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A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education 2018-19. 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 eighty 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 130 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 3087, Arts Building
Telephone: +353 1 896 1488
Opening hours: 10.00am-12.00pm and 2.00-4.00pm

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Damian Murchan</td>
<td><a href="mailto:damian.murchan@tcd.ie">damian.murchan@tcd.ie</a></td>
</tr>
<tr>
<td>Director of Postgraduate Teaching &amp; Learning</td>
<td>Keith Johnston</td>
<td><a href="mailto:Walsh@tcd.ie">Walsh@tcd.ie</a></td>
</tr>
<tr>
<td>PME Course Coordinator</td>
<td>Mark Prendergast</td>
<td><a href="mailto:mprende@tcd.ie">mprende@tcd.ie</a></td>
</tr>
<tr>
<td>PME Course Administrators</td>
<td>Linda Mc Hugh</td>
<td><a href="mailto:Pme.admin@tcd.ie">Pme.admin@tcd.ie</a></td>
</tr>
<tr>
<td>School Placement Coordinator</td>
<td>Melanie Ní Dhuinn</td>
<td><a href="mailto:mnidhuinn@tcd.ie">mnidhuinn@tcd.ie</a></td>
</tr>
<tr>
<td>PME Thesis coordinator</td>
<td>David Limond</td>
<td><a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a></td>
</tr>
</tbody>
</table>

Modules in Foundation Disciplines

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Examinations</td>
<td>Conor Mc Guckin</td>
<td><a href="mailto:conor.mcguckin@tcd.ie">conor.mcguckin@tcd.ie</a></td>
</tr>
<tr>
<td>Irish Educational History and Policy</td>
<td>Andrew Gibson</td>
<td><a href="mailto:gibsona@tcd.ie">gibsona@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 Philosophy and Theory</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Applied Psychology in Education</td>
<td>Stephen Minton</td>
<td><a href="mailto:mintonst@tcd.ie">mintonst@tcd.ie</a></td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Melanie Ní Dhuinn</td>
<td><a href="mailto:mnidhuinn@tcd.ie">mnidhuinn@tcd.ie</a></td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>Alison Doyle</td>
<td><a href="mailto:doylea6@tcd.ie">doylea6@tcd.ie</a></td>
</tr>
</tbody>
</table>

Modules in Pedagogy of Teaching Subjects

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Rachel Keogh</td>
<td><a href="mailto:rakeogh@tcd.ie">rakeogh@tcd.ie</a></td>
</tr>
<tr>
<td>English</td>
<td>Una Murray</td>
<td><a href="mailto:murrayun@tcd.com">murrayun@tcd.com</a></td>
</tr>
<tr>
<td>Geography</td>
<td>Jennifer Liston</td>
<td><a href="mailto:listonj@tcd.ie">listonj@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>Noel Ó Murchadha</td>
<td><a href="mailto:Noel.omurchadha@tcd.ie">Noel.omurchadha@tcd.ie</a></td>
</tr>
<tr>
<td>Maths</td>
<td>Mark Prendergast</td>
<td><a href="mailto:mark.prendergast@tcd.ie">mark.prendergast@tcd.ie</a></td>
</tr>
<tr>
<td>Subject</td>
<td>Instructor</td>
<td>Email</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
<td>--------------------</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>Theresa Heffernan</td>
<td><a href="mailto:theffern@tcd.ie">theffern@tcd.ie</a></td>
</tr>
<tr>
<td><strong>Additional module</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and Communication</td>
<td>Keith Johnston</td>
<td><a href="mailto:keith.johnston@tcd.ie">keith.johnston@tcd.ie</a></td>
</tr>
</tbody>
</table>
Plagiarism

The College’s policy on plagiarism is outlined in the general regulations and information (Part III of the Calendar, 1.32). Students should read the new online central repository which consolidates all information and resources on plagiarism which is located at: http://tcd.ie/libguides.com/plagiarism. This includes the following:

- The 2018/19 Calendar entry on plagiarism for postgraduate students;
- The matrix explaining the different levels of plagiarism outlines in the Calendar entry and the sanctions applied;
- Information on what plagiarism is and how to avoid it;
- ‘Ready, Steady, Write’, an online tutorial on plagiarism which must be completed by all students;
- Details of software packages that can detect plagiarism, eg. Turnitin

All students are required to complete the online tutorial “Ready, Steady, Write” located at: http://tcd-ie.libguides.com/plagiarism/ready-steady-write
# Programme Structure

## Year 1 Modules and Assessment

<table>
<thead>
<tr>
<th>Semester 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>
<tr>
<td><strong>2) An introduction to School Placement (20 ECTS for the year): Compulsory</strong></td>
<td></td>
</tr>
<tr>
<td>• 1 monitoring visit to the school by the School Placement Coordinator and/or her team</td>
<td>• 10 weeks block placement</td>
</tr>
<tr>
<td>• 1/2 unassessed and formative supervisions from in-school mentor or cooperating teacher</td>
<td>• 2 assessed supervisions from School of Education tutors</td>
</tr>
<tr>
<td>Assessment: Continuous and formative through the Professional Development Portfolio (PDP)</td>
<td>• 1/2 formative supervisions from in-school mentor or cooperating teacher</td>
</tr>
<tr>
<td><strong>3) Foundation Disciplines: Compulsory</strong></td>
<td>Assessment: PDP (20%) and TP visits (80%)</td>
</tr>
<tr>
<td>5 ECTS each, 11 x 1 hour lecture, 3 x 1 hour tutorials</td>
<td></td>
</tr>
<tr>
<td>• Introduction to Assessment and Examinations in Post-Primary Education</td>
<td></td>
</tr>
<tr>
<td>• Applied Psychology in Education</td>
<td></td>
</tr>
<tr>
<td>• Irish Educational History and Policy</td>
<td></td>
</tr>
<tr>
<td>• Inclusive Education</td>
<td></td>
</tr>
<tr>
<td>Assessment: assignments, essays, exams and contribution to PDP</td>
<td></td>
</tr>
<tr>
<td><strong>4) Major Pedagogy (5 ECTS): Compulsory</strong></td>
<td>One option to be chosen:</td>
</tr>
<tr>
<td>• 11 x 2 hour session</td>
<td>• Science</td>
</tr>
<tr>
<td>Assessment: assignments, essays, exams and contribution to PDP</td>
<td>• Geography</td>
</tr>
<tr>
<td></td>
<td>• Business Studies</td>
</tr>
<tr>
<td></td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td>• Irish</td>
</tr>
<tr>
<td></td>
<td>• Modern Languages</td>
</tr>
<tr>
<td></td>
<td>• History</td>
</tr>
<tr>
<td></td>
<td>• Mathematics</td>
</tr>
<tr>
<td><strong>5) Minor Pedagogy (5 ECTS): Compulsory</strong></td>
<td>One option to be chosen (list as above)</td>
</tr>
<tr>
<td>• 11 x 2 hour session</td>
<td></td>
</tr>
<tr>
<td>Assessment: assignments, essays, exams, and contribution to PDP</td>
<td></td>
</tr>
<tr>
<td><strong>6) Specialist Electives (5 ECTS): Compulsory</strong></td>
<td>One option to be chosen:</td>
</tr>
<tr>
<td>• 11 x 1 hour</td>
<td>e.g. Drama in Education,</td>
</tr>
<tr>
<td></td>
<td>Literacy Across the</td>
</tr>
<tr>
<td></td>
<td>Curriculum, Development</td>
</tr>
<tr>
<td></td>
<td>Education, Citizenship</td>
</tr>
</tbody>
</table>

---

**2) College from 20 March:**

Post School Placement
Reflection and Evaluation
Research Methods
Thesis Planning
### Assessment: case studies, assignments, and contribution to PDP

**Education (CSPE) within Wellbeing, Arts Education, The Authentic Classroom and Hidden Curriculum.**

<table>
<thead>
<tr>
<th>7) ICTS in Education (5 ECTS): Compulsory</th>
<th>Assessment: case studies, assignments, and contribution to PDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 x 3 hour session</td>
<td></td>
</tr>
</tbody>
</table>
### Year 2 Modules and Assessment

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2) Advanced School Placement (20 ECTS):</strong> Compulsory</td>
<td><strong>1) Foundation Disciplines: Compulsory</strong></td>
</tr>
<tr>
<td>• 2 assessed supervisions from School of Education tutors</td>
<td>5 ECTS each, 11 x 1 hour lecture, 3x1 hr tutorials</td>
</tr>
<tr>
<td>• 1/2 formative supervisions from in-school mentor or cooperating teacher</td>
<td>• History of Education</td>
</tr>
<tr>
<td></td>
<td>• Educational Philosophy and Theory</td>
</tr>
<tr>
<td></td>
<td>• Sociology of Education</td>
</tr>
<tr>
<td>Assessment: PDP (20%) and TP visits (80%)</td>
<td>Assessment: assignments, essays, exams</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2) Advanced Pedagogy &amp; Research (Major teaching subject): Compulsory (20 ECTS)</strong></td>
</tr>
<tr>
<td></td>
<td>• Individual and group supervision meetings</td>
</tr>
<tr>
<td></td>
<td>One option to be chosen from research specifications across pedagogy and foundation disciplines</td>
</tr>
<tr>
<td></td>
<td>Assessment: Research Thesis</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3) Researching ICTS in Education (5 ECTS):</strong> Compulsory</td>
</tr>
<tr>
<td></td>
<td>• Online and direct workshop session</td>
</tr>
<tr>
<td></td>
<td>Assessment: assignment and contribution to PDP</td>
</tr>
</tbody>
</table>
# PME Course Calendar 2018/19

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August 2018</td>
<td>Year 2 School Placement Block starts</td>
</tr>
<tr>
<td>3rd, 4th &amp; 5th September 2018</td>
<td>Year 1 Induction Week</td>
</tr>
<tr>
<td>10 September 2018</td>
<td>Semester 1 lectures start</td>
</tr>
<tr>
<td>22 – 26 October 2018</td>
<td>Reading Week: no lectures</td>
</tr>
<tr>
<td>29 October – 2 November 2018</td>
<td>School mid-term (no lectures)</td>
</tr>
<tr>
<td>30 November 2018</td>
<td>Semester 1 lectures end</td>
</tr>
<tr>
<td>10 - 14 December 2018</td>
<td>Exam week</td>
</tr>
<tr>
<td>21 December 2018</td>
<td>Year 2 School Placement Block ends</td>
</tr>
<tr>
<td>17 Dec 2018 – 18 Jan 2019</td>
<td>College vacation: no lectures</td>
</tr>
<tr>
<td>8 January 2019</td>
<td>Year 1 School Placement Block starts</td>
</tr>
<tr>
<td>21 January 2019</td>
<td>Semester 2 lectures start</td>
</tr>
<tr>
<td>18 – 22 February 2019</td>
<td>School mid-term: no lectures</td>
</tr>
<tr>
<td>4 – 8 March 2019</td>
<td>Reading Week: no lectures</td>
</tr>
<tr>
<td>15 March 2019</td>
<td>Year 1 School Placement Block ends</td>
</tr>
<tr>
<td>19 March 2019</td>
<td>Full College schedule resumes</td>
</tr>
<tr>
<td>12 April 2019</td>
<td>Semester 2 lectures end</td>
</tr>
</tbody>
</table>
PME Submission and Examination Calendar 2018/19

**Year 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 23rd November 2018</td>
<td>Elective Assignment</td>
</tr>
<tr>
<td>Week of 26th November 2018</td>
<td>Elective Presentations</td>
</tr>
<tr>
<td>Friday 30th November 2018</td>
<td>Intro to Assess &amp; Exams Assignment</td>
</tr>
<tr>
<td>Friday 14th December 2018</td>
<td>Minor Pedagogy Assignment</td>
</tr>
<tr>
<td>Week of 10th December 2019 (During Examination period)</td>
<td>Examination: Intro to Assess &amp; Exams module</td>
</tr>
<tr>
<td>Monday 7th January 2019</td>
<td>Applied Psychology in Education Assignment</td>
</tr>
<tr>
<td>Friday 18th January 2019</td>
<td>ICTS Assignment</td>
</tr>
<tr>
<td>Friday 22nd February 2019</td>
<td>Inclusive Education Assignment</td>
</tr>
<tr>
<td>Tuesday 19th March 2019</td>
<td>Professional Development Portfolio Assessment</td>
</tr>
<tr>
<td>Friday 5th April 2019</td>
<td>Irish Ed. History &amp; Policy Assignment</td>
</tr>
<tr>
<td>Thursday 18th April 2019</td>
<td>Major Pedagogy Assignment</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8th October 2018</td>
<td>Submission of Ethical Approval</td>
</tr>
<tr>
<td>Monday 7th January 2019</td>
<td>Professional Development Portfolio Assessment</td>
</tr>
<tr>
<td>Wednesday 30th January 2019</td>
<td>ICTS Assignment</td>
</tr>
<tr>
<td>Friday 5th April 2019</td>
<td>PME Thesis</td>
</tr>
<tr>
<td>Friday 12 April 2019</td>
<td>Sociology of Education Assignment</td>
</tr>
<tr>
<td>Friday 19th April 2019</td>
<td>Philosophy of Education Assignment</td>
</tr>
<tr>
<td>22nd – 26th April 2019 (During Examination period)</td>
<td>History of Education Examination</td>
</tr>
</tbody>
</table>
Foundation tutorials

Year 1

Students sign up for 1 tutorial slot of the 4 available. Tutorials begin in week 2. There are 9 tutorials in total over semester 1. These 9 tutorials comprise 3 tutorials each for the following modules: Applied Psychology in Education; Irish Educational History and Policy; Introduction to Assessment and Examinations.

The Year 1 tutorial timetable for Mondays in Semester 1 is as follows:

<table>
<thead>
<tr>
<th>Room</th>
<th>Time</th>
<th>17 Sep</th>
<th>24 Sep</th>
<th>1 Oct</th>
<th>8 Oct</th>
<th>15 Oct</th>
<th>5 Nov</th>
<th>12 Nov</th>
<th>19 Nov</th>
<th>26 Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>4035</td>
<td>9am</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
</tr>
<tr>
<td>3105</td>
<td>9am</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
</tr>
<tr>
<td>5039</td>
<td>11am</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
</tr>
<tr>
<td>4035</td>
<td>12pm</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
<td>Psych</td>
<td>Policy</td>
<td>Assess</td>
</tr>
</tbody>
</table>

ICTS Module Timetable

Every student must attend 1 four-week block of sessions on the ICTS module. Students will be allocated to one of 4 ICTS groups according to their Major, Minor, Elective choices. The sessions will take place in the Bridge 21 space in Oriel House on Westland Row. The sessions will start and end at 15 minutes past the hour to allow you time to get to Oriel House. The 4pm start for Group A is to accommodate a very small number of students with a Major-Minor combination of Music and Irish or Geography. Students wishing to attend the drama elective will also need to attend this ICT group.

The 4 ICTS groups are scheduled as follows:

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Sep</td>
<td>19 Sep</td>
<td>25 Sep</td>
<td>26 Sep</td>
<td>2 Oct</td>
<td>3 Oct</td>
<td>9 Oct</td>
<td>6 Nov</td>
</tr>
<tr>
<td>Tues 4-7</td>
<td>Wed 3-6</td>
<td>Tues 4-7</td>
<td>Wed 3-6</td>
<td>Tues 4-7</td>
<td>Wed 3-6</td>
<td>Tues 4-7</td>
<td>Wed 3-6</td>
</tr>
<tr>
<td>Grp A</td>
<td>Grp A</td>
<td>Grp B</td>
<td>Grp A</td>
<td>Grp B</td>
<td>Grp A</td>
<td>Grp A</td>
<td>Grp B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grp C</td>
<td>Grp C</td>
<td>Grp D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grp D</td>
<td>Grp D</td>
<td>Grp C</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Year 2

Students sign up for 1 tutorial slot of the 4 available. Tutorials begin in week 2 of Semester 2. There are 9 tutorials in total over semester 2. These 9 tutorials comprise 3 tutorials each for the following modules: History of Education; Sociology of Education; Educational Philosophy & Theory.

The Year 2 tutorial timetable in Semester 2 is as follows:

All Tutorials are on Tuesdays

<table>
<thead>
<tr>
<th>Room</th>
<th>Time</th>
<th>29 Jan</th>
<th>5 Feb</th>
<th>12 Feb</th>
<th>26 Feb</th>
<th>12 Mar</th>
<th>19 Mar</th>
<th>26 Mar</th>
<th>2 Apr</th>
<th>9 Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td>3105</td>
<td>10am</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
</tr>
<tr>
<td>3105</td>
<td>11am</td>
<td>His</td>
<td>Soc</td>
<td>Phil</td>
<td>His</td>
<td>Soc</td>
<td>Phil</td>
<td>His</td>
<td>Soc</td>
<td>Phil</td>
</tr>
<tr>
<td>3105</td>
<td>12pm</td>
<td>Soc</td>
<td>Phil</td>
<td>His</td>
<td>Soc</td>
<td>Phil</td>
<td>His</td>
<td>Soc</td>
<td>Phil</td>
<td>His</td>
</tr>
<tr>
<td>3105</td>
<td>1pm</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
</tr>
</tbody>
</table>
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 research project: literature study, data collection and analysis (where relevant) and write a dissertation 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

The Professional Master of 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 formulation 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. 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 instalments (for EU Fee-paying students only). 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 modules 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. You will complete an assignment in your Major and your Minor pedagogy modules for assessment (5 ECTS each). You will not be supervised in your Minor subject on School Placement. Science and Modern Languages normally count as double pedagogy modules. Majors in these subjects do not have to choose a Minor pedagogy programme. However, students taking either of these modules 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, Religious Education, 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 six. 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.

In 2017-18 the Elective Specialisms offered may include:

- Citizenship (CSPE) Education within Wellbeing;
- Development Education;
- Drama in Education;
- The Authentic Classroom and the Hidden Curriculum;
- Literacy Across the Curriculum;
- Arts Education.
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 1: Assessment type and ECTS Year 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>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</td>
<td>5</td>
<td>Examination and</td>
</tr>
<tr>
<td>Post-Primary Education</td>
<td></td>
<td>Coursework</td>
</tr>
<tr>
<td>Applied Psychology in Education</td>
<td>5</td>
<td>Coursework</td>
</tr>
<tr>
<td>Irish Educational History and Policy</td>
<td>5</td>
<td>Coursework</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>5</td>
<td>Coursework</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>Subject</td>
<td>ECTS</td>
<td>Assessment Type</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------</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>Assignment and presentation</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>
<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>Advanced 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
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 School Placement. It is not possible to pass by compensation in these modules.
   
   Students may have one opportunity to repeat School Placement over the course of the programme.

2. **Thesis:**

   Students are required to pass their thesis. It is not possible to pass by compensation in this area.
   
   Students may have the opportunity to re-submit their thesis.

3. **Major Pedagogy:**

   Students are required to achieve a pass standard in major Pedagogy, and cannot pass through compensation. Students may be allowed to re-submit a failing pedagogy assignment.

4. **Foundation Studies, Minor Pedagogy and Electives:**

   If a student fails one or more assessments in these areas, 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 and pedagogy 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.
5. **Progression:** 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.

6. **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 III, graduates who have exited the course with a Postgraduate Diploma may **not** subsequently apply to the Course Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Master of Education.

7. **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.

8. **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.

9. **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.

10. **Supplementals:** Students who have failed a module and are not eligible for compensation according to the regulations above must 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.

11. **PME Award:** The Professional Master is awarded to students as per the Grade Bands above and is based on the weighted average of the results for both Year 1 and Year 2.

**Examination Procedures**

Regulations and guidelines for students in relation to exams are set out in the College Calendar ([www.tcd.ie/calendar/](http://www.tcd.ie/calendar/)).

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, Part III, Section 3.5. Please note in particular that if you fall ill **during** an examination, you must notify the chief invigilator in the examination venue.

3.5 Absence from Examinations

Postgraduate 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 student’s Course Co-ordinator/Director within three days of the beginning of the period of
absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Co-ordinator/Director. The Course Co-ordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical 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 Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

(College Calendar, Part III, 2016)

**Appeals Process**

The regulations regarding re-checking of scripts/assessments and appeals of results are set out in the College Calendar Part III, section 1.31. These sections set out student's right to view their scripts/assignments and discuss them with their examiner and the criteria and timeframe for appealing results. To ensure accuracy, the text is not reproduced here but can be found on-line at: [http://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf](http://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf).

**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**

Assignments must be submitted on Blackboard 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’.

You are responsible for ensuring your work is submitted - do not rely on anyone else to do this for you and do not hand work directly to members of academic staff.
Requests for extensions in each module can ONLY be granted by the Course Co-ordinator, Dr. Mark Prendergast.

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. Both of these prizes are awarded to students at the end of the PME course and not at the end of Year 1.
School Placement

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:

- Professional Values and Relationships;
- Professional Integrity;
- Professional Conduct;
- Professional Experience;
- Professional Development;
- Professional Collegiality and Collaboration.

**Observation Period (Year 1)**

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.

**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’.

**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.
### Professional Master of Education: School Placement Assessment Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
<th>Subject:</th>
<th>Topic:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Date of Visit:</th>
<th>Time of Visit:</th>
<th>Year Group:</th>
<th>Visit No: 1 / 2 / 3 / 4</th>
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</thead>
<tbody>
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</table>

1. **Planning: Learning outcomes are appropriate, aligned, inclusive and student-focused**

   - Planning: Activities and resources (including ICT) are well selected, well sequenced and varied

2. **Planning: Assessment strategies (including AfL) appropriate and aligned with learning outcomes**

3. **Practice: Plan implemented effectively, flexibly and in response to class feedback and dynamics**

4. **Practice: Positive atmosphere for learning established and maintained**

5. **Practice: Pupils' experience effective classroom management**

6. **Practice: Clear communication of goals and content; good interaction in the class**

7. **Practice: Assessment strategies implemented, allowing for challenge, success and feedback**

8. **Reflection: Evidence of constructive self-evaluation which feeds into planning and practice**

---

### Main positive aspects of the lesson

### Some aspects that require further work

### Focused suggestions for improvement

### Other comments (relating to teaching subject, facilities, student teacher's response, etc.)

---

**Summary grade for lesson:**

- **PASS**
- **BORDERLINE**
- **NOT PASSABLE**

**Student was professional at all times:**

- **YES**
- **NO**

**Signed by Placement Tutor:**

**Student:**

**Date on which form was completed:**
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

The Disability Service has developed a placement support process for students with disabilities on professional courses in Trinity College Dublin. 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
### School Placement Structure Year 1

#### Phase One
- **August - October**
- (mid-term break)
- **Observation period**
- Observe a wide range of teaching and non-teaching activities

#### Phase Two
- **November - December**
- **Teach 3-5 class periods each week**

#### Phase Three
- **January - March**
- **Teach 10-12 class periods per week across two modules**
- Students should teach a minimum number of 10 class periods in their Major subject (7 in the event of hour long classes).
- The upper threshold of classes that students should teach is a maximum of 15 class periods per week.

### School Placement Structure Year 2

#### Year 2
- **August - December**
- **Teach 10-12 class periods per week**
- Students should teach a minimum number of 10 class periods in their Major subject (7 in the event of hour long classes).
- The upper threshold of classes that students should teach is a maximum of 15 class periods per week.

### Calendar of Visits Year 1

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.

| Nov - Dec | Visit 1 (unassessed) |
### Calendar of Visits Year 2

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.

| Jan – Mar | Visit 2 (assessed)  
| March (details TBA) | Visit 3 (assessed)  
| March (details TBA) | External examiner visits selected students  
| Aug - Dec | Visit 1 (unassessed)  
| Nov - Dec (details TBA) | Visit 2 (assessed)  
| Nov - Dec (details TBA) | Visit 3 (assessed)  
| Nov - Dec (details TBA) | External examiner visits selected students  

(Visit 1 = Unassessed; Visit 2 = Assessed; Visit 3 = Assessed; External examiner visits selected students)
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 Blackboard Learn 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 Blackboard 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
- Unots 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 Blackboard Learn 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 Blackboard 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](http://www.education.ie)
- [www.asti.ie](http://www.asti.ie)
- [www.tui.ie](http://www.tui.ie)
- [www.ncte.ie](http://www.ncte.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.scoilnet.ie](http://www.scoilnet.ie)
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 Trinity College Library website provides support for using EndNote referencing software. See their website: [http://www.tcd.ie/library/support/endnote/support.php](http://www.tcd.ie/library/support/endnote/support.php)

[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**


**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 & Mac-millan, 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;

Department of Education and Science, Rules and Programme for Secondary Schools;

Teaching Council, Codes of Professional Conduct for Teachers.

NCCA, 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 post-primary schools in the Republic of Ireland. During the application process for the PME you complete a Teaching Council Subject Declaration form for the purposes of assessing your registration requirements. During the first year of the programme this data will be transferred to the Teaching Council and they will contact you in due course regarding your eligibility to register or any possible shortfall in ECTS credits from your primary degree for the purposes of registration.

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 Supports

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](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/](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](http://www.tcd.ie/disability)

**Postgraduate Advisory Service**

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.

**Who?**

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’re at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to 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/](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/](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.
Module Descriptors

School Placement

1. Title of Module
An Introduction to School Placement

2. Module Code
ET7911

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

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

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 fulfil 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 module 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.

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 begins with observation of the environment of the placement school and may 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. Throughout the year, opportunities for collaborative reflection are facilitated through an on-line cooperative learning team structure supported on our e-learning platform.

**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, pedagogy workshops, classroom and behaviour management, communication skills, voice protection and management, lesson planning, approaches to reflection, stress and stress management, 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 1: Thursdays and Fridays in school**

Students will begin in their placement school between the start of the school year and the start of November, at the discretion of their school. During the first semester, they are on placement in their schools on Thursdays and Fridays. During this time, students will gradually take on more responsibility in the teaching of classes, moving from observations in the early stages to taking on the responsibility of teaching up to 3-5 classes per week by the Christmas break. These classes will be in their major subject but can also include classes in their minor subject, resource classes, co-teaching, etc.

**Semester 2: Block placement**

During the second semester, students will participate in a block placement, attending late afternoon 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. 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. In their second year, students will complete their placement in a different school setting to reflect the socio-economic and cultural diversity of society, including all girls/boys/mixed gender, designated disadvantaged, multiple languages, gaelscoilleana, etc.

To facilitate progression in this professional masters course, students will, where possible, 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, webinar sessions, 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 for a.
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 Professional Development Portfolio, which contains a reflective statement, structured observations, readings, critical commentaries and school placement feedback sheets, tasks and reflections from year 1 of the PME is assessed.

The assessed visits account for 80% and the professional development portfolio accounts for 20% of the final School Placement mark.

**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 Coordinator

Melanie Ni Dhuinn

18. Module Teaching Team

Melanie Ni Dhuinn and members of the full time and part time staff in the School of Education
Advanced School Placement

1. Module Code

ET8911

2. Entry Requirements (if applicable)

This is a core module for all students on the Professional Masters in Education (PME)

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

Postgraduate

4. Module Size (hours and number of weeks)

This is an 11 week module which runs during the first semester of year 2.

Semester 1 – 10 weeks x 5 full days each week in school (block placement)

Total student effort: 400 hours

5. ECTS Value

20 ECTS

6. Rationale and Aims

This advanced module on school placement incorporates the concepts and principles of initial teacher education, particularly in terms of its focus on research led and research informed professional standards and practice in second level schools. Principles of empowerment, partnership, inclusion and a respect for the uniqueness and identity of each pupil and colleague in the school environment and wider school community underpin the approach to this module. The practice of education is accountable, ethical, proactive and responsive to the holistic needs of children and young people, effecting a positive contribution or transformation by responding to the individual, class, school community and wider society. Professional placement practice in this advanced module is underpinned by a dynamic knowledge base, grounded in evidence and inclusive of contributions from the social sciences, humanities and arts traditions. The block partnership placement provides an environment from which new educational knowledge develops and is nurtured by school staff, peers and College tutors in the domains of foundation and professional studies.

Careful consideration has been given to the educational processes and progression from the first school placement module in year 1 to this advanced module, which will facilitate students’ learning throughout the Professional Masters in Education. Students are facilitated to develop both professionally and personally so as to acquire the necessary knowledge, skills, competencies and professional dispositions which will prepare them to function as secondary school teachers. This module builds on the Introduction to School Placement module and aims to prepare students to become actively involved in all aspects of the assessment, planning,
implementation and evaluation of their pupils’ learning experiences in partnership with teaching staff, and to engage fully in the day-to-day life of a school.

7. Learning Outcomes

An experiential taxonomy ensures that understanding, planning and evaluation of the meaning of total experiences within the learning and teaching process in a student’s partnership placement school occurs.

At the end of this module, under the guidance of a registered teacher and College school placement supervisor, students 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;
- 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;
- 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;
- 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;
- 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.

8. Module Content and Structure

This module emphasises a unified approach to learning and teaching in the school environment, which does not break down pupil behaviour artificially into knowing, feeling and doing, but encourages students to regard pupil experience in its totality. This approach aims to integrate the theoretical learning acquired during the PME as part of professional studies and foundation disciplines, and facilitate a reflective practitioner approach to the learning
and teaching which occurs within the class and wider school environment. The practice of teaching is a holistic process that requires the integration of knowledge, values, attitudes and skills, and is reflected in this module and its intrinsic links with the wider PME.

**Induction programme**

In addition to preparing students for the challenges of assuming full responsibility for all aspects of planning, assessment, implementation and evaluation of their pupils’ work during their block placement, the induction programme in year 2 will support, extend and develop students’ professional growth as a student teacher, through a series of workshops, lectures and seminars on professional issues in education, in such areas as legislation relevant to school and classroom, the teacher and external agencies, the teacher as a professional and the teacher as a reflective practitioner and researcher. Specific sessions on research methods will be featured during the induction programme to prepare students to think critically about their own and their pupils’ performance in certain areas, and to equip them to build on this knowledge as part of their research project and subsequent professional and academic studies in year 2 of the course.

**Block Placement**

- **Weeks 2-11**

During the first semester, students will participate in a block placement in a different school, 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 in year 2 are to provide students with a theoretical framework on professional issues such as classroom processes, how the curriculum is designed and assessed, how schools interact with and serve society, and to act as a basis for identifying areas of curricular and/or professional interest to the student, personal strengths and weaknesses as a student teacher and learner, and areas which they may like to engage with further as the basis of their pedagogical research project, arising from structured reflection on their ongoing professional portfolio.

To facilitate progression in this professional masters course, students 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 Senior Cycle teaching in the second year.

9. **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 advanced placement module.

10. 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 Careers Advice Service, recruitment agencies, preparation for interviews, Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NIPT, etc.

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

**Summative**

Continuous assessment, with school placement planning folder and portfolio. 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**

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.

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

12. Pass Requirement

40%

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

13. 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.

14. Recommended Reading Materials / Indicative Resources


15. 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.

16. Module Coordinator

Melanie Ni Dhuinn

17. Module Teaching Team

Melanie Ni Dhuinn and members of the full time and part time staff in the School of Education
Foundation modules

Applied Psychology in Education

1. Module Code
ET7922

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 lecture per week over one semester (1 x 10 weeks).
3 tutorials per semester

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 2,500 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

Dr Stephen James Minton.
Inclusive Education

1. Module Code
ET7923

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

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

4. Module Size (hours and number of weeks)
   Lecture (11 hours)
   Tutorial (2-3 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

Re-submission of assignment

14. Recommended Reading Materials / Indicative Resources


15. Evaluation

Student evaluation of module as per PME regulations

16. Module Co-ordinator

Alison Doyle

17. Module Teaching Team

Alison Doyle
Introduction to Assessment and Examinations in Post-primary Education

1. Module Code
ET7920

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

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 review and development at Junior and Senior Cycle

9. Teaching and Learning Methods
Large-group teaching using appropriate audio-visual media. 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 from their own experience in schools 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 and coursework.

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.


**Selected websites**

www.ncca.ie
www.action.ncca.ie
www.education.ie
www.ty.slss.ie
www.lca.slss.ie
www.lcvp.slss.ie
www.erc.ie
www.ltscotland.org.uk
www.examinations.ie
www.scoilnet.ie
www.sdpi.ie
www.sess.ie
15. Evaluation

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

16. Module Coordinator

Dr. Conor Mc Guckin

17. Module Teaching Team

Dr. Conor Mc Guckin
Irish Educational History and Policy

1. Module Code
ET7921

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 10 weeks
3 tutorials per semester
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 1945 and to contemporary policy issues in Irish education. The module explores the historical context for the development of the modern educational system and seeks to explore 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 ideologies of the past 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 following are projected weekly content areas in the module:

- Post war Irish educational policy in a national and international context: 1945-59.
- The transformation of educational policy at post-primary level: 1959-80.
- Higher Education: Diversification, expansion and the binary system.
- The Irish Language in education.
- Education and the Constitution: the parent as ‘primary educator’.
- Secularisation in Irish education.
- Globalisation and the ‘Knowledge based economy’: international influences on Irish education.
- Contemporary policy at primary and post-primary levels: curriculum reform and a new legislative framework.
- Review and evaluation.
9. Teaching and Learning Methods

Teaching takes the form of lectures. An interactive element is built into the lectures, so that a proportion of each lecture is devoted to questions and comments on the content of the class. Areas for discussion are explored further in tutorial sessions.

The course is designed to achieve an inclusive curriculum. Efforts towards accessibility include:

- All course notes are accessible through the Blackboard system.
- 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:

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:

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
13. Method of Supplemental Assessment

Repeat assignment (capped at 40%).

14. Recommended Reading Materials / Indicative Resources

**Secondary Sources**


**Official documents**


**Websites**

http://www.education.ie

http://www.enterprise.gov.ie/

http://www.hea.ie

http://www.oecd.org/

http://www.esri.ie/

http://www.oireachtas.ie
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 Coordinator

Mr. Andrew Gibson

17. Module Teaching Team

Mr. Andrew Gibson and occasional Guest Lecturers
Sociology of Education

1. Module Code
ET7207

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

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 purpose of this module is to introduce students to the some key sociological frameworks and concepts which have been developed to explain the relationship between schooling, education and society. In particular the module will provide students with the opportunity to develop a range of critical ‘thinking tools’ through they can situate their work as educators vis-a-vis wider societal processes and social phenomena. In particular it will explore the way in which schooling and other forms of educational organisations are implicated in both the reproduction and distribution (as well as attempted re-distributions), of life chances and social ‘goods’ and ‘bads’, relative to different of social groups (e.g., gender, social class, sexuality, ethnicity, disability). As such it will take as its central theme Michel Foucault's notion of the productive/oppressive function of schooling as a form of social institution.

The module will firstly introduce students to the main theoretical perspectives in a deliberate chronological order of their ‘appearance’ within the discipline. We will begin with the structural-functionalism of for example Emile Durkheim and Talcott Parsons, followed by the re-discovery in the early 1970s of Marxism, Weber and Critical Theory and the emergence of feminist critiques. Amongst others this will include the work of Pierre Bourdieu, Michael Apple, Paul Willis, Rachel Sharp and Anne Oakley. Lastly, we will introduce the various ideas associated with postmodernism and poststructuralism & education and in particular the work of Michel Foucault, Henry Giroux, and Peter MacClaren. The second aim is to build on this introduction to explore a range of contemporary
social issues additional ones (such as gender, socio-ethnic linguistics, ethnicity, inclusion and social disadvantage) as they relate to schooling and education.

The module has three aims:

- To provide a critical introduction to key sociological perspectives and concepts as they relate to education and schooling;
- To critically explore how these perspectives and concepts apply to the Irish and similar education systems;
- To enable students to explore the intersection between sociological theory in the context of their emerging professional practice.

7. Learning Outcomes

On successful completion of this module students should be able to:

- Critically discuss a range of sociological perspectives and concepts in relation to the field of schooling and education;
- Propose and articulate a sociologically informed stance in relation to issues in Irish schooling and education;
- Appraise the significance and impact of these perspectives and concepts presented to their own professional contexts;
- Identify and explain the importance of key sociological perspectives and concepts relative to their own professional development.

8. Course Content and Syllabus

The following are the four main content areas dealt with during the module.

- Introducing the grand narratives of the sociology of education part 1: the influence of structural-functionalism on the early period of the sociology of education.
- Introducing the grand narratives of the sociology of education part 2: the application of Marxism, Critical Theory and Pierre Bourdieu to the world of schooling.
- Introducing the grand narratives of the sociology of education part 3: the emergence of poststructuralism and postmodernism as a window on schooling and education.
- Contemporary Issues in Sociology of Education: Gender and identity, language and social class formation, and questions of difference around inclusion and exclusion.

9. Teaching and Learning Methods

The main mode of teaching is mainly expository (i.e. lectures) with the use of paired work where appropriate. Materials in the form of powerpoint slides, lecture notes and readings are housed on ‘my blackboard’ and categorized by theme. Students will be asked to engage in pre-reading of specific material prior to each lecture.
10. Required Equipment and Resources (if applicable)

PowerPoint display for presentations and internet connection in room.

11. Method of Assessment

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

- ability to use appropriate academic conventions as per the PME regulations
- criticality and depth of understanding commensurate to masters standards
- range and depth of reading commensurate to masters standards
- critical application of concepts covered in the module
- logic and coherent development of a scholarly argument based on the use of a range of sources and perspectives
- critical synthesis of theory and practice.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Repeat assignment

14. Recommended Reading Materials / Indicative Resources

Indicative Reading List


15. Evaluation

As per PME requirements
16. Module Coordinator
Dr. Melanie Ni Dhuinn

17. Module Teaching Team
Dr. Andrew Loxley
Dr. Melanie Ni Dhuinn
1. Module Code
ET7912

2. Entry Requirements (if applicable)
None

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

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

5. ECTS Value
5 ECTS

6. 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
7. 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.

8. 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

9. 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

10. Required Equipment and Resources (if applicable)

Computer lab and workshop environment

11. 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

12. Pass Requirement
40%

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

14. Recommended Reading Materials / Indicative Resources

Some recommended reading is as follows:


15. Evaluation

Online survey on completion of the module

16. Module Coordinator

Dr. Keith Johnston

17. Module Teaching Team

Dr. Keith Johnston and others to be confirmed
Researching ICTs for Teaching & Learning

1. Module Code
ET8912

2. Entry Requirements (if applicable)
Completion of the module 'ICTs for Teaching & Learning'

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

4. Module Size (hours and number of weeks)
5 hours contact time
100 student effort hours

5. ECTS Value
5 ECTS

6. Rationale and Aims

Rationale
This module aims to extend students knowledge and confidence in using ICTs within their main curriculum area by focusing on school based implementation and data generation as a means towards the development of an analytical and critical attitude towards incorporating ICTs within their professional practice. The module will serve to prepare students for undertaking a small-scale research study based around using some element of ICTs in a learning context and builds on the module 'ICTs for Teaching and Learning' which focused on the theoretical underpinnings to using ICTs, the role of ICT in the curriculum, planning for incorporating ICTs and familiarization with ICT applications.

Aims
- To enable students to implement and evaluate an ICT-based learning intervention within their main curriculum area;
- To encourage students to develop their own research basis with a view to informing their professional judgments regarding ICTs in a learning context;
- To facilitate students in applying their knowledge of research methods to the application of ICTs;
- To further develop students capacity for reflection and data-informed critique.
7. Learning Outcomes

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

- Devise a learning unit which incorporates some element of ICTs for a targeted group of learners;
- Design an appropriate research methodology which will facilitate data collection relative to the achievement or otherwise of the stated learning outcomes;
- Critically analyze the data collected and draw logical conclusions regarding the effectiveness of the ICT-based learning unit implemented;
- Evaluate the potential role of ICTs in their professional practice with reference to the implementation and evaluation of the planned learning unit.

8. Syllabus

The module content will include the following main areas:

- Implementing ICTs in the learning context – key considerations;
- Researching ICTs in the learning context – appropriate methodologies and methods
- The teacher as reflective practitioner and researcher

9. Teaching and Learning Methods

Workshops and seminar sessions will be used to introduce the main foci for the module whilst facilitating student input and discussion. The implementation of a planned learning unit and the collection of related research data whilst on Teaching Placement is a key feature of this module. Students will be encouraged to present their work in the latter stages of the module.

10. Required Equipment and Resources (if applicable)

Presentation and audio-visual facilities. Supplementary content will be made available online via Blackboard.

11. Methods of Assessment

This module will be assessed by a single assignment consisting of a 3,000 words (or equivalent). Students will complete a piece of small-scale practitioner research based on implementing and evaluating a learning unit with incorporates an element of ICT. This will allow students to develop and apply their research skills to conduct research related to their professional practice in relation to ICT. The assignment should take the following structure:

1. Learners
   - target group
   - prior knowledge and skills
- general learning needs
- special needs

2. Overall Curriculum Context
- learning goals in relation to curriculum area
- learning goals in relation to ICTs
- key skills

3. Learning Models/Pedagogy
- behaviourist/constructivist methodology?
- collaborative/group based learning?
- project-based learning?

4. Resources
- ICT requirements
- other requirements
- participation of others (students, teachers, schools, parents)?

5. Implementation
- timeline

6. Evaluation
- methodology and sources of data
  - the teacher as researcher
  - analysis
  - findings

7. Discussion and reflection

8. Conclusion

Criteria for assessment:
- Relevance of the learning unit to the target learners/curriculum context;
- Integration of relevant literature to support the learning approach and the chosen research methodology;
- Critical analysis of the data generated;
- Analytical reflection on the implications of the findings for professional practice;
- Standard of presentation.

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

Re-submission of the assignment

14. Recommended Reading Materials / Indicative Resources

Some recommended reading is as follows:


Lichtman, M. (2010). Qualitative Research in Education; A user’s guide. London: SAGE


15. Evaluation

Online survey on completion of the module
16. Module Co-ordinator

Dr. Keith Johnston

17. Module Teaching Team

Dr. Keith Johnston and others to be confirmed
History of Education

1. Module Code
   ET8925

2. Entry Requirements (if applicable)
   This is a core course for all students. There are no pre-requisites or co-requisites.

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

4. Module Size (hours and number of weeks)
   Lectures over one semester: 1 hour x 11 weeks
   100 hours of total student effort

5. ECTS Value
   5 ECTS

6. Rationale and Aims

   Rationale:
   This course is intended to introduce students to aspects of the history of European and Irish education. It is a
   mandatory requirement for prospective second-level teachers but is also intended to enrich the students’
   experience of teaching and working in schools by giving them a grounding in their historical context. In keeping
   with its nature as a master’s course it also serves to prepare students to conduct research by containing an
   element (approximately 10% of the content) of historiography and by making extensive use of primary sources
   (see select list of sources below).

   Aims:
   The course aims to equip students with a suitable knowledge of facts and issues in history of education.
   The course aims to prepare students to conduct research, whether purely historical or simply informed by
   history.
   The course aims to leave the students better able to contribute to the future of education of Ireland by being
   well-informed as to its local, regional and international past.
7. Learning Outcomes

On successful completion of this module students should be able to:

- adumbrate the case for the study of the history of education by teachers;
- display a thorough knowledge of Irish and western European history of education from classical Greece to the mid-twentieth century and
- orchestrate their own research on history of education or using history to inform other research.

8. Course Content and Syllabus

Education in classical Greece and Rome.

Education in medieval western Europe.

Education in western Europe in the Renaissance.

Education in western Europe in the Reformation.

Education in western Europe in the Counter-reformation

Education in western Europe in the Enlightenment.

Education in the western Europe in the Romantic Period.

Education in western Europe in the first half of the twentieth century.

Educational provision in Ireland, c 1830s-1940s.

Introduction to historiography and using primary sources as a basis for future, personal research.

9. Teaching and Learning Methods

Lectures. In keeping with a master’s level course in history, emphasis is placed on students’ exposure to primary sources (see selected sources). When necessary an approach is taken that ensures an inclusive curriculum for all learners, for example, by issuing materials in appropriate fonts and sizes/Braille or having a signing interpreter attend.

10. Required Equipment and Resources (if applicable)

None

11. Methods of Assessment

Summative assessment:

Annual two-hour examination. Criteria for success in the examination are those customarily found in higher education: clarity of thought, accuracy of factual recall, elegance of prose, quantity and quality of detail, originality.
12. Pass Requirement

40% in examination

13. Method of Supplemental Assessment

Supplemental examination

14. Recommended Reading Materials/Indicative Resources

**Selected primary sources:**

(As these works are typically available in various translations/editions students are not prescribed any particular version, but are encouraged to read, compare and contrast various versions. They are also encouraged to read texts in the original German, Greek, French, Italian, Latin, Middle English and Middle Scots, when possible. Personal names/titles used below are either in English or in translation, according to the common convention in each case).

Anonymous/corporate author:

*A Compendious Old Treatyse: Shewynge Howe That We Ought to Haue the Scriptures in Englyffhe*

*Ratio Studiorum*

*Rerum Novarum*

*The Free State Constitution (1922)*

*The Irish Constitution (1937)*

Aristophanes:

*The Frogs*

Aristotle:

*Nicomachean Ethics*

*Politics*

*Rhetoric*

Augustine:

*Confessions*

Francis Bacon:

*The Advancement of Learning*

Andrew Bell:

*The Madras School or Elements of Tuition: Comprising the Analysis of an Experiment in Education*

John Calvin:
Institutes of the Christian Religion
Baldesar Castiglione:
The Book of the Courtier
Charlemagne:
Admonitio Generalis
Cicero:
De Oratore
On Duties
Comenius:
Orbis Sensualium Pictus
Timothy Corcoran:
The National University of Ireland Handbook: 1932
William Dunbar:
Remonstrance to the King
Erasmus:
Praise of Folly
John Foxe:
Actes and Monuments/Foxe’s Book of Martyrs
Friedrich Froebel:
The Education of Man
Francois Guizot:
The History of Civilization in Europe
Herodotus:
The Histories
Horace:
The Art of Poetry
Jerome:
Epistle to Heliodorus
Immanuel Kant:
An Answer to the Question: What is Enlightenment?
Critique of Pure Reason
Thomas a Kempis:
The Imitation of Christ
John Knox et al:

First Book of Discipline

Ignatius Loyola:

Spiritual Exercises

Martin Luther:

Ninety-Five Theses

To the Councilmen of all Cities in Germany, That They Establish and Maintain Christian Schools

Niccolo Machiavelli:

The Prince

Maria Montessori:

The Montessori Method

Robert Owen:

A New View of Society

William Paley:

Natural Theology

Johann Heinrich Pestalozzi:

How Gertrude Teaches Her Children

Plato/Socrates:

The Apology

The Gorgias

The Politics

The Republic

The Symposium

Quintilian:

Institutes of Oratory or, Education of an Orator

Jean-Jacques Rousseau:

Confessions

Discourse on Inequality

Emile

Adam Smith:

The Wealth of Nations
Geoffroy de Villehardouin:

*Chronicle of the Fourth Crusade*

Mary Wollstonecraft:

*A Vindication of the Rights of Woman*

**Secondary (required):**


Bowen, J *A History of Western Education* (London: Methuen, 1981 [3 vols]).


Coolahan, J *Irish Education: History and Structure* (Dublin: Institute of Public Administration, 2000).


Rashdall, H *The Universities of Europe in the Middle Ages* (Oxford: Oxford University Press, 1986 [3 vols]).


**Secondary (recommended):**


Ellsmore, S *Carry on Teachers! Representations of the Teaching Profession in Screen Culture* (Stoke-on-Trent: Trentham, 2006).


Idem *Paddy and Mr Punch* (Harmondsworth: Penguin, 1993).


Idem ‘Strangers and Sojourners: Who were Miss V and Miss W?’, *African Identities*, 6/1 (2008).


Parkes, S *Kildare Place* (Dublin: Church of Ireland College of Education, 1984).


Raftery D and Parkes, S *Female Education in Ireland 1700-1900 Minerva or Madonna?* (Dublin: Irish Academic Press 2007)


Idem *Church, State and the Control of Schooling in Ireland: 1900-1944* (Toronto: McGill-Queen’s University Press,1984).

Tosh, J *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (Harlow: Longman, 1997).


Walshe, J *A New Partnership in Education* (Dublin: Institute of Public Administration, 1999).


15. Evaluation

Student’s views are listened to informally and acted on if appropriate. Course evaluations are conducted formally by the Course Co-ordinator.

16. Module Coordinator/Teaching Team

Dr. David Limond
Educational Philosophy and Theory

1. Module Code
ET8926

2. Entry Requirements (if applicable)
None

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

4. Module Size (hours and number of weeks)
11 x 1 hours of lectures
Total student effort of 100 hours

5. ECTS Value
5 ECTS

6. Rationale and Aims

Rationale
An introduction to the theory and philosophy of education forms part of the preparation for teachers to become critical, reflective practitioners, educational agents and informed commentators on general educational matters by providing an opportunity to learn the concepts, language, politics and ethics of education and to develop the critical skills to analyse policy, research and practice

Aims
- To introduce students to the concepts, language and models of contemporary educational theory
- To develop a thoughtful, informed and critically reflective approach to education and teaching
- To develop a critical engagement with models and aims of education

7. Learning Outcomes
On successful completion of this module, the student will be able
- To examine and evaluate modern concepts of knowledge, particularly subject knowledge
To identify, compare and contrast models of the human learner

To summarise, argue coherently for and defend or refute different models of education employing educational theory literature

To construct a personal professional ethical position based on an informed ethics and the Code of Professional Conduct for Teachers

To construct a personal philosophy of education that might be applied to practice, based on research evidence and/or philosophical argument from academic literature.

8. Course Content and Syllabus

The lectures are divided into 6 sections:

The concept of knowledge in historical and contemporary understandings (2 lectures)

Models of the human learner: Platonic, Aristotelian, Enlightenment, Postmodernist (3 lectures)

The aims of education: human flourishing, modernist autonomy, feminist care (2 lectures)

The philosophical principles of feminist and critical pedagogies (2 lectures)

The ethics of education, teaching and learning (2 lectures)

9. Teaching and Learning Methods

Teaching is by lectures. Learning materials for each lecture [slides, readings...] are available on the module’s ‘Blackboard’ facility. Also available here are the module specifications, reading lists, suggestions for essay titles, assessment criteria and a blog.

10. Required Equipment and Resources (if applicable)

None

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

Summative

Summative assessment is by a 3,000 word essay. The essay is assessed according to five criteria closely aligned to the learning outcomes: content and connection to practice; quality of analysis and criticality; structure, logical argument and academic citation conventions; personal and professional reflection; evidence of reading and research-based response. The assessment criteria documentation provides marking descriptors for each of the criteria.

Formative assessment is by student questioning in lectures. A question and answer element is included in most lectures.
12. Pass Requirement

40% on essay assessment

13. Method of Supplemental Assessment

Supplemental essay

14. Recommended Reading Materials / Indicative Resources

**Anthologies and Collections**


“*A teacher’s knowledge of knowledge*: Knowledge and the Curriculum


**Learning to become human: Attributes and Languages of the Human Learner**


**The Aims of Education**


**Education and Self-formation: Bildung, Culture and Multicultural Education**


**Feminism and Education**


**Politics, Ethics and Education**


**Critical Pedagogy**


**15. Evaluation**

Student informal feedback using the School’s feedback report form in the final lecture; CAPSL student survey

**16. Module Co-ordinator**

Dr. Aidan Seery

**17. Module Teaching Team**

TBC
Elective modules

Citizenship Education (CSPE) within Wellbeing

1. Module Code
ET7919

2. Entry Requirements (if applicable)
N/A

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

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

5. ECTS Value
5 ECTS

6. Rationale and Aims

Rationale

Civic, social and Political Education (CSPE) remains a core subject within the Junior Cycle and now forms part of the suite of subjects known as Wellbeing. While it is very important that students learn self-care and personal wellbeing, the part they can play in society as young citizens and later as adults is equally important. When young people engage with citizenship education they learn how to iterate, think and innovate. They learn to develop the capacity to critically reflect on their active engagement with society and serve the community in meaningful ways. In the future citizens will need to know how to be active, well-informed and appropriately skilled in a changing world.

Citizenship Education is complex – it takes place in so many locations within society – within families, neighborhoods, faith communities, other communities, in interpersonal relationships and within schools. 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.

The course will be informed by a focus on aspects of living in, and engaging with, a democratic society together with a fundamental awareness and understanding of human rights and social responsibility.
Aims

- To enable students to integrate a citizenship education dimension into their teaching.
- To connect CSPE to the Indicators of Wellbeing and fostering the development of the key skills identified for students in the Junior Cycle as they apply to CSPE; in this way to provide 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.
- To connect classrooms with the real world.

1. Learning Outcomes

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

- an understanding of the core principles and practice of citizenship education
- the ability to recognise and respond to a range of opportunities for the promotion of Citizenship education within the Junior Cycle
- the ability to design, deliver and assess in a range of appropriate and creative way, an effective citizenship education course
- competency in the use of active learning methodologies and collaborative approaches to learning
- a confidence in the promotion of an inclusive teaching and learning environment

2. Course Content and Syllabus

- Theory, history and rationale for citizenship education.
- Exploring key content areas as outlined in the NCCA Wellbeing Guidelines for CSPE (70 hours or 100 hours course).
- Understanding culture and identity, exploring difference.
- Understanding the power of the media.
- 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; Geography: trade and development issue; Business studies: fair trade, carbon footprint, volunteerism; Science: environmental biology; History: Cultural difference, slavery, conflict; SPHE: ethical decision making, the well-citizen: 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.

3. Teaching and Learning Methods

Each session will take the form of a workshop exploring the key knowledge and skills relating to a citizenship education theme 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 local field trip if feasible.

Suggestions for differentiating all aspects of the curriculum to meet students’ individual additional learning needs.

4. Required Equipment and Resources (if applicable)

A room suitable for active learning is critical.

Access to computer/screen.

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

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

6. Pass Requirement
40% in assignment

7. Method of Supplemental Assessment

Re-submission if failed.

8. Recommended Reading Materials / Indicative Resources

These will be distributed to students during the first session.

9. 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.

10. Module Coordinator

Ms. Máirín Wilson
Development Education

1. Module Code
ET7925

2. Entry Requirements (if applicable)
N/A

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

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

5. ECTS Value
5 ECTS

6. 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;
- Encourage the teacher to research subject matter that they are empathetic towards or have experience of in order to contextualise the engagement with the issue and go beyond a literal approach to the DE theme;
Generate discussion and debate among the student teachers in order to question human values and opinions relating to the issue that they will explore.

7. 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.

8. Course Content and Syllabus

Introductory session: an overview of Development Education

**Week 1.**
- The concept of ‘Development’ in terms of Human Development
- Brief historical framing and rationale of Development Education
- DE’s current policy and practice (Irish Stakeholders: Irish Aid/Ubuntu/NCCA)
- Identify ways to embed DE into your specific subject area with post primary curriculum.

**Week 2**
- Introduction to active learning methodologies and approaches: that enable an experiential learning environment.
- Collaborative Mind mapping

**Week 3**
Guest Speaker to frame DE within an NGO context

**Week 4**
- DE as an educational process -Pedagogy and practice
- Structuring a subject specific learning framework for DE-
- Rationale for group work
- Action Component – going beyond the charity model

**Week 5**

- Building a bank of visual resources
- Critical visual literacy skills: Reading imagery
- 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.

9. 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.

10. 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

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

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

12. Pass Requirement

40% in each element

13. Method of Supplemental Assessment

Re-submission if failed.

14. 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.

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 coordinator.

16. Module Coordinator

Dr. Jennifer Liston
Literacy Across the Curriculum – NOT RUNNING 2018/19

1. Module Code

ET7926

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

Postgraduate

3. Module Size (hours and number of weeks)

10 weeks x 1 hour a week (includes one 2 hour slot with optional allotted time for assessment group work).

4. Teaching and Learning Methods

Introductory lectures; group and individual tasks; 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.

5. Aims and Summary

Summary

All students will develop an understanding of literacy and numeracy in respect of the second level curriculum and be able to practically apply this knowledge to classroom practice.

Specifically, the elective aims to:

- Introduce students to the foundation of literacy and numeracy at second level education
- 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’ work in a manner that allows for potential extension of their literacy and numeracy 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.

6. 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 literacy and numeracy informed by current theory;
- Identify the functional grammatical features of genres and writing in their specific subject areas, in reference to classroom textbooks, sample exam scripts, and sample student writings;
- Illustrate practical methodologies for assessing their own students’ work in the various subject areas of the curriculum;
- Engage with and put into practice ways of interpreting statistics in both teaching and learning
- 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.

7. Required Equipment

Computer with PowerPoint software for presentations. Students will need to have a copy of their rationale printed on the day of the presentation.

8. Special Features (e.g. field trip)

Guest lectures will be given by representatives from the PDST and the CSO. There will be a special two-hour session given by a representative from the CSO. This will be from 9-11am on a date to be confirmed in November.

In addition, students may 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.

9. Assessment Mode (e.g. coursework, examination, other)

The assessment for each of the electives is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12

10. Recommended Reading
Books (with TCD library location, if available):


Essays to be distributed in class:


11. Elective Coordinator

Ms. Una Murray & Dr. Mark Prendergast
Drama in Education

1. Module Code
   ET8927

2. Entry Requirements (if applicable)
   None

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

4. Module Size (hours and number of weeks)
   10 x 1 hours of lectures
   Total student effort of 100 hours

5. ECTS Value
   5 ECTS

6. 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 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 experience 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;

   Enable students to engage in reflective practice about the teaching of drama at secondary school level.
7. 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 evaluate 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 activities in interdisciplinary contexts;

d) Have enjoyed the experience of working in and through drama

8. Course Content and Syllabus

- The value of Drama in Education
- The art of Improvisation
- Drama conventions such as role play, tableau (still image), animated tableau, role on the wall, teacher-in-role, hot seat, role play, conscience alley, mantle of the expert
- Planning a process drama
- Forum Theatre, Theatre of the Oppressed
- Drama for second/additional language learning
- Soundscapes and the voice
- Drama with students with General and Specific Learning Disabilities
- Assessing and evaluating drama

9. Required Equipment and Resources (if applicable)

None
10. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

The assessment for each of the electives is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective. Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

11. Pass Requirement

40% on essay assessment

12. Method of Supplemental Assessment

Supplemental essay

13. Recommended Reading Materials / Indicative Resources


14. Evaluation

Student informal feedback using the School’s feedback report form in the final lecture

15. Module Co-ordinator

Dr. Erika Piazzoli
The Authentic Classroom and the Hidden Curriculum

1. Module Code

ET7928

2. Entry Requirements (if applicable)

This is an elective module, open to students enrolled on the PME. There are no entry requirements.

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

Postgraduate

4. Module Size (hours and number of weeks)

10 weeks x 1 hour a week

100 hours of total student effort

5. ECTS Value

5 ECTS

6. 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’.

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Specifically, the elective aims to:

- Develop an awareness of the learning experienced by students outside the curriculum but within the school/classroom community;
- Deconstruct perceptions of ‘power’, ‘authority’ and ‘control’ in the classroom;
- Provide opportunities for participants to engage in the practical application of inclusive principles by responding to specific needs in their classrooms. Student teachers will critically reflect and analyse challenges to inclusion which encompass socio, cultural and economic diversity, special educational needs and any factors which may render a student as marginalised or disadvantaged in school.

7. 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.

8. 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

9. 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.

10. Required Equipment and Resources (if applicable)

None
11. Methods of Assessment

The assessment for each of the electives is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. Recommended Reading

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

15. Elective Co-ordinator

Dr. Jennifer Liston

16. Elective Teaching Team

Dr. Jennifer Liston
Arts Education

17. Module Code
ET7938

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

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

21. ECTS Value
5 ECTS

22. Rationale and Aims

Rationale

‘Being Creative’ is listed as one of the key skills in the Junior Cycle curriculum, and is described as: imagining; exploring options and alternatives; implementing ideas and taking action; learning creatively; stimulating creativity using digital technology. This module aims to equip participants with the necessary understanding, experience and confidence to be able to meet these very important goals in their post-primary teaching contexts.
Aims

Specifically, it aims to generate awareness of the factors involved in creating a short course in artistic performance, a component recently introduced by the 2015 Junior Cycle curriculum.

The module provides an overall introduction into the nature and importance of creativity in the classroom, featuring both a theoretical and practical introduction to the notions of creativity, teaching as an art, the artistry of teaching and the teacher as artist. It uses an experiential mode of teaching to offer an insight into embodied teaching and learning. Participants will be introduced to the Arts in Education portal, the key national digital resource of arts in education practice in Ireland, and become familiar with a variety of projects that have embedded drama, media arts, dance, music, and visual arts in the curriculum.

The module also covers the potential of using the arts with students with General and Specific Learning Disabilities and with students from diverse ethnic minority groups in inclusive classrooms.

23. Learning Outcomes

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

- Understand the importance of an arts-based curriculum;
- Actively promote creativity and imagination in the curriculum through a range of strategies;
- View teaching as an art form, with learner engagement and teacher artistry as its core elements;
- Identify the factors to be considered when developing a short course in artistic performance, as a curriculum component in the new Junior Cycle;
- Map arts education projects that integrate embodied learning techniques from different art forms, including drama, media, dance, music, and visual arts;
- Set up a practical arts in education project in their own teaching contexts, creating an art-based project involving one or a combination of art forms including music, drama, dance, visual arts, media arts, digital arts;
- Develop an awareness of the potential of the arts with students with General and Specific Learning Disabilities and with students from diverse ethnic minority groups in inclusive classrooms;
- Engage in critical reflection on their own practice as teacher-artists.

24. Syllabus

Areas to be covered include:

- The role and value of the arts in education;
- Embodied learning and engagement in arts-based approaches;
- The experience of art and experiential learning;
- Teaching as an art; the artistry of teaching; the teacher as artist;
Creating and delivering short courses in artistic performance, as per Junior Cycle curriculum;

Developing curricular approaches using the arts as a pedagogy, in particular drama, media, dance, music, visual arts, media arts, digital arts;

The arts with students with General and Specific Learning Disabilities and General and Specific Learning Disabilities from diverse ethnic minority groups;

Planning, assessing and evaluating through the arts.

25. 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.

26. 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

27. Methods of Assessment

The assessment for each of the electives is a group presentation and an accompanying group assignment. Students will be allocated a group (maximum of three members) in Teaching Week 3 of the elective.

Groups are asked to make a presentation which illustrates an example of the integration of the content of THEIR ELECTIVE in action in a Junior Cycle classroom in a subject of their choice (Note: students do not need to have actually conducted this in the classroom).

Each group will be assigned 10 minutes. The presentation should be no longer than 8 minutes in length and there will be 2 minutes for questioning at the end of each presentation.

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides (max 6 slides per page) and a 1500 word group assignment.

The presentations, which must be attended by all group members, will take place in final Elective lecture of the term in Teaching Week 12.

28. Pass Requirement

40%

29. Method of Supplemental Assessment

Re-submission of the assignment
30. Recommended Reading


31. Elective Co-ordinator

Dr. Erika Piazzoli

32. Elective Teaching Team

Mr. Michael Flannery

Ms. Marita Kerin

Dr. Carmel O’Sullivan

Dr. Erika Piazzoli
Pedagogy modules

Business Studies Pedagogy

1. Module Code
ET7901

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

3. Level (JF, SF, Postgraduate)
Postgraduate

4. Module Size (hours and number of weeks)
2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

5. ECTS Value
5 ECTS

6. 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.

**7. 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.

8. 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

9. 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.

10. 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.

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

The module is assessed by a single 3,000 word (or word equivalent) assignment. The assignment specification will be provided to students early in semester 1.
A sample assignment is set out below with three interrelated components as follows:

Students will be expected to:

- 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.
- 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.
- 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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. Recommended Reading Materials / Indicative Resources


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


Web Sites
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

Ms. Rachel Keogh

17. Module Teaching Team

Ms. Rachel Keogh, guest lecturers and School Placement team
English Pedagogy

1. Module Code

ET7902

2. Entry Requirements (if applicable)

This is a core module for English subject majors and minors

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

Postgraduate

4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

5. ECTS Value

5 ECTS

6. 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.
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;
- encourage students to develop a range of strategies to foster English as a creative and expressive medium with their pupils;
- 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.

7. Learning Outcomes

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

- devise and implement individual class 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;
- 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;
- 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.

8. Course Content and Syllabus

Areas to be covered include:

- Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation
- The English Syllabus
- Teaching Poetry (Junior Cycle)
- Junior Cycle Language, and Literacy and Language across the Curriculum
- Teaching Fiction
- Assessment and Marking
- Drama, Film and Media Studies
- Teaching Writing Types (including Comprehension, Functional, Essay and Personal)
- Literacy and Numeracy in the Context of the English Classroom
- ICT and English

9. 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, 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.
10. Required Equipment and Resources (if applicable)

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

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

11. Methods of Assessment

Summative Assessment

The module is assessed by a single 3,000 word (or word equivalent) assignment. The assignment specification will be provided to students early in semester 1.

A sample assignment specification with three interrelated components is set out below.

Students will be expected to:

- 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.
- 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.
- 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 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;
- demonstrate an appropriately academic standard in both the structure and style of written work.
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.

12. Pass Requirement
40%

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

14. Recommended Reading Materials / Indicative Resources

Reading Materials


**Relevant websites**

english.slss.ie/

www.ncte.org/

www.scoilnet.ie/

www.lessonplanet.com

www.usingenglish.com/teachers.html

www.free-clipart-pictures.net/

www.teachit.co.uk/

www.webenglishteacher.com

www.pearsonlongman.com/

www.teachingenglish.org.uk/

www.sitesforteachers.com/

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**

Ms. Una Murray

17. **Module Teaching Team**

Ms. Una Murray, invited speakers and School Placement team
**Geography Pedagogy**

1. **Module Code**
   ET7903

2. **Entry Requirements (if applicable)**
   This is a core module for Geography majors and minors

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

4. **Module Size (hours and number of weeks)**
   2 hours per week over one semester (2 x 11 weeks)

   100 hours of total student effort

5. **ECTS Value**
   5 ECTS

6. **Rationale and Aims**

   **Rationale**
   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.
Aims

The aims of the module are to:

- provide an introduction to the subject area of Geography, as a curriculum subject;
- encourage students to develop a range of strategies to foster Geography as a creative and expressive medium with their pupils;
- develop students’ abilities to devise and implement appropriate lessons aimed at nurturing pupils’ competence across a range of text and spatial concepts;
- develop an awareness of the usefulness and applicability of various technological resources within the Geography classroom;
- encourage students to employ a range of creative approaches to the study of Geography in the classroom;
- explore the Geography classroom as a site for developing pupils’ literacy and numeracy skills and the interpretation of statistics;
- provide students with the opportunity to explore the role and value of speaking and listening activities in Geography through use of role play and gaming techniques;
- develop students’ understanding of the structure of Geography teaching and their ability to utilise this in an analysis of their own strengths;
- encouraging students to begin to develop a reflective teaching practice and to think critically about the processes of Geography teaching and learning.

7. 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.

8. 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

9. 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.

10. 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

11. 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. The assignment specification will be provided to students early in semester 1.

A sample assignment specification with three interrelated components is set out below.

Students will be expected to:

- 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.
- 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.
- 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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of essay (if failed)

14. 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.

15. 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.

16. Module Coordinator

Dr. Jennifer Liston

17. Module Teaching Team

Dr. Jennifer Liston and School Placement team
**History Pedagogy**

1. **Module Code**
   
   ET7904

2. **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.

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

   Postgraduate

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

   Lectures/seminars: 2 hours x 22 weeks.

   100 hours of total student effort.

5. **ECTS Value**

   5 ECTS.

6. **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 module 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.
7. Learning Outcomes

On successful completion of this module 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;
- 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;
- 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.
- develop a research informed approach to teaching and learning literacy and numeracy which can be implemented through the modern languages curriculum;
- begin to reflect critically on their own teaching and that of others, recognizing the limits of their own knowledge and practice.

8. Course Content and Syllabus

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

9. 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.

10. Required Equipment and Resources (if applicable)

None.

11. 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, which includes a critical appraisal of their own 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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Resubmission of coursework

14. 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).


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).


Moorhead, J ‘Why Teenagers Think History is so Yesterday’ *The Guardian: Education* 4 August 2009.


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


**Recommended periodicals:**

- Archaeology Ireland
- BBC History Magazine
- British Archaeology
- Heritage Outlook
- HerStoria
- History Ireland
- History Teacher
- History Today
- Irish Arts Review
- Irish Heritage
- Irish Independent Exam Brief: History
- Irish Roots
- Military Heritage
- Military History
- Minerva
- National Geographic
- Philosophy Now
- Seanda: The NRA Archaeology Magazine
- Teaching History
- The Guardian: Education
- Times Educational Supplement

**Recommended websites:**
15. Evaluation

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

16. Module Coordinator

Dr. David Limond

17. 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

1. Module Code
ET7905

2. Entry Requirements (if applicable)
This a core module for Irish subject majors and minors on the PME course

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

4. Module Size (hours and number of weeks)
2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

5. ECTS Value
5 ECTS

6. Rationale and Aims

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.
- To prepare students for planning, teaching and assessing pupils’ learning within the framework of the Junior Cycle syllabus for Irish.
- 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 explore the Irish language classroom as a site for developing pupils’ literacy and numeracy skills.
- To encourage students to employ a range of approaches to the study of literary texts in the classroom.
- To encourage students to begin to develop a reflective teaching practice and to think critically about the processes of language teaching and learning.

7. 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.
8. 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.

9. 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.
10. Required Equipment and Resources (if applicable)

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

11. Methods of Assessment

Summative Assessment

The module is assessed by a single 3,000 word (or word equivalent) assignment. The assignment specification will be provided to students early in semester 1.

A sample assignment specification with three interrelated components is set out below.

Students will be expected to:

- 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.
- 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.
- 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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. 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
www.ncca.ie
www.ncte.org/
www.examinations.ie
www.tg4.ie
www.feachtas.ie
www.gaellinn.ie
www.rte.ie/mag
www.curriculumonline.ie
www.skool.ie
www.teachnet.ie
www.scoilnet.ie/
www.lessonplanet.com
www.free-clipart-pictures.net/

15. Evaluation

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

16. Module Coordinator

Dr. Noel Ó Mhurchadha

17. Module Teaching Team

Dr. Noel Ó Mhurchadha and invited guests and School Placement Team
Mathematics Pedagogy

1. Module Code

ET7906

2. Entry Requirements (if applicable)

This is a core module for Mathematics subject majors and minors on the PME course.

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

Postgraduate

4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

5. ECTS Value

5 ECTS

6. 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;
- encourage 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
- encourage students to begin to develop a reflective teaching practice and to think critically about approaches of Mathematics teaching and learning
- encourage 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.

**7. 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;
Professional Master of Education

- 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.

8. 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

9. 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.

10. 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

Historical and current mathematical textbooks and assessments

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

Summative Assessment

The module is assessed by a single assignment. The assignment specification will be provided to students early in semester 1.

A sample assignment specification with three interrelated components is set out below.

Students will be expected to:

1. Write a mathematics learner autobiography (750 words).

2. 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).

3. Design a thematic based scheme of work (incorporating the first five lessons) and the first lesson plan of that scheme. The scheme should be aimed at developing pupils’ understanding of some aspect of the Mathematics syllabus at Junior Cycle level. The plan should reflect an emphasis on interactive and creative effective teaching and learning methodologies (Minor).

Create a video of between 6 and 8 minutes in length as an educational resource for potential students. Select a topic from the Junior Cycle syllabus. As well as producing the video you will be required to write a short reflection (500 words) outlining your rationale for selection of the topic as well as your thoughts regarding the structure and presentation that you offered in the video. You may also provide insight into your choice of examples and graphics as well as how your video addresses common misconceptions in this area. The short reflection is an opportunity to justify and explain the design and structure of your video (Major).

Criteria for Assessment

Students will be expected to:
Professional Master of Education

- Reflect critically on their own learning of mathematics (what learning methodologies they found effective or not, what challenges they faced), how they decided to become mathematics teachers, and the relevance and impact of their experiences on their own teaching.

- Construct an appropriately articulated discussion on effective teaching showing engagement with the relevant and recent academic literature. There will be marks awarded for indication of research and planning, the level of critical writing and coherence evident, in addition to appropriate referencing, presentation and length.

- Produce a carefully structured sequence of learning activities in a detailed scheme of work which show progression in content, and which is matched to the abilities of the pupils. Marks will be awarded to all of the appropriate headings in the scheme of work and accompanying lesson plan.

- See Grading Rubric for Video

- 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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. 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
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. Mark Prendergast

17. Module Teaching Team

Dr. Mark Prendergast, Annie Patton, Tony Hayes, David Keenaghan
Modern Languages Pedagogy

1. Module Code
ET7907

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

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

4. Module Size (hours and number of weeks)
4 hours per week over one semester (4 x 11 weeks) for major students
2 hours per week over one semester (4 x 11 weeks) for minor students
125 hours of total student effort

5. ECTS Value
10 ECTS for major students
5 ECTS for minor students

6. 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.

7. 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 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.

8. 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 vocabulary

- Teaching/Learning grammar

- Literacy and numeracy in the modern language context

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

**New Language for beginners language course**

A three-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.

9. 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.

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

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

**Summative assessment**

Majors complete two assignments in this module.

Minors complete a single assignment in this module.

The assignment specifications for major assignments 1 and 2 and the minor assignment are provided early in semester 1 with clear requirements and criteria for assessment.

A sample major 1 assignment is set out below:

The assignment consists of:

- a language learner autobiography;
- a reflective journal on students’ experiences as language learners during a short beginners language course;
- 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.

A sample minor assignment specification with three interrelated components is set out below.

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 languages. Use relevant professional and academic literature to support your theory (750 words).

2. Design a body of resources for teaching and learning (covering 2-4 lessons) based around an authentic text and the materials you produced to make it accessible, including an indication of the overall focus of the assignment and the motivation for sequencing of activities within and across lessons;

3. Provide a written account of the rationale for the design of these resources, including the selection of the source text. This should provide a critical analysis of:
   a. how the approach and resources relate to the nature and processes of teaching and learning (of languages and in your major subject);
   b. how the cross-curricular or cross-linguistic goals will be achieved;
   c. how the approach and resources will address the Junior Cycle Statements of Learning and Key Skills specified;
   d. how this approach will address a focus area for development in your own teaching and what changes in your practice this would imply;

Criteria for Assessment

The criteria for assessment are as follows:

1. The coherence of the set of activities and lessons which build upon each other in a systematic manner towards clear learning outcomes for the students.

2. The quality (attractiveness, originality, usability) of the materials you produce and the way they support intended activities.

3. The depth and clarity of the written rationale of the approach and resources in relation to language learning, learning in your major discipline, the Junior Cycle specifications and your own teaching development goals.

4. The ability to reflect critically on your own practice identifying insights and opportunities for development in their practice.

5. The ability to construct an appropriately articulated discussion on effective teaching showing engagement with the relevant and recent academic literature.

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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. 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


15. Evaluation

CAPSL module survey and end of year feedback session to inform the following year’s course.
16. Module Co-ordinator

Dr. Ann Devitt

17. Module Teaching Team

Dr. Ann Devitt, School Placement team and occasional invited speakers.

School Placement Team: Silvia Bertoni, Ann Devitt, Claire Redmond, Mary-Elaine Tynan, Maura Clancy, Triona Barrett, Una Murray
Music Pedagogy

1. Module Code
ET7908

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

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

4. Module Size (hours and number of weeks)
2 hours per week over one semester (2 x 11 weeks)

100 hours of total student effort

5. ECTS Value
5 ECTS

6. 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.

7. 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;

synthesize 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.

8. 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.

9. 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.

10. Required Equipment and Resources (if applicable)

N/A

11. 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 early in semester 1.

A sample 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.

**12. Pass Requirement**

40% overall

**13. Method of Supplemental Assessment**

Re-submission of failed element.

**14. 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*, Dublin: Folens, 2002

Costello, M: *Prelude 2*, Dublin: Folens, 1997


*Drudy S and Ui Chathain M*, *Gender Equality in Classroom Interaction*, NUIM, 1999


Hiscock and Metcalfe: *New Music Matters 3*, Heinemann, Oxford, 2000


McFadden, Kearns, *Sounds Good*, The educational Company, 2007

Porter, L: *Behavior in Schools, theory and practice for teachers*. Open University, 2000


15. Evaluation

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

Ms. Marita Kerin

17. Module Teaching Team

Marita Kerin and School Placement team and occasional guest speakers

School Placement Team: Helen Doyle, Padraig O'Cuinneagain, Rosaleen O'Doherty, Jonathan Browner, Robert Harvey
Science Pedagogy

1. Module Code
ET7910

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

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

4. Module Size (hours and number of weeks)
2 hours per week over one semester (3 x 11 weeks)

125 hours of total student effort

5. ECTS Value
5 ECTS

6. 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 on 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.

7. 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.

8. 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.

9. 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).

10. Required Equipment and Resources (if applicable)

Science laboratory equipment and occasional access to a laboratory.

11. 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. The assignment specification will be provided to students early in semester 1. A sample assignment specification with three interrelated components is set out below.

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.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Resubmission of the assignment

14. Recommended Reading (Books)


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


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

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 Co-ordinator

Ms. Therese Heffernan

17. Module Teaching Team

Ms. Therese Heffernan
Advanced Pedagogy and Research

1. Module Code
ET 8901-8910 (related to pedagogy major)

2. Entry Requirements (if applicable)
This is a mandatory module for all PME students

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

4. Module Size (hours and number of weeks)
Research methods week at the end of year 1 (3 days of lectures, tutorials and guided study and research practice)
2 x 3 hour seminars and workshops during the induction programme

400 hours of total student effort

5. ECTS Value
20 ECTS

6. Rationale and Aims
Rationale
This module focuses on the development of a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on a specific research area of pedagogy or theory as identified by the student within programme guidelines.

This module has been designed to provide students with a critical grounding in the principles and practices that underpin the generation of research-based evidence, with a specific focus on its effect on policy and practice in the domain of education. The knowledge, skills and understanding and in particular, the competence to engage critically with empirical and non-empirical research which students will gain from this section of the module, will be directly transferable to their pedagogical studies as developing subject experts. More generally, the development of educational practitioners’ abilities to critically reflect on and deconstruct secondary research has long been a core set of competencies in the area of continuing professional development since the late 1960s. In developing this tradition, it is intended to provide students with the capacity to undertake their own research, but to do so from a theoretically and methodologically informed
perspective. It also essential that this is situated with the reflective and reflexive practitioner tradition, to provide a meaningful link between theory, research and practice within the post-primary school context.

Aims

- To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education (e.g. medicine, social work, nursing);
- To introduce students to the range of research methodologies and research tools applied by research-based evidence practitioners;
- To develop students’ critical understanding of the reflexive dimensions associated with research-based evidence;
- To develop students understanding of the analytical techniques applied in the context of evidence-based research;
- To develop students’ capacity to interpret and critique, from a methodological perspective, empirical and non-empirical forms of evidence.

7. Learning Outcomes

On successful completion of the PME Advanced Business Studies Pedagogy and Research module, students will be able to:

- show a critical understanding of the range of methodological approaches (e.g. case study, life history, quasi-experimental, evaluation, narrative, ethnography) that can be applied in the domain of educational research;
- articulate an informed awareness of the different research traditions (e.g. feminism, critical theory, critical realism, historiography) which inform the domain of research-based education policy and practice;
- comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence;
- evaluate the interrelationship between research questions, methodologies and the generation of evidence;
- appraise the range of research methods used in the generation of evidence;
- comprehend the ethical and political dimensions of research-based evidence;
- deconstruct published educational research in its application to educational policy and practice;
- construct a research thesis which critically applies the key concepts covered in the module.

8. Course Content and Syllabus

Areas to be covered include:

A. Deconstructing the underpinning principles of research-based policy and practice

This work will provide students with the foundational concepts associated with research based policy and practice. More specifically within these sessions, students will explore the political and societal functions of this form of research, its methodological underpinnings in terms of research approaches and concomitant research traditions. Students will be introduced to the ethical dimensions of research more generally and given an introductory guide to some of the philosophical debates around reflexivity, epistemology, ontology and axiology which also underpin research-based
evidence. Lastly, students will initially explore the interrelationship between the above and the construction of research
designs.

B. Critically exploring the tools & techniques of data generation

Placed within the context of the range of methodologies discussed in section A of this module, students will explore the role of different research methods (numerical & non-numerical) available to researchers. Additionally, this will also include discussions concerning the construction of research designs built around the use of single and mixed methods and the implications of this for sampling, ethics, all forms of triangulation and sufficiency of evidence.

C. Fabricating evidence? The role of analysis and data representation within research-based evidence policy and practice

Building from the content in B above, these sessions will provide students with an introduction to the techniques of data analysis commonly applied to numerical, textual and visual forms of data. Following on from this, students will be introduced to the issues around the selection and representation of data put forward as evidence.

9. 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.

All research session materials are housed on ‘my blackboard’. Students are expected to read this prior to each session. A key feature of this module is to build the content around key readings. In particular the use of published studies as material to be deconstructed via the students’ critical use of the foundational concepts they will encounter. This process of ‘reverse engineering’ will provide students with an understanding as to how evidence is generated, analysed and reported. This will support them in their process of becoming critical readers of secondary research material.

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.

The thesis research and writing work will be conducted in collaboration with a supervisor. Student and supervisor will engage in dialogue to develop research ideas, implement these in practice, analyse data and develop the final thesis.

10. Required Equipment and Resources (if applicable)

PowerPoint and audio-visual facilities, web based learning using Blackboard and its online fora
A room with a screen, PowerPoint, overhead and blackboard. The room should be bright and airy with flexible furniture that can facilitate group work.

11. Methods of Assessment

Summative Assessment

Module assessment will be a research dissertation of approximately 10,000 words (or word equivalent) in their chosen area. Students will choose to research a topic or theme which emerges strongly as an area of interest or concern to them from their on-going portfolio work in first and/or second year of the PME course, concentrating on an aspect of the student’s School Placement experience and/or their professional and academic studies. As such, it is considered a significant piece of work and the culmination of two years professional and research engagement in education.

The project aims to develop in students the ability to apply the research skills necessary to conduct a small-scale research study in their chosen area.

Criteria for Assessment

Students will be expected to:

- plan, design and carry out relevant research in their chosen area, taking into account its relevance to teachers and pupils, and their own professional and academic development as educators;
- critically evaluate the theoretical underpinnings of their chosen research area and selected methodology;
- demonstrate a critical and skilled selection of material from the literature, professional practice and personal experience that allows for an in-depth examination of the topic;
- demonstrate an excellent use of a theoretical framework to support the development of their discussion;
- present, discuss and evaluate their study findings within the context of the existing literature;
- extrapolate and address the ethical issues in their study, as relevant;
- show an ability to reflect analytically upon their own practice, recognising both strengths and weaknesses;
- highlight the wider implications of the study for the education profession, and identify possible future trends in policy, practice and research;
- achieve a high standard in overall presentation.

Formative Assessment

Students will receive support from and be guided through the research process by their thesis supervisors. As some of the sessions will be workshop and task based, the interaction between the lecturer and the student will provide opportunities to assess student learning.
12. Pass Requirement

40% overall

13. Method of Supplemental Assessment

Re-submission of failed component

14. Recommended Reading Materials / Indicative Resources

Reading Materials


Online relevant journals accessible via TCD library

Students are strongly encouraged to use some of the following journals as part of their time on the module, which they should also use during their research project work.

International journal of social research methodology

Sociological methodology

Journal of Mixed Methods Research

Sociological methods & research

Survey Research Methods

Forum, qualitative social research

Harvard Educational Review
15. Evaluation

A written customised survey is administered at the end of the year, and the results are considered by the module team.
16. Module Coordinator

Dr. David Limond

17. Module Teaching Team

Various
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