School of Education

Professional Master of Education Handbook
2020-2021
# Table of Contents

A Note on this Handbook ..............................................................................................................4
Important Information on COVID-19 restrictions and modes of teaching and learning  ...4
Welcome from the Head of School .............................................................................................5
School of Education ...................................................................................................................6
General Information ....................................................................................................................7
    Staff Contacts ..........................................................................................................................7
    Plagiarism ...............................................................................................................................8
Programme Structure ..................................................................................................................10
    Year 1 Modules and Assessment ............................................................................................10
    Year 2 Modules and Assessment ............................................................................................11
    PME Course Calendar 2020/21 ..............................................................................................12
    PME Submission and Examination Calendar 2020/21 ..........................................................13
    Foundation tutorials ..............................................................................................................14
    Programme Aims ....................................................................................................................16
    Programme Learning Outcomes .............................................................................................16
    Programme Structure ............................................................................................................17
    Course Credits (ECTS) ..........................................................................................................18
Programme Regulations ............................................................................................................19
    Proof of Graduation ...............................................................................................................19
    Fees .........................................................................................................................................19
    Attendance at College ............................................................................................................19
    Major and Minor Pedagogy Subjects ......................................................................................19
    ICT .........................................................................................................................................20
    Elective Specialisms ..............................................................................................................20
Assessment Procedures and Regulations ....................................................................................21
    Assessment Components and Weightings ..............................................................................21
    Grade Bands ..........................................................................................................................23
    Requirements and Compensation .........................................................................................23
    Examination Procedures .......................................................................................................24
    Appeals Process .....................................................................................................................25
    External Examiner ................................................................................................................25
    Submitting Assignments ........................................................................................................25
    Prizes .....................................................................................................................................25
School Placement ......................................................................................................................26
    Observation Period (Year 1) ...................................................................................................26
    Notification of Supervision Visits ..........................................................................................26
    Supports for Students with Disabilities ..................................................................................27
    School Placement Structure Year 1 .........................................................................................28
    School Placement Structure Year 2 ........................................................................................28
    Professional Development Portfolio .....................................................................................29
General Guidelines ....................................................................................................................30
Professional Master of Education

Referencing .................................................................................................................. 30
Introductory Reading and References ........................................................................ 34
Registration with the Teaching Council ...................................................................... 35

Information on Academic Resources ........................................................................ 35
Library Facilities ........................................................................................................ 35
IT Facilities ................................................................................................................ 35

Student Supports ....................................................................................................... 36
Students with Disabilities .......................................................................................... 36
Student Counselling .................................................................................................. 36
Student Learning Development Services .................................................................. 36
Postgraduate Advisory Service ................................................................................ 36
Careers Advisory Service .......................................................................................... 37
College Health Service .............................................................................................. 37
Graduate Students Union .......................................................................................... 37
College Chaplaincy ................................................................................................... 38

Module Descriptors ................................................................................................... 39
School Placement ....................................................................................................... 39
Advanced School Placement ..................................................................................... 44

Foundation modules ................................................................................................. 48
Applied Psychology in Education ............................................................................... 48
Inclusive Education .................................................................................................... 50
Introduction to Assessment and Examinations in Post-Primary Education ................. 53
Irish Educational History and Policy .......................................................................... 58
Sociology of Education ............................................................................................... 62
ICTs for Teaching & Learning .................................................................................. 66
Researching ICTs for Teaching & Learning ............................................................. 70
History of Education .................................................................................................. 74
Educational Philosophy and Theory .......................................................................... 81

Elective modules ......................................................................................................... 85
Citizenship Education (CSPE) within Wellbeing ....................................................... 85
Development Education ............................................................................................ 88
Literacy (& Numeracy) Across the Curriculum ......................................................... 92
Arts Education ............................................................................................................ 95
Irish Traditional Music ............................................................................................... 98

Pedagogy modules ..................................................................................................... 102
Business Studies Pedagogy ....................................................................................... 102
English Pedagogy ....................................................................................................... 106
Geography Pedagogy ................................................................................................. 111
History Pedagogy ...................................................................................................... 115
Irish Language Pedagogy ......................................................................................... 120
Mathematics Pedagogy ............................................................................................. 127
Modern Languages Pedagogy .................................................................................. 133
Music Pedagogy ......................................................................................................... 138
Science Pedagogy ...................................................................................................... 143
A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education 2020-21. 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.

Important Information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 for your programme will follow a blended model that combines online and in-person elements to be attended on campus subject to government guidance. This model will include offering online lectures for all class groupings under Level 5: the differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 28th September, please alert your course coordinator as early as possible.

For those students not currently in Ireland, according to current Government health and safety guidelines, please note that these students are expected to allow for a 14-day period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

For those students currently on the island of Ireland, we remind you of the Irish Government’s advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 14 days immediately from your return, during which time you will not be permitted to come to any Trinity campus.

Therefore, as you are required to be available to attend College from the beginning of the new teaching year on 28 September, please ensure you do not return from travel overseas any later than 13 September.
Welcome from the Head of School

Fáilte romhat go Coláiste na Tríonóide, Ollscoil Átha Cliath, don bhliain atá romhainn. Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

Let me welcome you to Trinity College, the University of Dublin, for the coming year. I wish you every success and enjoyment in your studies this year.

For over 400 years Trinity has occupied a central place in the academic, cultural and social fabric of Irish society and is a university with immense global recognition and impact. As part of that tradition, the School of Education thanks you for joining our community and we hope that your educational journey and future potential will be enriched as a result.

To the 2nd Year group, welcome back. We certainly had an interesting year last year and I am delighted to see you return to complete the PME. For our 1st Year students, welcome to the PME, to the School of Education and to Trinity. We have been awaiting your ‘arrival,’ albeit in a different online form, just at the moment. Staff in the School have worked hard to transform teaching and learning on the PME to online form, while maintaining its place as a premier teaching qualification. We continue to focus on equipping students with professional preparation, subject-specific pedagogy, understanding and application of educational foundations and opportunity for practical placement in schools. The research dissertation in Year 2 will also provide you with the opportunity to explore in depth a topic of key interest to your own professional practice.

During 2020-21 we will do this in an adaptable, blended way, focusing our teaching and learning online initially and introducing more face-to-face activity when that is possible, given public health guidelines. Staff will be working remotely, online for parts of the programme, but remember that we are here to work with you. Throughout your study on the PME, don’t hesitate to contact staff by email. We are also available to meet remotely, using Microsoft Teams, for example, and in person when public health conditions allow. This handbook contains a wealth of information that will help you understand and negotiate your way through the PME successfully and to access the many resources available in the school and wider university.

Providing the PME programme against a background of Covid-19 restrictions has been and continues to be a learning experience for us all, students and staff. Together, we will make it a success, ensuring that you learn new knowledge and skills while engaging with fellow students and with staff in an enriching manner.

I wish you great success in the year ahead and I hope that we will have opportunity to meet during your time on the programme.

Professor Damian Murchan
Head of School
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 / 3492  
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>
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<tr>
<td>PME Course Coordinator</td>
<td>John Walsh</td>
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<tr>
<td>PME Course Administrators</td>
<td>Linda Mc Hugh, Dearbhail Gallagher</td>
<td><a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a>, <a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a></td>
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<tr>
<td>School Placement Coordinator</td>
<td>Melanie Ní Dhuinn</td>
<td><a href="mailto:mnidhuinn@tcd.ie">mnidhuinn@tcd.ie</a></td>
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<tr>
<td>PME Thesis coordinator</td>
<td>David Limond</td>
<td><a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a></td>
</tr>
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## Modules in Foundation Disciplines

<table>
<thead>
<tr>
<th>Module</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Examinations</td>
<td>Niamh Burke O'Connell</td>
<td><a href="mailto:burkeocn@tcd.ie">burkeocn@tcd.ie</a></td>
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<td>Irish Educational History and Policy</td>
<td>John Walsh</td>
<td><a href="mailto:walshi@tcd.ie">walshi@tcd.ie</a></td>
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<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>Andrew Gibson</td>
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</tr>
<tr>
<td>Applied Psychology in Education</td>
<td>Conor Mc Guckin</td>
<td><a href="mailto:conor.mcguckin@tcd.ie">conor.mcguckin@tcd.ie</a></td>
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<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>Joanne Banks</td>
<td><a href="mailto:banksjo@tcd.ie">banksjo@tcd.ie</a></td>
</tr>
</tbody>
</table>

## Modules in Pedagogy of Teaching Subjects

<table>
<thead>
<tr>
<th>Subject</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>Brendan O’Shea (Year 1), Frank Milling (Year 2)</td>
<td><a href="mailto:osheab3@tcd.ie">osheab3@tcd.ie</a>, TBC</td>
</tr>
<tr>
<td>History</td>
<td>David Limond</td>
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<tr>
<td>Irish</td>
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</tr>
<tr>
<td>Maths</td>
<td>Aibhin Bray</td>
<td><a href="mailto:brayai@tcd.ie">brayai@tcd.ie</a></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Ann Devitt</td>
<td><a href="mailto:devittan@tcd.ie">devittan@tcd.ie</a></td>
</tr>
<tr>
<td>Music</td>
<td>Marita Kerin</td>
<td><a href="mailto:kerinm@tcd.ie">kerinm@tcd.ie</a></td>
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<tr>
<td>Science</td>
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<td><a href="mailto:derwino@tcd.ie">derwino@tcd.ie</a>, <a href="mailto:trimble@tcd.ie">trimble@tcd.ie</a></td>
</tr>
</tbody>
</table>

## Additional module

<table>
<thead>
<tr>
<th>Information and Communication Technologies [ICT]</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Keith Johnston</td>
<td><a href="mailto:keith.johnston@tcd.ie">keith.johnston@tcd.ie</a></td>
</tr>
</tbody>
</table>
Plagiarism

1. **Context** Trinity College Dublin, the University of Dublin, herein referred to as Trinity, considers plagiarism to be academically fraudulent and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. **Purpose** The policy provides a coherent approach to inform and educate students about plagiarism and how to avoid it.

3. **Benefits**
   3.1 The policy contributes to the student's understanding of what constitutes plagiarism.
   3.2 It supports and fosters academic integrity across the undergraduate and postgraduate student body.

4. **Scope**
   4.1 This policy applies to all undergraduate and postgraduate students at Trinity.
   4.2 Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III.

5. **Principles**
   5.1 Members of the academic community use and build on the work and ideas of others in an open and explicit manner and with due acknowledgement.
   5.2 It is the responsibility of any author of work to ensure that s/he does not commit plagiarism.

6. **Definitions** Plagiarism is the act of presenting the work or ideas of others as one's own without due acknowledgement.

7. **Policy**
   7.1 Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at [http://www.tcd.ie/calendar/](http://www.tcd.ie/calendar/).
   7.2 Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See [http://tcd-ie.libguides.com/plagiarism/levels-and-consequences](http://tcd-ie.libguides.com/plagiarism/levels-and-consequences)
   7.3 All students must complete an online tutorial on plagiarism, as specified by Trinity. See [https://www.tcd.ie/Library/support/plagiarism/story.html](https://www.tcd.ie/Library/support/plagiarism/story.html)
   7.4 All students must complete a signed declaration to be submitted with all assessed coursework, declaring that they have completed the online tutorial and that the assignment/coursework submitted by them is their own work.
   7.5 Trinity provides a central repository hosted by the Library with information on plagiarism and how it can be avoided at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism).
   7.6 Course handbooks must contain Trinity's specified section on plagiarism.

8. **Responsibility** The responsibility for this policy lies with the Dean of Undergraduate Studies/Senior Lecturer and the Dean of Graduate Studies, as appropriate.
9. Related Documents

9.1 The University Calendar, Parts II and III at http://www.tcd.ie/calendar/

9.2 Library website at http://tcd-ie.libguides.com/plagiarism

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>
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</thead>
<tbody>
<tr>
<td><strong>1) Induction week</strong></td>
<td><strong>1) An introduction to School Placement (20 ECTS for the year): Compulsory</strong></td>
</tr>
</tbody>
</table>
| **2) An introduction to School Placement (20 ECTS for the year):** | • 2 ungraded online visits  
• Reflective Practice  
• One Viva Voce with School Placement Tutors  
• Professional Development Portfolio |
| Compulsory Classes every week | Assessment: Reflective Practice (30%), PDP (30%) and viva voce (40%) |
| **3) Foundation Disciplines: Compulsory** | Afternoon sessions on Tuesday or Wednesday every second week in College. |
| 5 ECTS each, 10 x 1 hour lecture, 3 x 1 hour tutorials | **2) College from March/April:**  
Post School Placement Reflection and Evaluation  
Thesis Planning |
| • Introduction to Assessment and Examinations in Post-Primary Education  
• Applied Psychology in Education  
• Irish Educational History and Policy  
• Inclusive Education | |
| Assessment: assignments, essays, exams and contribution to PDP | |
| **4) Major Pedagogy (5 ECTS):** | **One option to be chosen:** |
| Compulsory | • Science  
• Geography  
• Business Studies  
• Music  
• English  
• Irish  
• Modern Languages  
• History  
• Mathematics |
| • 10 x 2 hour session | |
| Assessment: assignments, essays and contribution to PDP | |
| **5) Minor Pedagogy (5 ECTS):** | **One option to be chosen (list as above)** |
| Compulsory | |
| • 10 x 2 hour session | |
| Assessment: assignments, essays, and contribution to PDP | |
| **6) Specialist Electives (5ECTS): Compulsory** | **One option to be chosen:** |
| • 10 x 1 hour | e.g. Literacy (& Numeracy)  
Across the Curriculum,  
Citizenship Education (CSPE) within Wellbeing,  
| Assessment: case studies, assignments, and contribution to PDP | |
| **7) ICTS in Education (5 ECTS): Compulsory** | Assessment: case studies, assignments, and contribution to PDP |
| • 10 x 1 hour | |
### Year 2 Modules and Assessment

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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</table>
| **2) Advanced School Placement (20 ECTS):** Compulsory | **1) Foundation Disciplines: Compulsory**  
5 ECTS each, 10 x 1 hour lecture, 3x1 hr tutorials  
- History of Education  
- Educational Philosophy and Theory  
- Sociology of Education  
Assessment: assignments, essays, exams |
| • 2 ungraded online visits  
• Reflective Practice  
• One Viva Voce with School Placement Tutors  
• Professional Development Portfolio  
Assessment: Reflective Practice (30%), PDP (30%) and viva voce (40%) | **2) Advanced Pedagogy & Research (Major teaching subject):** Compulsory (20 ECTS)  
- Individual and group supervision meetings  
One option to be chosen from research specifications across pedagogy and foundation disciplines  
Assessment: Research Thesis |
| **Evening sessions every two weeks in pedagogy groupings.** | **3) Researching ICTS in Education (5 ECTS):** Compulsory  
- Online and direct workshop session  
Assessment: assignment and contribution to PDP |
# PME Course Calendar 2020/21

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>21st &amp; 22nd September 2020</td>
<td>Year 1 Induction</td>
</tr>
<tr>
<td>28th September 2020</td>
<td>Semester 1 lectures start</td>
</tr>
<tr>
<td>28th September 2020</td>
<td>Year 2 School Placement Block starts</td>
</tr>
<tr>
<td>26th – 30th October 2020</td>
<td>School mid-term (no lectures)</td>
</tr>
<tr>
<td>9th – 13th November 2020</td>
<td>Reading Week: no lectures</td>
</tr>
<tr>
<td>18th December 2020</td>
<td>Semester 1 lectures end</td>
</tr>
<tr>
<td><strong>Weeks of 11th &amp; 18th January 2020</strong></td>
<td><strong>Exam weeks</strong></td>
</tr>
<tr>
<td>18th December 2020</td>
<td>Year 2 School Placement Block ends</td>
</tr>
<tr>
<td>21st December 2020 – 1st January 2021</td>
<td>College vacation</td>
</tr>
<tr>
<td>Wed 6th – Friday 22nd January 2021</td>
<td>Year 1 School Placement Observation</td>
</tr>
<tr>
<td>25th January 2021</td>
<td>Year 1 School Placement Block starts</td>
</tr>
<tr>
<td>1st February 2021</td>
<td>Semester 2 lectures start</td>
</tr>
<tr>
<td>15th – 19th February 2021</td>
<td>School mid-term: no lectures</td>
</tr>
<tr>
<td>15th – 19th March 2021</td>
<td>Reading Week: no lectures</td>
</tr>
<tr>
<td>23rd April 2021</td>
<td>Year 1 School Placement Block ends</td>
</tr>
<tr>
<td>23rd April 2021</td>
<td>Semester 2 lectures end</td>
</tr>
</tbody>
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# PME Submission and Examination Calendar 2020/21

## Year 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sunday 29&lt;sup&gt;th&lt;/sup&gt; November 2020</td>
<td>Major Pedagogy assignment: part 1</td>
</tr>
<tr>
<td>Friday 4&lt;sup&gt;th&lt;/sup&gt; December 2020</td>
<td>Inclusive Education Assignment</td>
</tr>
<tr>
<td>Friday 11&lt;sup&gt;th&lt;/sup&gt; December 2020</td>
<td>Elective Assignment</td>
</tr>
<tr>
<td>Week of 14&lt;sup&gt;th&lt;/sup&gt; December 2020</td>
<td>Elective Presentations</td>
</tr>
<tr>
<td>Monday 21&lt;sup&gt;st&lt;/sup&gt; December 2020</td>
<td>Minor Pedagogy Assignment</td>
</tr>
<tr>
<td>Wednesday 20&lt;sup&gt;th&lt;/sup&gt; January 2020</td>
<td>Intro to Assess &amp; Exams Assignment</td>
</tr>
<tr>
<td>Monday 21&lt;sup&gt;st&lt;/sup&gt; December 2020</td>
<td>Intensive Pedagogy Assignment</td>
</tr>
<tr>
<td>Monday 1&lt;sup&gt;st&lt;/sup&gt; February 2021</td>
<td>Applied Psychology in Education Assignment</td>
</tr>
<tr>
<td>Friday 12&lt;sup&gt;th&lt;/sup&gt; February 2021</td>
<td>ICTS Assignment</td>
</tr>
<tr>
<td>Monday 5&lt;sup&gt;th&lt;/sup&gt; April 2021</td>
<td>Irish Ed. History &amp; Policy Assignment</td>
</tr>
<tr>
<td>Friday 16&lt;sup&gt;th&lt;/sup&gt; April 2021</td>
<td>Professional Development Portfolio Assessment</td>
</tr>
<tr>
<td>Thursday 6&lt;sup&gt;th&lt;/sup&gt; May 2021</td>
<td>Major Pedagogy Assignment: part 2</td>
</tr>
</tbody>
</table>

Please note that most strands are operating a two-part assignment for the Major Pedagogy, with submission of the first part on 29 November and the main assignment on 6<sup>th</sup> May. Details of the assignment will be clarified by your pedagogy leader.

## Year 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 and 2; 19&lt;sup&gt;th&lt;/sup&gt; November 2020, Level 0: no deadline</td>
<td>Submission of Ethical Approval</td>
</tr>
<tr>
<td>Monday 4&lt;sup&gt;th&lt;/sup&gt; January 2021</td>
<td>Professional Development Portfolio Assessment</td>
</tr>
<tr>
<td>Wednesday 24&lt;sup&gt;th&lt;/sup&gt; February 2021</td>
<td>ICTS Assignment</td>
</tr>
<tr>
<td>Friday 9&lt;sup&gt;th&lt;/sup&gt; April 2021</td>
<td>PME Thesis</td>
</tr>
<tr>
<td>Friday 16&lt;sup&gt;th&lt;/sup&gt; April 2021</td>
<td>Sociology of Education Assignment</td>
</tr>
<tr>
<td>Friday 23&lt;sup&gt;rd&lt;/sup&gt; April 2021</td>
<td>Philosophy of Education Assignment</td>
</tr>
<tr>
<td>Weeks of 10&lt;sup&gt;th&lt;/sup&gt; or 17&lt;sup&gt;th&lt;/sup&gt; May 2021 (During Examination period)</td>
<td>History of Education Assessment</td>
</tr>
</tbody>
</table>
Foundation tutorials

Year 1

Students will be assigned to 1 tutorial slot of the 4 available. Tutorials begin in week 2. There are 6 tutorials in total over semester 1. These 6 tutorials comprise 3 tutorials each for the following modules: Applied Psychology in Education; Irish Educational History and Policy.

The tutorials for Introduction to Assessment and Examinations will take place on Tuesday afternoons from 4-5pm.

Further details of these will follow at a later date.

The Year 1 tutorial timetable for Thursdays and Fridays in Semester 1 is as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Time</th>
<th>Week of 5 Oct</th>
<th>Week of 12 Oct</th>
<th>Week of 19 Oct</th>
<th>Week of 26 Oct</th>
<th>Week of 16 Nov</th>
<th>Week of 23 Nov</th>
<th>Week of 30 Nov</th>
<th>Week of 7 Dec</th>
<th>Week of 14 Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grp V</td>
<td>4pm</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Thurs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grp Y</td>
<td>12pm</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fri)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grp Z</td>
<td>1pm</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fri)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grp W</td>
<td>3pm</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td>Psych</td>
<td>Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fri)</td>
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<td></td>
<td></td>
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<td></td>
</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>9 Feb</th>
<th>23 Feb</th>
<th>2 Mar</th>
<th>9 Mar</th>
<th>23 Mar</th>
<th>30 Mar</th>
<th>6 Apr</th>
<th>13 Apr</th>
<th>20 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>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</td>
<td>Soc</td>
<td>Phil</td>
<td>Hist</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>

Please note that this timetable may change. Final timetable will be issued to Year 2 students at a later date.
Programme Overview

Programme Aims

The Professional Master of 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 5 days a week, with sessions in School Placement on Thursdays and Fridays. During the second semester, you will participate in Observation, 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 take place for one hour each week online in Year 1. 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 2020-21 the Elective Specialisms offered may include:

- Citizenship (CSPE) Education within Wellbeing;
- Literacy (& Numeracy) Across the Curriculum;
- Arts Education;
- Development Education;
- Irish Traditional Music.
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 Year 1 Total=60 ECTS</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Disciplines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Assessment and Examinations in Post-Primary Education</td>
<td>5</td>
<td>Assignment</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>2 Assignments</td>
</tr>
<tr>
<td>Minor Pedagogy</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTS in Education</td>
<td>5</td>
<td>Assignments</td>
</tr>
<tr>
<td>Elective Specialism</td>
<td>5</td>
<td>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 ungraded online visits, Reflective Practice, viva voce and assessment of Professional</td>
</tr>
</tbody>
</table>
### Table 2: Assessment type and ECTS Year 2

<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>History of Education</td>
<td>5</td>
<td>Open book 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 ungraded online visits, Reflective practice, viva voce, and assessment of Professional Development Portfolio</td>
</tr>
</tbody>
</table>
Grade Bands

The grade bands for the PME are as follows:

<table>
<thead>
<tr>
<th>Mark range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% and above</td>
<td>First Class Honors</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Second Class Honors, Upper Division</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Second Class Honors, Lower Division</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Third Class Honors</td>
</tr>
<tr>
<td>35 – 39%</td>
<td>F1</td>
</tr>
<tr>
<td>34% and below</td>
<td>F2</td>
</tr>
</tbody>
</table>

Requirements and Compensation

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

1. School Placement:
   Students are required to pass their 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).
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/).

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 Programme Co-ordinator, Dr. John Walsh, on the recommendation of the module leader.

**Prizes**

There are three prizes 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. The John O’Connor Award for Excellence in Business Studies Teaching is awarded to the student Majoring in Business Studies with the highest overall School Placement result. 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.

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’.

*Please note that School Placement assessment may be subject to change under COVID-19 regulations*
Supports for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student’s Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments: TBC
- Semester 2 assessments: TBC
- Reassessments: TBC

Student responsibilities for departmental assessments/course tests

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Professional Learning Education Needs Summary - PLENS

Students with disabilities on professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required.

More Information on placement supports offered are linked here.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.
More detailed text on placement planning and supports can be found at the following link:
https://www.tcd.ie/disability/services/placement-planning.php

School Placement Structure Year 1

<table>
<thead>
<tr>
<th>Phase</th>
<th>Period</th>
<th>Details</th>
</tr>
</thead>
</table>
| Phase One  | 6th – 22nd January              | Observation period
Observe a wide range of teaching and non-teaching activities |
| Phase Two  |                                  | Teach 3-5 class periods each week                                   |
| Phase Three| 25th January – 23rd April       | 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

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Period</th>
<th>Details</th>
</tr>
</thead>
</table>
| Year 2     | 28th September – 18th 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. |

* Amendments to students' timetables must be communicated to Pedagogy strand leaders as soon as possible. Amended timetables should always be uploaded to Blackboard 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.
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

[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**


**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 to it.

**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**


**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 & Macmillan, 2008).
O’Moore, M and Minton, S *Dealing With Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Chapman, 2004);
Tovey, H and Share, P *A Sociology of Ireland* (Gill & Macmillan, 2000);
Walsh, B and Dolan, R *A Guide to Teaching Practice in Ireland* (Gill & Macmillan, 2009);

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

Official documents and reports:
Department of Education and Science, *Taskforce Report on Discipline*;
Teaching Council, *Codes of Professional Conduct for Teachers*.
NCCA, http://www.curriculumonline.ie/ 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://itservices.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://itservices.tcd.ie/training/index.php.
Student Supports

Students with Disabilities

Students with disabilities may avail of support through the Disability Service by completing an application for Reasonable Accommodations online through their my.tcd.ie student portal. Once students have applied, they will be met by a Disability Officer who will conduct a needs assessment with them and recommend supports based on each student’s individual needs. Information on the full range of supports provided by the Disability Service is available here: https://www.tcd.ie/disability/services/

The Disability Service Office is located in the Arts Building, Room 2054. Students can contact the Disability Service via email askds@tcd.ie or by phone 01 896 3111 / 087 113 3185.

DS Solutions Drop-in Online

The Disability Service will operate an online drop-in service during the 2020/21 academic year. A Disability Officer will be on hand between 11am and 3pm daily to answer any disability related queries you may have. Drop-in is by appointment only. To book your 15-minute Drop-in appointment, select a time that suits you on the Drop-in calendar.

Student Counselling

Website: http://www.tcd.ie/Student_Counselling/

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

Student Learning Development Services

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

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

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/

Where?
The PAS is located on the second floor of House 27. We’re open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 8961417
Email: pgsupp@tcd.ie

What?
The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.
If you have any queries regarding your experiences as a Postgraduate Student in Trinity don’t hesitate to get in touch with us.

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

**College Health Service**
Website: http://www.tcd.ie/College_Health/
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/
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 20-week module which runs throughout the academic school year.
   
   Semester 1 – 10 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 extracurricular 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.

School Placement: Semester 1

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. 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 2: 6th – 22nd January in school**

Students will begin in their placement school at the start of January, at the discretion of their school. 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 mid-January. These classes will be in their major subject but can also include classes in their minor subject, resource classes, co-teaching, etc.

**Semester 2: 25th January – 23rd April - Block placement**

During this time, 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, gaelscoileanna, 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

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 ungraded online visits from School of Education School Placement Tutor
- Reflective Practice reflections (30%)
- A structured student teaching and learning Professional Development Portfolio (30%)
- Viva Voce (40%)

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

Dr. 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 of 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 – 11 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

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 lifelong 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 ungraded online visits from School of Education School Placement Tutor
- Reflective Practice reflections (30%)
- A structured student teaching and learning Professional Development Portfolio (30%)
- Viva Voce (40%)
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

Dr. 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; and
   Specifically, to provide a clear, reflective, critical knowledge of areas such as adolescent development, identity
   development through adolescence, bully/victim problems, Growth Mindset, intelligence, and issues pertinent to
   BeSAD (bereavement, separation, and divorce).

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 learning experiences;
   - Critically analyse areas of debate and concern within chosen topic areas;
   - Formulate coherent responses to broader and fundamental ideas within the psychology of education, such
     as what motivates / hinders the learning process; and,
   - Critically appraise contemporary ideas within educational practice, such as Growth Mindset and the notion
     of learning styles.
8. Course Content and Syllabus
Areas to be covered ordinarily include:

- Introduction: The importance of psychology for educators;
- Adolescence: A time of storm and stress?
- Who am I? Identity development in adolescence;
- Bully/victim problems in schools;
- Growth Mindset;
- Intelligence, IQ, and Emotional Intelligence.
- BeSAD: Bereavement, Separation, and divorce.

9. Teaching and Learning Methods
Lectures and tutorials. Content used in lectures will be made available to students via Blackboard.

10. Methods of 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 five, formatted according to the guidelines provided in the Course Handbook.

11. Pass Requirement
40%

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

13. Module Coordinator
Dr Conor Mc Guckin.
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
   The Inclusive Education ET7923 module prepares students for working with the increasing developmental and cultural diversity our schools. This multi-disciplinary module is designed so that students can advance their skills and improve their practice in inclusive education environments. Students explore key international and national policy developments in inclusive education while developing conceptual understandings of how schools and society view diversity. The module provides students with effective teaching and learning strategies including Universal Design for Learning, an approach which ensures the inclusion of all children and young people while in school.

   Aims
   • Develop student understanding of diversity and inclusion in education by focusing on policy and provision for students with disabilities both in Ireland and internationally.
   • Enable students to engage critically with issues around how we view disability, disadvantage and inequality in our education systems.
   • Support students in teaching to diversity through the examination of approaches such as Universal Design for Learning.
   • Highlight the value of collaborative relationships at school to support the learning of young people in their engagement with school.

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;
- critically engage with international perspectives on appropriate pedagogies for children and young people with disabilities;
- 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
- Medical and social models of disability
- Educational disadvantage and inequality
- Provision for students with disabilities in mainstream education (segregation/inclusion)
- Universal Design for Learning (I)
- Universal Design for Learning (II)
- Teaching students with Autism in mainstream classes
- Teaching students with intellectual disabilities
- Educational expectations for students with disabilities

9. Teaching and Learning Methods
The module is delivered guided by the principals of Universal Design for Learning. This means that content is provided in multiple formats to students in order to increase access and engagement. The lecture format is interactive and uses both lecture format and tutorial group work.

10. Required Equipment and Resources (if applicable)
NA

11. Methods of Assessment
Essay Assignment (3,000-4,000 words)

The assignment will focus on one of the following areas: inclusive education; educational inequality and disadvantage or Universal Design for learning.

Students will be expected to:
1. examine the relevant policy and literature;
2. incorporate their own teaching experience (school/classroom).

Formative assessment will be provided through informal feedback on small group tasks 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

Journals:
- International Journal of Inclusive Education
- European Journal of Special Needs Education

Specific Journal Articles:

Online content:
- Five Moore Minutes Episode 1- The Evolution of Inclusion! [Link]
- Inclusive culture in schools transforms communities | Heidi Heissenbuttel | TEDxMileHigh [Link]
- Shelley Moore: Transforming Inclusive Education [Link]
- I’m not your inspiration, thank you very much | Stella Young [Link]
- Ken Robinson, How to escape education’s death valley. [Link]
- The Infrastructure of Inclusion: Compost Kate saves the Earth! [Link]

15. Evaluation

Student evaluation of module as per PME regulations

16. Module Co-ordinator

Dr. Joanne Banks

17. Module Teaching Team

Dr. Joanne Banks
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
- Junior cycle assessment
- Senior cycle assessment
- Introducing Summative and Formative assessment
- Formative assessment: Prior knowledge and feedback
- Key ideas when designing assessments
- Learning in practice: designing rubrics and using technology in assessment
- Applying assessment in teaching
- Junior cycle: exploring subject specifications
- Communicating with parents/guardians

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)
Essay assignment.

12. Pass Requirement
40% overall on the examination

13. Method of Supplemental Assessment
   Re-submission of assignment

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.


• Murchan & Shiel (2017) Chapter 1, 3, 4, 5 & 6


**Selected websites**

Framework for Junior Cycle 2015
Junior cycle education: insights from a longitudinal study of students
Inside the Black Box
Curriculum online subject specifications
SLAR information
www.ncca.ie
www.action.ncca.ie
www.education.ie
www.tyslss.ie
www.lcaslss.ie
www.lcvp.slss.ie
www.erc.ie
www.ltscotland.org.uk
www.examinations.ie
www.scoilnet.ie
www.sdpi.ie
www.sess.ie
Further Reading

- Senior Cycle Review Documents: https://ncca.ie/en/senior-cycle/senior-cycle-review/introduction-to-senior-cycle-review

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

16. Module Coordinator
Niamh Burke O’Connell

17. Module Teaching Team
Niamh Burke O’Connell
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
40%

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.hec.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
Dr John Walsh

17. Module Teaching Team
Dr John Walsh, Dr Andrew Gibson and occasional Guest Lecturers
Sociology of Education

1. Module Code
ET8927

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 10 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 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
ICTs for Teaching & Learning

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 hour per week over one semester (2 x 10 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 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-centred 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-centred 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-centred 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-centred approach which forms the focus of much of this module

Supplementary content will be made available online via Blackboard

10. 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 artefact which facilitates and illustrates their learning. The artefact 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 artefact 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/artefact will be assessed including specific criteria and addressing the potential for peer assessment.

**Sample Artefact**
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 artefact:
- Skilful inclusion of each of the required components
- Congruence between learning unit and the artefact
- Extent to which the artefact demonstrates the intended learning outcomes
- Creativity and imagination

11. Pass Requirement
40%

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

13. Recommended Reading Materials / Indicative Resources
Some recommended reading is as follows:

14. Evaluation
Online survey on completion of the module

15. Module Coordinator
Dr. Keith Johnston

16. 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 analyse 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 word (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:


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 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 in western Europe.
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 development in its European context.

1. 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 western European history of education from classical Greece and Rome to the mid-twentieth century and
- orchestrate their own research on history of education or use history to inform other research.

2. 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 period of the Scientific Revolution.
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.
Introduction to historiography and using primary sources as a basis for future, personal research.

3. 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.

4. Required Equipment and Resources (if applicable)
None

5. Methods of Assessment
Summative assessment:
An open book examination, submitted through Blackboard within a three day submission window. 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. – This may be subject to change based on the latest Government advice

6. Pass Requirement
40% in examination

7. Method of Supplemental Assessment
Supplemental examination in the same format as the annual examination.

8. Recommended Reading Materials/Indicative Resources
Selected primary sources (indicative purposes only):
(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

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

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 Councillmen 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 (recommended):
Bowen, J *History of Western Education* (London: Methuen, 1981 [3 vols]).
Rashdall, H *The Universities of Europe in the Middle Ages* (Oxford: Oxford University Press, 1986 [3 vols]).

Secondary (recommended/indicative purposes only):
Ellsmore, S *Carry on Teachers! Representations of the Teaching Profession in Screen Culture* (Stock-on-Trent: Trentham, 2006).
Idem 'Strangers and Sojourners: Who were Miss V and Miss W?', *African Identities*, 6/1 (2008).


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


9. Evaluation

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

10. 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. Andrew Gibson

17. Module Teaching Team

Dr. Andrew Gibson
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.

7. 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

8. 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.

9. 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.
10. Required Equipment and Resources (if applicable)
A room suitable for active learning is critical.
Access to computer/screen.

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 assignment

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

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

15. 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.

16. 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
Hugh Bergin
Literacy (& Numeracy) Across the Curriculum

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
Arts Education

1. Module Code
ET7938

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
'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.

7. 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.

8. 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.

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.

10. 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.

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

15. Elective Co-ordinator
Dr. Erika Piazzoli

16. Elective Teaching Team
Mr. Michael Flannery
Ms. Marita Kerin
Dr. Carmel O’Sullivan
Dr. Erika Piazzoli
Irish Traditional Music

1. Module Code

TBC

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

Postgraduate

3. Module Size (hours and number of weeks)

10 weeks x 1 hour a week

4. Teaching and Learning Methods

Introductory lectures; group discussion and individual tasks; practical application of current theory, experiential learning of aspects of Irish Traditional music through practical engagement with repertoire and technique on tin whistle.

5. Aims and Summary

All students will develop an understanding of Aspects of Irish Traditional Music relevant to the second level curriculum and be able to practically apply this knowledge to classroom practice.

Specifically, the elective aims to introduce students to the following topics

- The Instrumental Tradition
- The Dance Tune Tradition
- The Sean Nos Singing Tradition
- The Uilleann Pipe Tradition
- The Harping Tradition
- Major Collectors of Irish Music
- Regional Styles
- Notable Exponents of Traditional Music
- The Sean Nós Singing Tradition
- The Development of Irish Traditional Music over the Past Century
- Offer students a range of practical methods drawn from informal music teaching and participatory practice for use in their classrooms.
- Equip students to assess their pupils’ work in a manner within all areas of the curriculum related to Irish Traditional Music

6. Expected Learning Outcomes

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

- Interpret, comprehend, and describe Tune Types, Instruments and Regional Styles, aspects of the singing tradition from aural examples as required in the Junior and Leaving Certificate Syllabus.

- Be able to play a number of exemplary tunes from each of the aforementioned categories on the tin whistle, enabling students through experiential learning and practical engagement to transfer relevant knowledge and skills in the classroom.

- Interpret, comprehend, and describe other aspects of Irish traditional music including collectors, exponents and developments within the genre.

- Illustrate practical methodologies for assessing their own students’ work in the various aspects of Irish music relevant to the curriculum;

- Engage with and put into practice ways of teaching and learning and learning Irish Traditional Music

- Actively engage in classroom interaction with applied thinking about Irish Traditional Music informed by current theory in ways that allow for seamless integration into each student’s teaching practice.

7. **Required Equipment**

Computer with internet access, Tin whistle.

8. **Assessment Mode (e.g. coursework, examination, other)**

Students are required to complete one assignment in line with Elective requirements.

Prepare a detailed teaching resource pack based around a topic of interest in Irish traditional Music. Performance should be used as one of the central teaching and learning methods. The pack should contain a brief introduction to include rationale and teacher guidelines on how to use the resource pack an outline scheme of work, lesson plans, strategies for evaluation and appended resource materials to support and extend students learning in this area.

9. **Recommended Reading**


http://www.libraryireland.com/irishMusic/IV.php


Keegan, Niall, 'The Parameters of Style in Irish Traditional Music' in *Inbhear* 1 (1) (Limerick: University of Limerick, 2010).

MacAoidh, Caoimhin, *Between the Jigs and The Reels* (Leitrim: Drumlin, 1994). 


Ó Canaíonn, Tomás, *Traditional Music In Ireland* (Cork: Ossian, 1993) 


Patterson, Annie W., ‘The Characteristic Traits of Irish Music’ in *Proceedings of the Musical Association, 23rd Session (1896-1897)* (Taylor and Francis, 1897), 91-111. 


Patterson, Annie W., ‘The Interpretation of Irish Music’ in *Journal of the Ivernian Society* 2/5 (September 1909), 31-42.


10. **Elective Coordinator**

Dr. Robert Harvey
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)
In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

<table>
<thead>
<tr>
<th>Part 1: 20%</th>
<th>due 29 November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2: 80% (must be passed)</td>
<td>due 6 May</td>
</tr>
</tbody>
</table>

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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, Dereck (2000). The teacher’s survival guide. London: Continuum

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

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
In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

| Part 1: 20% | due 29 November |
| Part 2: 80% (must be passed) | due 6 May |

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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
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)

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

Part 1: 20% due 29 November

Part 2: 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.
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
TBC

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

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**

    In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.
The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

| Part 1: 20% | due 29 November |
| Part 2: 80% (must be passed) | due 6 May |

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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*
Recommended websites:

http://www.history.org.uk
http://www.nationalarchives.ie
http://www.nche.net
http://www.bbc.co.uk/history
http://www.euroclio.eu
http://www.guardian.co.uk/education
http://www.historians.ie
http://www.historians.org
http://www.historyireland.com
http://www.tes.co.uk
http://edtv.alexanderstreet.co.uk

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
Cara Ronan 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.
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:

Rialtas na hÉireann (gan dáta) Sioltlabas don Teastas Sóisearach: Gaeilge. Baile Átha Cliath: Oifig an tSoláthair.


Teagasc na Gaeilge Imleabhar 9 (2010) (Irisleabhar)


**Relevant websites**

- [www.muinteorgaeilge.ie](http://www.muinteorgaeilge.ie)
- [www.cnmg.ie](http://www.cnmg.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.ncte.org/](http://www.ncte.org/)
- [www.examinations.ie](http://www.examinations.ie)
- [www.tq4.ie](http://www.tq4.ie)
- [www.teachtas.ie](http://www.teachtas.ie)
- [www.gaellinn.ie](http://www.gaellinn.ie)
- [www.rte.ie/rnag](http://www.rte.ie/rnag)
- [www.curriculumonline.ie](http://www.curriculumonline.ie)
- [www.skool.ie](http://www.skool.ie)
- [www.teachnet.ie](http://www.teachnet.ie)
- [www.scoilnet.ie](http://www.scoilnet.ie)
- [www.lessonplanet.com](http://www.lessonplanet.com)
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;

- 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
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)**

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

**Grading:** sum of 2 parts

- **Part 1:** 20% due 29 November
- **Part 2:** 80% (must be passed) due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

12. **Pass Requirement**
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
www.amathsdictionaryforkids.com
www.shodor.org
nlbm.usu.edu/en/nav/vlibrary.html

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. Aibhin Bray

17. Module Teaching Team
Dr. Aibhin Bray
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 language 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)
In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

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<thead>
<tr>
<th>Part</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Part 1</td>
<td>20%</td>
<td>29 November</td>
</tr>
<tr>
<td>Part 2</td>
<td>80% (must be passed)</td>
<td>6 May</td>
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</table>
Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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;

device 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
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)
11. Methods of Assessment

In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

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Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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 2*, Dublin: Folens, 2002
Green, L; *Music, Gender, Education*, Cambridge, UK: Cambridge University Press, 1997
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**
Dr. 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.
Professional Master of Education

- 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)**
In this assignment you must develop a unit of learning for a Junior Cycle (JC) [subject] class, provide an evidence-based rationale for your planning choices and a critical reflection on how the unit ran with one of your classes.

The rationale must draw on recent and relevant research literature on teaching and learning in the [subject] classroom to support the planning and design of the unit of learning.

The assessment for this module is made up of 2 parts. The rubrics for each assessment element are available on blackboard; it is strongly recommended that you refer to these before beginning the assignment. You will receive feedback on the first component that you can use for the second part of the assignment.

Grading: sum of 2 parts

- **Part 1:** 20%  
  due 29 November

- **Part 2:** 80% (must be passed)  
  due 6 May

Students are required to pass the major component of this assessment. In the event of an overall fail grade, students are required to submit a reassessment assignment which constitutes 100% of the assessment in the supplemental session. This reassessment would be in line with the learning outcomes for the major component.

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
Olivia Derwin

17. Module Teaching Team
Olivia Derwin
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 at the beginning of Year 2 (lectures, tutorials and guided study and research practice);
   Including 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
- International journal of qualitative methods
- International Journal of Qualitative Studies in Education
- International Journal of Qualitative Studies on Health and Well-Being
- Journal of Ethnographic & Qualitative Research
Journal of Visual Communication and Image Representation
Journal of Visual Culture
Visual Anthropology
Visual Anthropology
Qualitative Health Research
Qualitative Inquiry
Qualitative Research
Qualitative Research in Organizations and Management
Qualitative Research in Psychology
Qualitative Research Reports in Communication
Qualitative Social Work
Qualitative Sociology
Qualitative sociology review
Visual Culture & Gender
Visual Culture in Britain
Visual Studies

http://www.soc.surrey.ac.uk/sru/Sru.html
http://www.nova.edu/ssss/QR/index.html
http://www.uwm.edu:80/People/brodg/qualres.htm
http://www.soc.surrey.ac.uk/sru/Sru.html
http://www.nova.edu/ssss/QR/index.html
http://www.uwm.edu:80/People/brodg/qualres.htm

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
Contacts:

Course administration:
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Programme Co-ordinators:
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Melanie Ní Dhuinn  mnidhuin@tcd.ie  +353 1 8963488 (School Placement)
David Limond  limondd@tcd.ie  +353 1 8963152 (Thesis)