalent) assignment with a number of interrelated components as follows.

**Students will be expected to:**
(A) Write 3 reflective pieces based on their observations of RE classes on 3 of the following: (i) questioning, (ii) formative assessment, (iii) teaching of a concept, (iv) literacy/numeracy, (v) introducing a topic
(B) Design and implement a thematic scheme of work and 3 associated lesson plans aimed at developing pupils' understanding of some aspect of the RE syllabus at Junior Cycle level. The lesson plans should reflect an emphasis on interactive and creative teaching and learning methodologies.
(C) Critically evaluate the effectiveness of these plans in practice

**Criteria for Assessment**
The students are expected to;
- submit three pieces of work containing an analytical and critical account of three of the topics chosen including how they will use the knowledge/insight gained in their own teaching. (See above)
- produce a carefully structured sequence of learning activities which show progression in content;
- evaluate the extent to which the aims and objectives and their implementation match the ability of the pupils.
- demonstrate an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses;
- construct an appropriately organised discussion;
- demonstrate an appropriately academic standard in both the structure and style of written work.

**Formative assessment**
After the initial introductory session based on planning and evaluation students may submit a scheme of work, lesson plans, evaluations and a weekly evaluation for informal feedback.
The student will receive a feedback form on the assignment that they submitted along with a grade. They will also receive detail comments providing formative assessment.
Students will be given the opportunity to seek clarification and oral feedback on their experiences and progress in both school placement and their participation sessions. Students may also seek advice on matters which relate to the implementation of pedagogies in the classroom.
Student can receive informal feedback on their portfolio work and ideas that emerge concerning their research project in year 2.

13 Pass Requirement
40% overall

14 Method of Supplemental Assessment

Re-submission of the failed element.

15 Recommended Reading Materials / Indicative Resources


Handouts of various texts concerned with RE are distributed where appropriate.

Recommended Texts.

- Williams, Kevin, Dr. Faith and the Nation : religion, culture and schooling in Ireland Dublin : Dominican Publications, 2005.

16. Evaluation

Feedback is solicited from students during the course and the module duly modified where necessary.

A CAPSL customised survey is distributed at the end of the module and a discussion with the students follows on from this in order to assess what changes might be made for the next year. The results of this are then used to inform the following years module.

17. Module Co-ordinator

Stanford Kingston
18. Module Teaching Team

Stanford Kingston and Gerry Dunne
Guest speakers as appropriate.
**Science Pedagogy**

1. **Title of Module**
   Science Pedagogy

2. **Module Code**
   ET 7010

3. **Entry Requirements (if applicable)**
   Core module for students taking science as major and minor on the PME course

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

5. **Module Size (hours and number of weeks)**
   3 hours per week over one semester (3 x 11 weeks)
   125 hours of total student effort

6. **ECTS Value**
   5 ECTS

7. **Rationale and Aims**

   **Rationale**
   Science pedagogy will introduce students to the teaching of science and will provide a foundational knowledge of the post-primary science curriculum. The module explores theoretical and practical elements of science education, with a focus on the Junior Cycle, especially relating to its reform. Students will develop both their content knowledge and pedagogical content knowledge (PCK). They will be introduced to research in science education as it applies to student learning in the classroom and to science teacher professional development in initial and later stages.

   In-class tasks, related school based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course facilitate students to reflect on their own as well as their pupils’ learning and development in and through science. In this module, practical investigation of pedagogical and professional educational issues through students’ own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of science.

   **Aims**

   To encourage students to:
   - broaden their understanding of science as a key cultural force in modern society and its place in the general education of young people;
• acquire and develop practical teaching skills that motivate and inspire young people to further their study of the sciences;
• collaborate with their peers to develop further their pedagogical skills, for example: planning and running practical and inquiry-based science lessons; questioning; assessment (including assessment for learning (AFL) techniques;
• collaborate with one another in their practices (e.g. in Lesson Study), to engage with available professional development courses and to develop their awareness of continuous professional development:
• adopt a critical attitude to their own practice as teachers of science and as members of the teaching profession in general.
• develop a range of strategies to teach science as both a creative and rigorous subject;
• employ a range of approaches, particularly constructivist learning approaches, to the teaching of science in the classroom;
• explore the science classroom as a site for developing students’ numeracy, literacy and mathematical literacy skills;
• develop students’ scientific content knowledge and their ability to utilise a number of approaches in solving scientific problems;
• begin to develop reflective teaching practice and to think critically about approaches of science learning and teaching.

8. Learning Outcomes

On successful completion of this module, students will be able to:
• explain the key tenets of constructivist and other views of students’ learning in science;
• plan and safely conduct practical science classes;
• select from, and apply, a wide range of teaching approaches that are designed to motivate students and improve their learning;
• demonstrate an awareness of the place of science in the general education of young people
• devise and implement individual class plans and schemes of work for science which are appropriate to students’ interests, are coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods;
• demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching;
• engage with the science curriculum and introduce problem solving as an integral part of their teaching;
- differentiate between forms of pedagogical practice, and use of creative, discursive, practical and problem-based activities, as a means of developing students' literacy and numeracy skills
- develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the science curriculum;
- evaluate the application of inclusive education principles in the science classroom, and discuss how to promote an inclusive learning and teaching environment, showing awareness of and facilitating individual pupil needs;
- distinguish the philosophical underpinnings and theoretical frameworks of educational research on behaviour and classroom management, and analyse how these influence the science classroom;
- engage with and apply best practice principles to manage students' behaviour, organise and engaging and safe teaching and learning environment, and plan, evaluate and report on pupils' learning.
- evaluate and analyse available sources of external support;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing professional and academic needs;
- examine their own thinking and practices and reform these practices in light of new knowledge and insight.

9. Course Content and Syllabus

- Approaches to teaching the theoretical and practical aspects of science courses in second level schools in Ireland, particularly at junior cycle level.
- The place of science education in the school curriculum.
- The roles of practical work and ICT in science teaching and learning.
- Theories of learning in science.
- Student attitudes to science in school.
- Lesson planning / schemes of work / assessment / reflection and evaluation.
- ‘Platy’ activities in the science classroom which encourage learning and foster engagement.
- Focus on questioning to develop student learning in science.
- Curriculum planning and junior cycle science
- Formative (AFL) & summative assessment & grading.
- Numeracy and literacy in the context of science.
- Developing learning communities in the science classroom.
### Methods of collaboration in learning and teaching science.

#### 10. Teaching and Learning Methods

- Seminars, including small group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.
- Peer teaching and micro-teaching
- Use of ICT to support learning.
- Visiting sessions by practising teachers (some co-taught with TCD colleagues) and special needs assistants (SNAs).

#### 11. Required Equipment and Resources (if applicable)

- Science laboratory equipment and occasional access to a laboratory.

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

**Summative Assessment**

The module is assessed by a single 3,000 word (or word equivalent) assignment with three interrelated components as follows.

Students will be expected to:

1. Choose a teaching and learning theory or approach relevant to science education and write a critical review, drawing from the relevant academic and professional literature in the field evaluating this approach.
2. Design and implement a series of lessons based on this theory or approach, providing a description of how to implement the theory or approach and including relevant lesson plans
3. Critically evaluate their implementation of the theory or approach by providing an account of what occurred during the lessons, a discussion on whether the lesson objectives were met, and a reflective evaluation of the approach within this specific classroom and a self-reflection on the impact of the exercise on their own teaching practices.

**Criteria for Assessment**

Students will be expected to:

- Produce a critical review of their chosen theory of teaching and learning or specific teaching approach, taking into account its usefulness to teachers and pupils of Mathematics, and how it relates to best practice as evidence in the relevant literature;
- Produce a carefully structured sequence of learning activities which show basis in the theory or approach, progression in content, and opportunities for meaningful engagement of the pupils.
• Make a detailed and informed evaluation of the work engaged in/produced by the pupils, showing clear links between curricular content and the learning strategies employed.

• Show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses.

• Construct an appropriately articulated discussion showing engagement with the relevant and recent academic literature.

• Demonstrate an appropriately academic standard in both the structure and style of written work.

**Formative Assessment**

1. Following the initial introductory sessions based on planning and evaluation, students will be offered the opportunity to submit a sample scheme of work and lesson plan, short lesson appraisal and weekly evaluation for informal feedback.

2. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment with detailed comments providing formative assessment in an assessment for learning framework.

3. Students will be provided with an opportunity to seek clarification and oral feedback on their experiences and progress in both School Placement and their participation in College pedagogy sessions.

4. Students will receive informal feedback on their portfolio work and on emerging ideas from their School Placement Experience and College studies for their research project in year 2.

13. **Pass Requirement**

   40%

14. **Method of Supplemental Assessment**

   Resubmission of the assignment

15. **Recommended Reading (Books)**


   Black, P. and Harrison, C. (1990) Science inside the Black Box. King's College London. (booklet)


Buckingham: Open University Press.
Maidenhead: Open University Press.
London: Routledge.
London: Routledge.

*Journal articles and web references will be supplied during sessions*

16. **Evaluation**
An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module team.

17. **Module Co-ordinator**
Dr Colette Murphy

18. **Module Teaching Team**
Dr Colette Murphy
### ICTs for Teaching & Learning

1. **Title of Module**
   
   ICTs for Teaching & Learning

2. **Module Code**

   ET 7912

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

   None

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

   Postgraduate

5. **Module Size (hours and number of weeks)**

   1 hour per week over one semester (2 x 11 weeks)

   100 hours of total student effort

6. **ECTS Value**

   5 ECTS

7. **Rationale and Aims**

   **Rationale**
   
   This module aims to provide students with the knowledge and skills to use ICTs for teaching and learning within the context of their curriculum areas. It is grounded in the theoretical perspective that ICTs can best enhance learning when they enable a learner centered constructivist approach based on peer and group learning and as such the module will explore both the theoretical and practical/technical considerations for this to occur. The role of the teacher in planning and facilitating such an approach and the role of the learner in enabling its realisation will also be considered. The potential for ICTs to enable the achievement of Junior Cycle Key Skills will form a key point of reference within this module.

   **Aims**
   
   - To develop an understanding of the potential of ICTs for teaching and learning based on a awareness of appropriate theoretical and pedagogical underpinnings
   - To equip students with the knowledge and skills to use both open learning tools, digital media and subject-specific software in their curriculum areas
   - To enable students to plan (and eventually) implement ICT based learning interventions within their curriculum areas
   - To encourage students to reflect critically on their potential use of ICTs to enable teaching and learning

8. **Learning Outcomes**
On successful completion of this module, the student will be able to:

- Propose a research-informed approach to using ICTs for teaching and learning with particular reference to Junior Cycle;
- Plan for the use of ICTs in the context of the Junior Cycle curriculum with reference to Key Skills and curriculum learning outcomes;
- Demonstrate effective use of a range of web and other applications which can be used to support a student-centered approach to learning at Junior Cycle;
- Critically evaluate the appropriateness of a range of ICT applications with reference to relevant research and literature including the Junior Cycle curriculum;
- Reflect on their own practice identifying an appropriate role for ICTs in light of the knowledge and insights gained.

9. Course Content and Syllabus

The course content will include the following main areas:

- The role of ICTs in the Junior Cycle
- How students learn using ICTs
- A student-centered approach to learning using ICTs – theoretical underpinnings, the role of the teacher and the role of the learner, the learning environment
- Planning for ICTs at Junior Cycle – Key Skills and curriculum outcomes – the nature of the task, the role of group work and peer learning
- Applications to support a student-centered approach. Examples: prezi, edmodo, schoology, webquests/google applications, gotomeeting/adobe connect, digital media
- Evaluating the appropriateness of such applications – developing appropriate frames of reference

10. Teaching and Learning Methods

Experiential lab and workshop based sessions will be offered whereby students themselves will get to experience and evaluate the learner-centered approach which forms the focus of much of this module

Supplementary content will be made available online via Blackboard

11. Required Equipment and Resources (if applicable)

Computer lab and workshop environment

12. Methods of Assessment

This module will be assessed by a single assignment consisting of two components as follows (3,000 word equivalents):

1. Design a learning unit for a student-centered project within which learners will use a selected application to create an artifact which facilitates and illustrates their learning. The artifact will reflect their learning within a curriculum area (e.g. the Celts in History, the digestive system in Science) as well as related Key Skills.
2. Create an excellent "student example" of the artifact you would expect learners to produce if you were to implement your planned learning unit.

**Outline of learning unit (approximately 1,500 words)**
The description of the learning unit should address the following areas:
- Outline of the learning unit including curriculum learning outcomes and Key Skills;
- Description of the learner task;
- Materials, resources and equipment required;
- Students' previous knowledge (of the content and ICTs);
- Major learning activities, class by class/session by session, project timeline;
- Management of the learning unit – role of the teacher, role of the student, assignment of groups and roles, resource management;
- Description of how the learners’ completed task/artifact will be assessed including specific criteria and addressing the potential for peer assessment.

**Sample Artifact**
The following guidelines are based on the web application prezi. Similar guidelines will apply for other selected applications.
Create a prezi of at least 12 frames (including frames embedded within frames) including the following:
Your name/id number as a title
Appropriate amount of text & graphics per frame– using different shaped frames and hidden frames as appropriate
Use of the following as appropriate (as least one use of each): images, youtube clips, shapes, URL’s
Use of colours, fonts and font sizes as appropriate
Incorporation of a path which reflects the structure of the work
No spelling or grammatical errors

**Criteria for Assessment**
Teaching unit:
- Appropriateness of units' content and learning outcomes
- Logic and fit of the task with the planned learning outcomes
- Quality of learning experience planned
- Creativity and imagination
- Appropriate assessment rubric
Sample artifact:
- Skillful inclusion of each of the required components
- Congruence between learning unit and the artifact
- Extent to which the artifact demonstrates the intended learning outcomes
- Creativity and imagination

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment
15. Recommended Reading Materials / Indicative Resources

Some recommended reading is as follows:


16. Evaluation

Online survey on completion of the module

17. Module Co-ordinator

Keith Johnston

18. Module Teaching Team

Keith Johnston and others to be confirmed
**Elective Specialisms**

**The Authentic Classroom and the Hidden Curriculum**

1. **Title of Module**
   The Authentic Classroom and the Hidden Curriculum: Power, perceptions and inclusive education

2. **Module Code**
   ET 7928

18. **Entry Requirements (if applicable)**
   This is an elective module, open to students enrolled on the PME. There are no entry requirements.

19. **Level (JF, SF, SS, Postgraduate)**
   Postgraduate

5. **Module Size (hours and number of weeks)**
   11 weeks x 1 hour a week

   100 hours of total student effort

6. **ECTS Value**
   5 ECTS

7. **Rationale and Aims**

   **Rationale**
   This module is intended to explore the notion of the hidden curriculum and its impact on teacher and learner experiences within the school context as well as the concept of ‘inclusive education’ in practice. The Hidden Curriculum is possibly one of the greatest determinants of pupils’ experiences of and engagement with school and learning and the practical implications of this can have a transformative effect on teachers’ practice. Principles of ‘inclusion’ for the purpose of this engagement encompass a broad vision of ‘education for all’ where inclusion is interpreted as a process of increasing the access, participation and benefits of all learners in the education system.

   **Aims**
   This module aims to provide opportunities for participants to pursue and explore their role as teacher through engagement with concepts of ‘power’, ‘the unwritten or hidden curriculum’ and ‘inclusive education’. Different perceptions and perspectives of the teaching and learning environment as experienced by the teacher and the student will provide exemplars for critical reflection and analysis of the ‘authentic classroom’.

Specifically, the elective aims to:

- Develop an awareness of the learning experienced by students outside the curriculum but within the school/classroom community;
8. **Learning Outcomes**

On successful completion of this module, students will be able to:
- Establish a community of learning within the module and within their classroom;
- Develop a system of power sharing, responsibility and investment in learning with their students;
- Engage in critical reflection on practice, behaviour and attitudes that impact on the teaching and learning environment;
- Critically evaluate how student learning is influenced by the ethos of the school as well as the activities and relationships they observe and partake in within the school;
- Examine the principles of ‘inclusive education’ within their specific classroom contexts.

9. **Syllabus**

Areas to be covered include:
- The school as a community for learning;
- Power, authority and control in school and in the classroom;
- Power-sharing and a positive learning environment;
- Principles of inclusive education in practice;
- Recognition of marginalising factors in the teaching and learning environment.

10. **Teaching and Learning Methods**

Workshops, seminars, experiential learning; Students will be expected to participate in smaller groups and engage in activities intended to facilitate the exploration of issues from each session.

11. **Required Equipment and Resources (if applicable)**

None

12. **Methods of Assessment**

**Summative Assessment**
The module is assessed by a single 2,500 word assignment which will provide the opportunity to include a case study examining classroom practice.
Formative Assessment
The elective is structured as a formative professional dialogue between teachers and as such, formative feedback is an integral part of the module. In addition to the mark for the assignment, each student receives a feedback form based on the criteria for assessment, with detailed comments providing formative assessment in an assessment for learning framework.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment.

15. Recommended Reading
Not required in advance, assigned on a weekly basis in relation to the specific needs of the group

16. Elective Co-ordinator
Paula Flynn

17. Elective Teaching Team
Paula Flynn
Citizenship Education (CSPE)

1. Title of Module
   Citizenship Education

2. Module Code
   ET 7924

3. Entry Requirements (if applicable)
   N/A

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

5. Module Size (hours and number of weeks)
   11 weeks x 1 hour a week

6. ECTS Value
   5

7. Rationale and Aims

   **Rationale**
   In an increasingly complex global and multicultural society it is critical that school provides an education that will enable students to understand and participate actively in the world in which they live. This elective will focus on developing in students the skills, attitudes and knowledge needed to integrate citizenship education into their teaching and so help deliver the type of education needed in today’s world.

   A focus on living and actively participating in a democracy, located in a fundamental awareness and understanding of human rights and social responsibility, will inform the content of the course.

   **Aims**
   - To enable students to integrate a citizenship education dimension into their teaching.
   - To provide these future teachers with the knowledge, skills, methods and approaches needed to engage their students in an effective experience of citizenship education.
   - To have students expand their own knowledge and skills; to explore their own attitudes and disposition to citizenship education so that they can empower their students to become informed, active participatory citizens.

8. Learning Outcomes

   *On successful completion of this module, the student will be able to demonstrate:*
   1. an understanding of the core principles and practice of citizenship education
2. the ability to recognise and respond to a range of opportunities for the promotion of Citizenship education within the Junior Cert Curriculum
3. the ability to design, deliver and assess an effective citizenship education course
4. competency in the use of active learning methodologies and collaborative approaches to learning
5. a confidence in the promotion of an inclusive teaching and learning environment

9. Course Content and Syllabus
• Theory, history and rationale for citizenship education.
• Exploring some key concepts: rights and responsibility, global citizenship, democracy, development, law, social justice, stewardship, interdependence, values and perceptions.
• Understanding culture and identity, exploring difference.
• Teaching and learning about human rights and children’s rights.
• Theme-based and active learning approaches to learning about the citizen as individual, the citizen as a member of the community and as a global, world citizen.
• Highlighting citizenship perspectives within specific areas of the curriculum (e.g. in English literature, Geog: non-European localities and trade and development issues, Science: environmental biology, History: Cultural difference, slavery, conflict, SPHE: and Citizenship Education itself).
• Accessing and assessing teaching resources (including websites).
• The inclusive school and classroom - examining wider issues such as obstacles to inclusion, discrimination and racism: to make citizenship education accessible to all students.
• Active participatory citizenship – cultivating the disposition that will enable students to take action on local, national and international issues of interest to them as citizens. Such action might include organising trips, guest speakers, undertaking awareness raising activities, carrying out surveys, producing publications, lobbying, organising mock elections and the like.

10. Teaching and Learning Methods
Each session will take the form of a workshop exploring the key knowledge and skills relating to the core concepts of citizenship education as found in international literature.
A variety of active learning methodologies will be used and a guide to undertaking a range of active learning/co-operative learning will be provided.
A focus on enabling students to actively engage with the world beyond the classroom will be evident.
One guest lecturer, preferable a practicing Citizenship Education teacher.
A field trip to (local) Houses of the Oireachtas, European Parliament Information Centre, the Green House.
All aspects of the curriculum will be adapted when necessary to meet the individual needs of students with learning support needs.

11. Required Equipment and Resources (if applicable)
A room suitable for active learning is critical.
Access to computer/screen.

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

<table>
<thead>
<tr>
<th>66% Coursework: Students to present a series of lesson plans for teaching an aspect of citizenship education. These will include a rationale for the choice of topic, lesson aims/objectives, content, materials, differentiation details, an action component and assessment of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>33% Essay: Short (2,000 word) essay on Citizenship Education.</td>
</tr>
</tbody>
</table>

*Formative assessments*
Interactive activities to ascertain student progress in relation to their engagement with the themes of citizenship education.

13. Pass Requirement
40% in each element

14. Method of Supplemental Assessment
Re-submission if failed.

15. Recommended Reading Materials / Indicative Resources
These will be distributed to students during the first session.

16. Evaluation
Written feedback from students (anonymous if they wish) to address issues in their learning and in relation to the roll-out to the Elective. These will form the basis of a discussion with the participants. They will inform future planning.

17. Module Co-ordinator
Máirín Wilson
Development Education

1. Title of Module

Development Education

2. Module Code

ET 7925

3. Entry Requirements (if applicable)

N/A

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

Postgraduate

5. Module Size (hours and number of weeks)

11 weeks x 1 hour a week

6. ECTS Value

5

7. Rationale and Aims

The Development Education (DE) elective will encompass a series of lectures and workshops on active learning methodologies, building critical media literacy skills, and enabling creative approaches to delivering issue-based content in the classroom. The student teacher will explore themes of social injustice, inequality, human dignity, cultural and environmental concerns framed within the context of DE.

The programme will equip the student teachers with essential strategies and methodological approaches that will enable them to teach their subjects through creative and imaginative teaching methods while constructively meeting the specific need of their subject area.

Module aims:
• To understand the rationale, context and educational process that underpins and informs the practice of DE;
• To facilitate the teacher to create an innovative pedagogical framework in which to examine DE themes into subject areas specific to their teaching practice;
• To enable teachers to teach their subject areas through creative teaching methods and imaginative engagement with content;
• To facilitate an environment that encourages experiential, participative and collaborative engagement among the teachers through active learning methodologies, inquiry based learning and peer tutoring;
8. Learning Outcomes
By the end of the module the student teacher will be able to:
- Create a mind map to generate concepts relating to DE themes
- Structure timelines to illustrate the progression of ideas and the exploration of DE concepts and themes
- Source and compile a bank of visual stimuli to provide visual references for imaginative and, creative interpretation of DE themes.
- Research and gather relevant support studies to underpin and influence the exploration of the development education theme.
- Devise a question strategy that facilitates the learner to engage in the critical analysis of issue-based images
- Identify possible opportunities where an action component can be introduced to encourage and endorse a key component of DE and facilitate activism
- Create a scheme of work containing three lessons that presents a focused and engaged exploration of a DE theme specific to their subject area.

9. Course Content and Syllabus

<table>
<thead>
<tr>
<th>Introductory session: an overview of Development Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>- The concept of ‘Development’ in terms of Human Development</td>
</tr>
<tr>
<td>- Brief historical framing and rationale of Development Education</td>
</tr>
<tr>
<td>- DE’s current policy and practice (Irish Stakeholders: Irish Aid/Ubuntu/NCCA)</td>
</tr>
<tr>
<td>- Identify ways to embed DE into your specific subject area with post primary curriculum.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>- Introduction to active learning methodologies and approaches: that enable an experiential learning environment.</td>
</tr>
<tr>
<td>- Collaborative Mind mapping</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>Guest Speaker to frame DE within an NGO context</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>- DE as an educational process -Pedagogy and practice</td>
</tr>
<tr>
<td>- Structuring a subject specific learning framework for DE-</td>
</tr>
<tr>
<td>- Rationale for group work</td>
</tr>
<tr>
<td>- Action Component – going beyond the charity model</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
</tr>
<tr>
<td>- Building a bank of visual resources</td>
</tr>
<tr>
<td>- Critical visual literacy skills: Reading imagery</td>
</tr>
</tbody>
</table>
- The role of photography as a social commentator
- Ethical concerns when exploring imagery in a classroom context

**Week 6**
Guest speaker

**Week 7**
- Chose DE area of interest and identify where to locate DE scheme within subject curriculum area.
- Source a selection of images that represents a critical examination of the DE theme.
- Devise a question strategy to enable critical engagement with the DE theme (relevant to introductory lesson)

**Week 8 & 9**
- TP planning - Structuring collaborative DE scheme of work.

**Week 10&11**
- Presentations of schemes and resources to underpin delivery of scheme.

10. **Teaching and Learning Methods**

In alignment with the Ubuntu Networks philosophy that enables collective engagement among learners, group work will be an integral part of the DE programme. This will encourage collaborative engagement and peer tutoring among the participants of the workshop and foster a learning environment that:

- Encourages peer mentoring, to encompass and acknowledge the diversity of opinion, knowledge, skill base and different ways of thinking within the group dynamic
- Challenges each other to find a collective vision that incorporates each participant’s perspective.
- Enables each participant to translate their own experience of group work into facilitating CPD workshops.
- Contextualises how teachers/pupils would feel in relation to compromising and sharing for the benefit of the collective as opposed to the individual.

11. **Required Equipment and Resources (if applicable)**

A room suitable for active learning is critical.
Access to ICT terminal and digital projector
Flip chart – Markers/Paper

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

The assignment is designed to empower the student teachers to take ownership and responsibility for disseminating DE concepts through their teaching practice. It will be a group assignment, each group will comprise of three students from the same subject discipline.

**60% DE Scheme of work**

- Devise a subject specific DE scheme, containing 3 lessons.
The scheme will include a collaborative statement that will contain the following;

A rational clarifying why you chose the Human rights, Environmental or Social Justice theme that frames the delivery of the DE scheme.

An examination of your subject curriculum; Identify an area of the junior or senior cycle syllabus that will accommodate you teaching a subject specific topic through a DE lens.

An outline of methodologies you will utilise to deliver the scheme. These should be both subject specific and also encompass peer learning, group/pair work, inquiry and activity based learning, in alignment with the educational framework that defines DE. Each lesson should demonstrate a process led engagement that scaffolds and reinforces your pupils learning over the duration of the three lessons.

- The lesson plan structure will contain the aims/outcomes, content, delivery method, differentiation details, and modes of assessment for pupils.

30% Resources

Each group will create a range of subject specific appropriate resources that effectively explore their selected DE theme. Resources must be age and content appropriate for their pupil cohort (presentation/imagery/worksheets).

10% reflective Statement

- Each student teacher will submit an individual reflective statement that evaluates their experience of working collaboratively and critically examines the process of embedding DE concepts and themes into their teaching practice. (600 words max)

13. Pass Requirement
40% in each element

14. Method of Supplemental Assessment
Re-submission if failed.

15. Recommended Reading Materials / Indicative Resources

Recommended Reading Materials / Indicative Resources

http://www.ubuntu.ie
The Ubuntu Network primary aim is to build capacity of teacher educators and student teachers to engage with and promote Development Education in post-primary ITE. The web site has a range of resources including subject specific
resources for post primary education and an extensive listing of web links to a range of DE/Human rights organisations.

DevelopmentEducation.ie: a dedicated website with cartoons, images, articles, icebreakers, stimulus sheets and lots of other resources relating to DE/ESD issues.


Irish Development Education Association: an umbrella association that represents organisations and individuals engaged in the advancement of DE throughout the island of Ireland; website includes useful information, resources, publications, and links.

DICE Project: Development & Intercultural Education within initial primary education.

Amnesty International Ireland: the country’s largest human rights organisation with over 15,000 members and supporters, and part of a global movement of more than 3.2 million people working in more than 150 countries around the world.

Human Rights Education Module (Transition Year): Voice Our Concern is a human rights education project devised by Amnesty International. The resource enables senior cycle students to learn about and discuss human rights in a creative, participatory and empowering way.

16. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module co-ordinator.

17. Module Co-ordinator

Fiona King
Drama in Education

1. Title of Module
Drama in Education (elective)

2. Module Code
ET 7927

3. Entry Requirements (if applicable)
There are no co- or pre-requisites for entry to this module.

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

5. Module Size (hours and number of weeks)
11 weeks x 1 hour a week
100 hours of total student effort

6. ECTS Value
5 ECTS

7. Rationale and Aims
The approach adopted in this elective is that Drama is not only a subject but a means of learning, a pedagogy whose implications reach all aspects of school life, contributing to the carrying out of tasks and also to students’ general intellectual, social, emotional and aesthetic development.

Specifically, the elective aims to:
- introduce students to the role of drama in the secondary school classroom as a structured learning experience and also as an art form;
- equip students with the appropriate skills and confidence necessary to use drama in the teaching of a variety of subjects;
- provide students with practical experiences of using the art form collaboratively to enrich and extend the study of other subjects;
- provide students with opportunities to plan and evaluate learning episodes for students arising from meaningful engagement with the art form in applied settings;
- enable students to engage in reflective practice about the teaching of drama at secondary school level.

8. Expected Learning Outcomes
At the end of the elective students should:
a). have participated in and experienced practical drama based workshops;
b). be able to plan and deliver effective episodes using drama for their own teaching needs, and show leadership in future school planning in the area
of arts in education;
c). have developed an increased mastery of the skills and competencies to engage in a wide range of dramatic activity in interdisciplinary contexts;
d). have developed an increased awareness of the value of using an art form as a subject in its own right and also collaboratively in their teaching repertoire;
e). have enjoyed the experience of working in and through drama.

9. Syllabus

- The role and value of Drama in Education
- Warm up games and exercises
- Drama conventions such as role-play, improvisation, teacher in role, hot seating, still image, mantle of the expert, forum theatre, image theatre, newspaper theatre, conscience alley, angels and devils, role on the wall
- Staging a school play
- Drama with students with General and Specific Learning Disabilities
- Developing curricular approaches using drama as a pedagogy
- Planning for drama
- Assessing and evaluating drama

10. Teaching and Learning Methods

Lectures, practical workshops and seminar sessions, incorporating group work, collaborative learning and whole class teacher input and discussion, are used to offer a flexible approach to teaching and learning for all learners.

11. Required Equipment and Resources (if applicable)

Props, video and audio equipment

Large, open floor space for practical workshops, and large sheets of paper and coloured pens

12. Methods of Assessment

**Summative Assessment**
The module is assessed by a single 3,000 word (or word equivalent) assignment.

**Coursework**
Consider the role and value of Drama in Education, and design, implement and critically evaluate a scheme of work and four associated lesson plans using drama as a key teaching and learning method.

**Assessment Criteria**
Students will be expected to:
- show an awareness of the characteristic features of Drama in Education and an understanding of the role it can play in education;
• produce a carefully structured sequence of learning activities which shows progression in content and is matched to the abilities of the learners;
• make a detailed and informed evaluation of the work engaged in/produced by the students, showing clear links between curricular content and drama as a methodology;
• show an ability to reflect analytically upon their own teaching, recognising both strengths and weaknesses;
• construct an appropriately organised discussion;
• demonstrate an appropriately academic standard in both the structure and style of written work.

13. Pass Requirement
40%

14. Method of Supplemental Assessment
Re-submission of the assignment

15. Recommended Reading Materials / Indicative Resources

16. Evaluation

An oral evaluation session, and a written customised survey is administered at the end of the module, and the results are considered by the module co-ordinator.

17. Module Co-ordinator
Carmel O’Sullivan

18. Module Teaching Team
Carmel O’Sullivan
Language and Literacy Across the Curriculum

1. Title of Module
Language and Literacy Across the Curriculum: Putting the National Literacy Strategy into Practice

2. Module Code
ET 7926

3. Level (JF, SF, JS, SS, Postgraduate)
PG

4. Module Size (hours and number of weeks)
11 weeks x 1 hour a week

5. Teaching and Learning Methods
Introductory lectures; potential dialogue drawn from distributed essays; practical application of theory based on writing brought in from each student’s personal classroom; and development of learning material by each student based on combination of lectures, material from essays and writing from their individual classrooms.

6. Aims and Summary
Summary
All students will develop an understanding of English language and literacy development relevant to extending their practical thinking of methods for working with their class pupils in English literacy across the school curriculum.

Specifically, the elective aims to:
- Introduce students to theories of English language and literacy based on the use of functional grammar and genre pedagogy, allowing each student can begin to make links from theory to their classroom practice;
- Integrate theory based on analyses of classroom texts in ways to allow for critical application of each students’ specific classroom needs;
- Offer students a range of practical methods, including grammar and genre, drawn from theory, for use in their classrooms, and meaningful to their specific subject area;
- Equip students to assess their pupils’ writing in a manner that allows for potential extension of their literacy development within all areas of the curriculum;
- Enable students to engage in a reflective space within which to talk through their practice on the road to better understanding theory.

7. Syllabus and Expected Learning Outcomes

Syllabus
- Reviewing the National Literacy and Numeracy Strategy document for contextualisation;
- English language and literacy from a cross-curricular perspective and current academic research;
- Grammar in relation to classroom teaching in specific subject areas;
- Genre, via function and structure, and its relationship to grammar, in specific subject areas;
- Grammar to begin to assess pupil writing in a way that offers pedagogical approach to improve pupil writing in their own classrooms;
- Specific subject genres relevant to their Irish secondary school classrooms in ways that allow for literacy development to be included in teacher’s daily teaching practice.

**Expected learning outcomes:**

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

- Interpret, comprehend, and describe The National Literacy and Numeracy Strategy and its relevance to teaching in Irish schools;
- Actively engage in classroom interaction with applied thinking about language and literacy informed by current theory, as presented in lectures and illustrated in accompanying essays;
- Identify the functional grammatical features of writing in their specific subject areas, in reference to classroom textbooks, sample exam scripts, and sample student writings;
- Identify, and classify, features of the genres in use in their specific content areas, the structure of those various genres, and criteria of successful, and unsuccessful, realisations of those genres;
- Demonstrate the ability to work the specific grammatical and generic features of written texts from their specific classroom subject areas, at age appropriate levels, in their classroom teaching;
- Illustrate practical methodologies for assessing their own students’ writing in the various subject areas of the curriculum;
- Demonstrate their awareness of language, and language about language, as it is relevant to literacy across the curriculum, in ways that allow for seamless integration into each student’s teaching practice.

8. **Required Equipment**

     Computer with PowerPoint software and projector for slides shows. Photocopy access for copying and distributing essays for students in class.

9. **Special Features (e.g. field trip)**

     Students will be expected to bring in examples of written language from within their classrooms. These could include: textbooks used in the classroom; sample exam sheets/questions; or, writing by their own pupils, in the specific subject areas, to use as exemplars.

10. **Assessment Mode (e.g. coursework, examination, other)**
Assessment for this course requires the completion of an academic essay of 3,000 words. There are three alternatives for this essay:

1) An introductory literature review covering published academic research into the role of literacy development within the student’s specific subject area(s): this should explore the academic literature detailing features of language and literacy demanded within the specific subject area, and be accessible by fellow teachers within that subject area;

2) An exploration into specific pedagogical initiatives, as drawn from the academic literature, with particular focus on the student’s subject teaching area: this should explore at least three published reviews of approaches to promoting literacy within the subject area;

3) An analysis of two selected texts from within the student’s subject area (these can include: textbook material; student writing; supplementary documentation; on-line material specific to the subject area), with a focus BEYOND individual words: this analysis must explore the words, grammatical structure, and generic properties of the selected texts, and be informed by the academic literature.

As this course is a first-term elective, and the student is not yet integrated within the classroom, it is hoped that each student will consider their essay in the context of their subject pedagogy courses and be open to sharing their material, and results, with other students and pedagogy lecturers.

The lecturer will commit to: 1) aiding each student in locating appropriate reading material (with emphasis on books and journals/e-journals) towards writing the essay; 2) will help the student in constructing details of essay in an appropriate and relevant manner (and, if time permits, will provide a Word template for the essay); and 3) will read ONE draft of essay, provided that draft is delivered AT LEAST one week before essay is due.

11. Recommended Reading

Books (with TCD library location, if available):


Green, Bill. (ed.) (1993) *The Insistence of the Letter: Literacy Studies and

Essays to be distributed in class: