



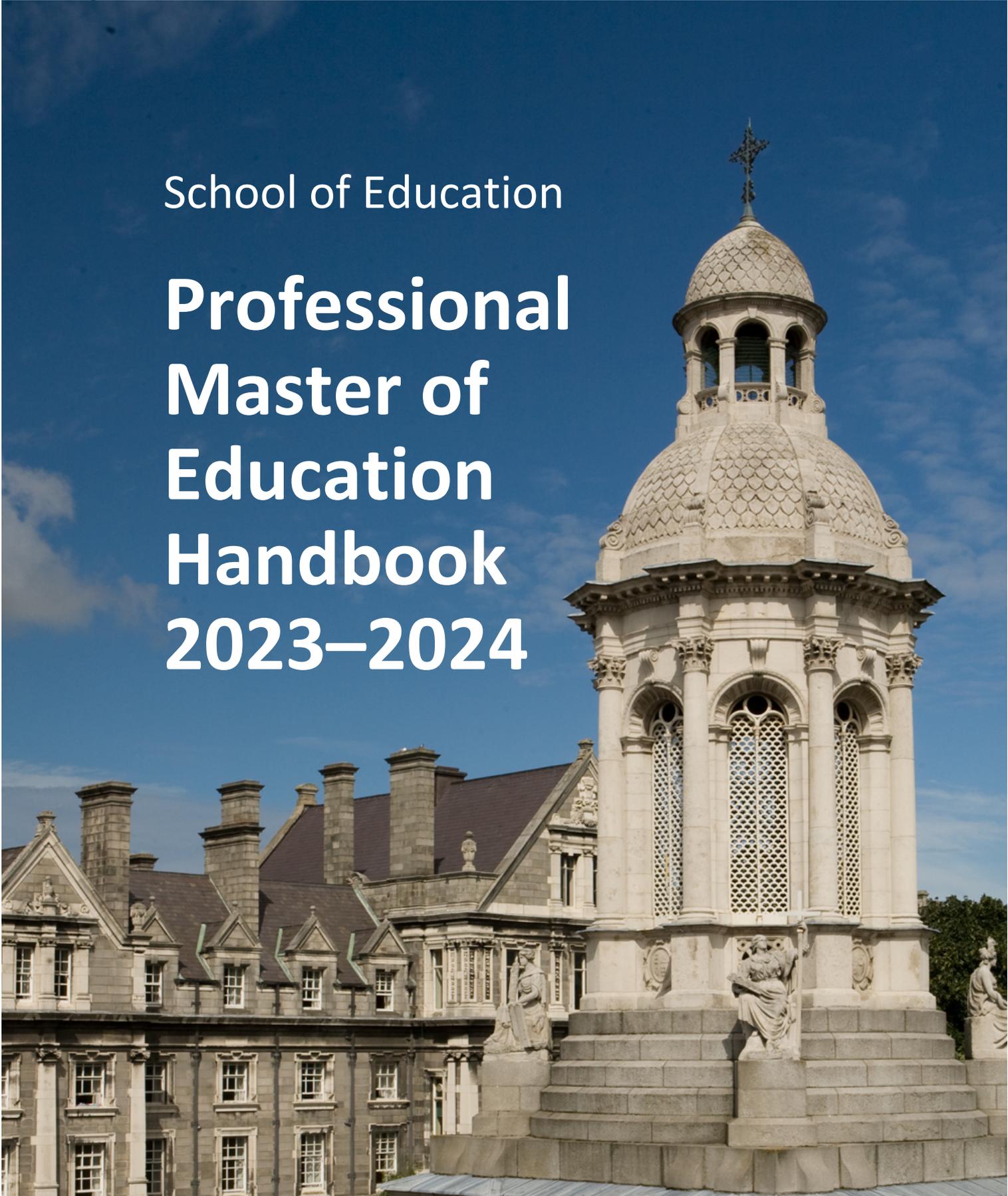
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

# Professional Master of Education Handbook 2023–2024



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## A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education 2023-24. 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.

## 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.

The School of Education is one of the largest professional schools in Trinity College, and is committed to engaging in teaching and research at all levels of its provision including initial teacher education, postgraduate education and research, and continuing professional development. The School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The results of this scholarly activity have gained national and international recognition in both the academic and professional communities, and contributes to the understanding and practice of education. In 2023 the School was ranked 69<sup>th</sup> in the top 100 QS World University Subject Rankings. The continued

growth of the School is a reflection of the welcome, care and attention we extend to all students, both new and established.

To our continuing students, welcome back. We are delighted to see you return to complete the PME. To our first year students, welcome to the programme, to the School of Education and to Trinity. And to our international students, welcome also to Ireland. I sincerely hope that you enjoy your time in Ireland and get to sample the many opportunities and delights our city, country and multicultural society have to offer. We continue to focus on equipping students with professional preparation, subject-specific pedagogy, understanding and application of educational foundations and opportunity for practical placement. Our partnership with post-primary and primary schools throughout the greater Dublin region represents a wonderful opportunity for you to experience and develop cutting edge theory into practice during placement. The research dissertation in year two will also provide you with the opportunity to explore in depth a topic of key interest to your own professional practice.

This handbook contains a wealth of information that will help you understand and negotiate your way through the PME successfully and access the many resources available in the School and wider University.

The PME operates as a partnership model, and we warmly welcome your input and voice in shaping and informing the programme. Together, we will make it a success, ensuring that you learn new knowledge and skills while engaging with fellow students, with staff, and with our partnership schools in an enriching manner.

I wish you every success in the year ahead and look forward to meeting you during your time on the programme.

**Professor Carmel O'Sullivan**

**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

Role	Name	E-mail
Head of School	Carmel O'Sullivan	<a href="mailto:Carmel.osullivan@tcd.ie">Carmel.osullivan@tcd.ie</a>
Director of Postgraduate Teaching & Learning	Noel Ó Murchadha	<a href="mailto:Noel.omurchadha@tcd.ie">Noel.omurchadha@tcd.ie</a>
PME Programme Coordinator	Louise Heeran Flynn	<a href="mailto:heeranfl@tcd.ie">heeranfl@tcd.ie</a>
PME Programme Administrators	Jess Freeman Dearbhail Gallagher	<a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a> <a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a>
School Placement Coordinator	Louise Heeran Flynn	<a href="mailto:heeranfl@tcd.ie">heeranfl@tcd.ie</a>
PME Thesis coordinator	Gavin Murphy	<a href="mailto:gavin.murphy@tcd.ie">gavin.murphy@tcd.ie</a>
Disability Liaison Officer	John Kubiak	<a href="mailto:kubiakj@tcd.ie">kubiakj@tcd.ie</a>
School Inclusion Champion	Joanne Banks	<a href="mailto:banksjo@tcd.ie">banksjo@tcd.ie</a>
Modules in Foundation Disciplines		
Assessment and Examinations	Gerry Shiels	<a href="mailto:shielg@tcd.ie">shielg@tcd.ie</a>
Digital Learning	Keith Johnston	<a href="mailto:keith.johnston@tcd.ie">keith.johnston@tcd.ie</a>
Irish Educational History and Policy	John Walsh	<a href="mailto:walshj8@tcd.ie">walshj8@tcd.ie</a>
Educational Philosophy and Theory	Andrew Gibson	<a href="mailto:Andrew.gibson@tcd.ie">Andrew.gibson@tcd.ie</a>
Applied Psychology in Education	Aoife Lynam	<a href="mailto:aolynam@tcd.ie">aolynam@tcd.ie</a>
Sociology of Education	Andrew Loxley	<a href="mailto:loxleya@tcd.ie">loxleya@tcd.ie</a>
Inclusive Education	Joanne Banks	<a href="mailto:banksjo@tcd.ie">banksjo@tcd.ie</a>
Modules in Pedagogy of Teaching Subjects		
Business	Rachel Keogh	<a href="mailto:rakeogh@tcd.ie">rakeogh@tcd.ie</a>
English	Una Murray	<a href="mailto:murrayun@tcd.com">murrayun@tcd.com</a>
Geography	Susan Pike	<a href="mailto:Susan.pike@tcd.ie">Susan.pike@tcd.ie</a>
History	David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>
Irish	Noel Ó Murchadha	<a href="mailto:Noel.omurchadha@tcd.ie">Noel.omurchadha@tcd.ie</a>
Maths	Aibhín Bray	<a href="mailto:brayai@tcd.ie">brayai@tcd.ie</a>
Modern Languages	Ann Devitt	<a href="mailto:devittan@tcd.ie">devittan@tcd.ie</a>
Music	Susan Mc Cormick	<a href="mailto:mccorms5@tcd.ie">mccorms5@tcd.ie</a>

Science	Mairead Hurley	<a href="mailto:mairead.hurley@tcd.ie">mairead.hurley@tcd.ie</a>
<b>Modules in Elective Subjects</b>		
Irish Traditional Music	Robert Harvey	<a href="mailto:harveyrs@tcd.ie">harveyrs@tcd.ie</a>
Global Citizenship Education	Susan Pike	<a href="mailto:Susan.pike@tcd.ie">Susan.pike@tcd.ie</a>
Literacy & Numeracy Across the Curriculum	Una Murray	<a href="mailto:murrayun@tcd.ie">murrayun@tcd.ie</a>
Arts Education	Erika Piazzoli	<a href="mailto:Erika.piazzoli@tcd.ie">Erika.piazzoli@tcd.ie</a>
Drama in Education	Carmel O'Sullivan	<a href="mailto:Carmel.osullivan@tcd.ie">Carmel.osullivan@tcd.ie</a>
History of Education	David Limond	<a href="mailto:limondd@tcd.ie">limondd@tcd.ie</a>
Citizenship and Democracy	Mairéad Hurley	<a href="mailto:Mairead.hurley@tcd.ie">Mairead.hurley@tcd.ie</a>
Youth Mental Health	Louise Heeran Flynn	<a href="mailto:heeranfl@tcd.ie">heeranfl@tcd.ie</a>

## 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/>.

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>

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>

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>.

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

The Professional Master of Education (PME) is a fulltime, 120 credit, level 9 programme completed over two academic years.

### Orientation

#### Year 1

Thursday 31<sup>st</sup> August and Friday 1<sup>st</sup> September 2023

#### Year 2

Tuesday 29<sup>th</sup> and Wednesday 30<sup>th</sup> August – detailed focus on Advanced School Placement

Thursday 31<sup>st</sup> August and Friday 1<sup>st</sup> September – Research Methods

## Year 1 Modules and Assessment (60 ECTS credits)

Semester One	Semester Two
<p><b>1) School Placement (25 ECTS for Year 1): Compulsory</b></p> <ul style="list-style-type: none"> <li>Classes every week</li> <li>Mandatory tasks to be completed every week and over the module. These tasks must be completed before the student can begin the Structured Observation in their Placement school at the end of semester 1.</li> </ul> <p><b>Structured Observation period 1</b> – Monday 4<sup>th</sup> to Friday 15<sup>th</sup> December 2023 (inclusive)</p>	<p><b>1) School Placement (25 ECTS for Year 1), continued from Semester 1): Compulsory</b></p> <ul style="list-style-type: none"> <li><b>Structured Observation period 2:</b> Monday 8<sup>th</sup> to Friday 12<sup>th</sup> January 2024</li> <li><b>12 Teaching Weeks Block Placement:</b> Monday 15<sup>th</sup> January – Friday 26<sup>th</sup> April 2024 (inclusive)</li> <li><b>Structured Reflection &amp; Action Planning Week:</b> Monday, 20<sup>th</sup> April – Friday 3<sup>rd</sup> May 2024 (inclusive) to include Action Planning for Advanced School Placement and Thesis Planning</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Required Observation, Planning and Reflection tasks throughout the School Placement*</li> <li>2 assessed supervisions whilst on School Placement from School of Education Tutors</li> <li>1 formative supervision whilst on School Placement from School of Education tutor</li> <li>Taisce (20%)</li> <li>School Placement visits (80%)*</li> </ul> <p>*School Placement visits will assess the class observed plus students' planning and reflection tasks in their School Placement Folder/Portfolio.</p> <p>Afternoon Pedagogy sessions from 4pm on Monday, Tuesday, Wednesday or Thursday every second week in College.</p>
<p><b>2) Foundation Disciplines (20 ECTS for Year 1): Compulsory</b></p> <p>5 ECTS each, 10 x 1 hour lecture, 3 x 1 hour tutorials</p> <ul style="list-style-type: none"> <li>Introduction to Assessment and Examinations in Post-Primary Education</li> <li>Applied Psychology in Education</li> <li>Irish Educational History and Policy</li> <li>Inclusive Education</li> <li><b>Assessment:</b> assignments, essays &amp; coursework</li> </ul>	
<p><b>3) Major Pedagogy (5 ECTS): Compulsory</b></p> <ul style="list-style-type: none"> <li>10 x 2 hour session</li> </ul> <p><b>Assessment:</b> assignments, essays and contribution to Portfolio/Taisce</p>	
<p><b>4) Minor Pedagogy (5 ECTS): Compulsory</b> 10 x 2 hour session</p> <p><b>One option to be chosen:</b></p> <ul style="list-style-type: none"> <li>Science</li> <li>Geography</li> <li>Business Studies</li> <li>Music</li> <li>English</li> <li>Irish</li> <li>Modern Languages</li> <li>History</li> <li>Mathematics</li> </ul>	
<p><b>5) Digital Learning (5 ECTS): Compulsory</b></p> <ul style="list-style-type: none"> <li>10 x 1 hour</li> </ul> <p><b>Assessment:</b> assignments, essays, and contribution to Portfolio</p> <p><b>One option to be chosen (list as above)</b></p>	

## Year 2 Modules and Assessment (60 ECTS credits)

Semester One	Semester Two
<p><b>1) Advanced School Placement (25 ECTS): Compulsory</b></p> <p><b>Structured Observation week:</b> Monday 4<sup>th</sup> – Friday 8<sup>th</sup> September 2023 (inclusive)</p> <p><b>Teaching Weeks Block Placement:</b> (Monday 11<sup>th</sup> September – Friday 8<sup>th</sup> December 2023 inclusive)</p> <ul style="list-style-type: none"> <li>• 12 weeks Block Placement</li> <li>• 1 un-assessed visit from School of Education Tutor</li> <li>• 2 assessed visits from School of Education Tutors</li> <li>• Taisce</li> </ul> <p><b>Structured Reflection &amp; Action Planning Week</b></p> <p>Monday 11<sup>th</sup> – Friday 15<sup>th</sup> December 2023 (inclusive)</p> <p><b>Assessment:</b> Taisce (20%), School Placement visits* (80%).</p> <p>*Advanced School Placement visits will assess the class observed plus students' planning and reflection tasks in their Advanced School Placement Folder/Portfolio.</p> <p>Evening sessions online every two weeks.</p>	<p><b>1) Foundation Disciplines: Compulsory</b></p> <p>5 ECTS each, 10 x 1 hour lecture, 3x1 hour tutorials</p> <ul style="list-style-type: none"> <li>• Educational Philosophy and Theory</li> <li>• Sociology of Education</li> </ul> <p><b>Assessment:</b> Assignments, essays</p>
	<p><b>2) Advanced Pedagogy &amp; Research (Major teaching subject): (20 ECTS) Compulsory</b></p> <ul style="list-style-type: none"> <li>• Individual supervision and pedagogy group meetings</li> </ul> <p><b>One option to be chosen from research specifications across pedagogy and foundation disciplines</b></p> <p><b>Assessment:</b> Research Thesis</p>
	<p><b>3) Specialist Electives (5 ECTS): Compulsory</b></p> <ul style="list-style-type: none"> <li>• 10 x 1 hour</li> </ul> <p><b>Assessment:</b> Group work, assignments, presentations, exam</p> <p>One option to be chosen:</p> <p>Eg. Irish Traditional Music, Global Citizenship Education, Literacy &amp; Numeracy Across the Curriculum, Arts Education, Drama in Education, History of Education, Citizenship &amp; Democracy, Youth Mental Health.</p>

## PME Programme Calendar 2023/24

Date	Event
29 <sup>th</sup> & 30 <sup>th</sup> August 2023	Year 2 Induction (including Advanced School Placement)
31 <sup>st</sup> August & 1 <sup>st</sup> September 2023	Year 2 Research Methods
31 <sup>st</sup> August & 1 <sup>st</sup> September 2023	Year 1 Induction
4 <sup>th</sup> – 8 <sup>th</sup> September 2023	Year 2 Advanced School Placement Observation period
11 <sup>th</sup> September 2023	Year 2 Advanced School Placement Teaching weeks begin
11 <sup>th</sup> September 2023	Semester 1 lectures start
23 <sup>rd</sup> – 27 <sup>th</sup> October 2023	Reading Week ( <b>no lectures</b> )
30 <sup>th</sup> October – 3 <sup>rd</sup> November 2023	School mid-term ( <b>no lectures</b> )
8 <sup>th</sup> December 2023	Year 2 Advanced School Placement Teaching Weeks end
11 <sup>th</sup> – 15 <sup>th</sup> December 2023	Year 2 Advanced School Placement Reflection & Action Planning period
1 <sup>st</sup> December 2023	Semester 1 lectures end
4 <sup>th</sup> – 15 <sup>th</sup> December 2023	Year 1 School Placement Observation period 1
15 <sup>th</sup> December 2023 – 2 <sup>nd</sup> January 2024	College vacation
8 <sup>th</sup> – 12 <sup>th</sup> January 2024	Year 1 School Placement Observation period 2
15 <sup>th</sup> January 2024	Year 1 School Placement Teaching Weeks start
22 <sup>nd</sup> January 2024	Semester 2 lectures start
12 <sup>th</sup> – 16 <sup>th</sup> February 2024	School mid-term ( <b>no lectures</b> )
4 <sup>th</sup> – 8 <sup>th</sup> March 2024	Reading Week ( <b>no lectures</b> )
12 <sup>th</sup> April 2024	Semester 2 lectures end
26 <sup>th</sup> April 2024	Year 1 School Placement Teaching Weeks end
20 <sup>th</sup> April – 3 <sup>rd</sup> May 2024	Year 1 School Placement Reflection & Action Planning period

## PME Submission and Examination Calendar 2023/24

### Year 1

Date	Event
TBC	Inclusive Education Assignment
TBC	Minor Pedagogy Assignment
TBC	Intro to Assess & Exams Assignment
TBC	Digital Learning
TBC	Applied Psychology in Education Assignment
TBC	Irish Ed. History & Policy Assignment
TBC	Major Pedagogy Assignment
Friday 10 <sup>th</sup> May 2024 by 5pm	Taisce

### Year 2

Date	Event
Friday 15 <sup>th</sup> September 2023	Submission of provisional Thesis Proposal
Friday 12 <sup>th</sup> January 2024 by 5pm	Taisce
TBC	Elective written Assignment
Friday 5 <sup>th</sup> April 2024	PME Thesis
Week of 8 <sup>th</sup> April 2024	Elective Presentations
TBC	Sociology of Education Assignment
TBC	Philosophy of Education Assignment
Week of 29 <sup>th</sup> April 2024 (During Examination period) [Additional contingency days may be required outside of the formal assessment week]	History of Education Examination

## 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 and Irish Educational History & Policy.

The tutorials for Introduction to Assessment and Examinations will take place on Tuesday afternoons from 3-4pm. Further details of these will follow at a later date.

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

Group	Time	Week of 18 Sep	Week of 25 Sep	Week of 2 Oct	Week of 9 Oct	Week of 16 Oct	Week of 6 Nov	Week of 13 Nov	Week of 20 Nov	Week of 27 Nov
Grp V Rm. 3105	12pm (Tues)	Psych	Policy		Psych	Policy		Psych	Policy	
Grp W Rm. 3105	10am (Wed)	Policy		Psych	Policy		Psych	Policy		Psych
Grp Y Rm. 3081	12pm (Wed)		Psych	Policy		Psych	Policy		Psych	Policy
Grp Z Rm. 3105	10am (Thurs)	Psych	Policy		Psych	Policy		Psych	Policy	

Year 2

Students will be assigned to 1 tutorial slot of the 2 available. Tutorials begin in week 2 of Semester 2. There are 6 tutorials in total over semester 2. These 6 tutorials comprise 3 tutorials each for the following modules: Sociology of Education and Educational Philosophy & Theory.

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

All Tutorials are on Tuesdays

Grp	Room	Time	30 Jan	6 Feb	20 Feb	27 Feb	12 Mar	19 Mar	26 Mar	2 Apr	9 Apr
Grp K	3105	1pm	Phil		Soc	Phil		Soc	Phil		Soc
Grp L	4050A	1pm		Soc	Phil		Soc	Phil		Soc	Phil

**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:

- Evaluate and critically apply subject knowledge and expertise in teaching, learning and assessment;
- Evaluate theoretical frameworks, models and research evidence to underpin and implement a research-informed approach to practice;
- Reflect critically on their professional practice, identify the unique role of the teacher as professional in providing for the holistic development of the whole person and act as a self-reflective autonomous professional;
- Synthesise the subject matter, pedagogical content and related methodologies of the subject specific curricula and understand how these can be made accessible to all pupils, while applying national curriculum specifications at Junior and Senior Cycle;
- Reflect on the aims, nature and purposes of education and identify the social, cultural and policy contexts in which the aims of education are defined and implemented.

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

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

- Identify how to plan, organise and implement lessons, and apply their knowledge in development of individual class plans 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 technologies;
- Identify and apply research informed approaches to integrating literacy and numeracy across the curriculum through innovative design of course content, teaching methodologies and assessment;
- Apply a range of appropriate classroom management and organisational skills to support effective, high-quality learning for all pupils;
- Identify the individual potential of pupils and their diverse experiences, backgrounds and learning styles to inform planning for teaching, learning and assessment and promote their holistic development;
- Apply and evaluate teaching, learning and assessment strategies, including assessment of and for learning, which respect the uniqueness, individuality and specific needs of pupils;
- Design course content, teaching methodologies and assessment practices to create safe, challenging and inclusive learning environments for their pupils;
- Facilitate a creative learning environment in which pupils may become active agents in their own learning and develop lifelong learning skills, by supporting and motivating pupils to take responsibility for their learning and celebrating examples of student effort and success;
- Identify the importance of developing professional relationships, through effective communication and engagement with pupils, parents, colleagues, school leaders, co-professionals and the wider community;
- Apply a range of digital technologies to facilitate effective teaching and assessment practices and assist pupils' learning and integrate the use of digital technologies within their practice to facilitate proficiency by pupils in digital literacy.

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

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

- Synthesise cross-curricular links and themes, including those relating to intercultural competence, wellbeing and global citizenship education and identify how these may relate to the life experience of their pupils;

- Integrate theory and practice, by applying their knowledge of learning theories, curriculum development and educational policy to enrich their professional practice and support student learning;
- Identify the core professional values of trust, integrity, care and respect as outlined in the *Code of Professional Conduct for Teachers*, develop an informed ethical position and ability to apply these values to their practice;
- Identify the legal and professional aspects of a teacher's position and responsibilities in relation to their pupils, applying knowledge of legislation relevant to the school and the classroom;
- Evaluate a range of scholarly perspectives relating to education through critical analysis of sources and present coherent arguments informed by research in an articulate, academic style;
- Interpret research evidence and show understanding of a range of research traditions to compose a dissertation in an appropriate scholarly format, while applying research skills to integrate new knowledge and understandings into their own practice and develop the role of teacher as researcher.

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

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

- Reflect on their professional practice and the learning of their students, through self-reflection, peer reflection in professional learning communities, engagement with constructive feedback from pupils and school management and critical engagement with research;
- Reflect on their own professional learning and demonstrate a commitment to lifelong professional learning to facilitate continuous development and improvement over the course of their career;
- Apply their knowledge and skills to participate constructively in the development of the school as a learning community and contribute to the development of educational standards and guidelines for the teaching profession.

### **Programme Structure**

The Professional Master of Education (PME) differs from many postgraduate degree programmes in that:

- it is primarily a programme of professional preparation that includes a substantial academic dimension at masters level;
- over half of the course is spent on placements in schools.

The programme 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 4 days a week, with sessions in School Placement on Tuesdays and Thursdays. During the Second Semester, you will participate in 12 weeks teaching (bookended by periods of Observation & Preparation *before* you begin teaching and a period of Reflection & Action Planning *after* your teaching weeks), attending late afternoon pedagogical support sessions in College every second week on a Monday, Tuesday, Wednesday or Thursday. These sessions are designed to maximise your learning and opportunities for reflection during School Placement and to facilitate the integration of theory with practice. (For further information, please refer to the *School Placement Handbook*). After the School Placement, 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 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. (For further information, please refer to the *School Placement Handbook*).

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 programme 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 a full Transcript of Results prior to acceptance on the programme.

### 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. **Modern Languages** may be allowed to do these as double pedagogy modules.

**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: [Registration - Teaching Council](#)

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, Maths and Science but the Teaching Council regulation website listed above maintains the definitive list which may be subject to change.

### **Digital Learning**

The Digital Learning 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 module see Digital Learning module outline below.

## 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 programme 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 programme is made up of the following components as shown in Table 1 and Table 2 below.

**Table 1: Assessment type and ECTS Year 1**

Subject	ECTS Year 1 Total=60 ECTS	Assessment Type
<b>Foundation Disciplines</b>		
Introduction to Assessment and Examinations in Post-Primary Education	5	Assignment
Applied Psychology in Education	5	Assignment
Irish Educational History and Policy	5	Assignment
Inclusive Education	5	Assignment
<b>Pedagogy</b>		
Major Pedagogy	5	Assignment
Minor Pedagogy	5	Assignment
<b>Professional Studies</b>		

Digital Learning	5	Assignments
<b>School Placement</b>		
School Placement	25	Minimum of 1 un-assessed and 2 assessed Visits*. Assessment of Taisce *School Placement visits will assess the class observed plus students' planning and reflection tasks in their School Placement Folder/Portfolio.

Table 2: Assessment type and ECTS Year 2

Subject	ECTS Year 2 Total=60 ECTS	Assessment Type
<b>Foundation Disciplines</b>		
Educational Philosophy and Theory	5	Essay
Sociology of Education	5	Essay
<b>Pedagogy</b>		
Major Pedagogy (Advanced)	20	Thesis (10,000 words)
<b>Electives</b>		
History of Education	5	Examination
Other Electives	5	Presentation and Written assignment
<b>School Placement</b>		
Advanced School Placement	25	Minimum of 1 un-assessed and 2 assessed Visits*. Assessment of Taisce *Advanced School Placement visits will assess the class observed plus students' planning and reflection tasks in their Advanced School Placement Folder/Portfolio.

For full details on School Placement assessment and relevant dates, please see School Placement Handbook 2023/24.

## Grade Bands

The grade bands for the PME are as follows:

Mark range	Grade
70% and above	First Class Honors*
60 – 69%	Second Class Honors, Upper Division
50 – 59%	Second Class Honors, Lower Division
40 – 49%	Third Class Honors
35 – 39%	F1
34% and below	F2

\* To secure a Professional Master of Education award with first class honours, students must achieve a final credit weighted average mark for the programme of at least 70%, which must include at least 70% or higher in the School Placement component.

## Requirements and Compensation

The final mark in the Professional Master of Education is based on the weighted average of the results for both Year 1 and Year 2. Students must achieve an overall pass mark, which is normally the credit-weighted average mark for all taught modules taken. A Pass mark on this programme is **40%** and above.

In order to obtain the PME, students must pass each component of the programme, 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 at the discretion of the Court of Examiners and this further period of School Placement which should be completed satisfactorily within the following two academic years on payment of the appropriate fee.

### 2. Dissertation:

Students are required to pass their dissertation. It is not possible to pass by compensation in this area. Students on the Masters course who do not achieve a pass mark in the dissertation, will be deemed to have failed the programme, and may apply to the School for permission to repeat the programme. Alternatively, such students may be awarded an associated Postgraduate Diploma in Educational Studies where they have accumulated at least 60 credits over the two-year programme.

**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 programme must successfully pass all of the requirements of the first year of the programme to progress to the second year. The Court of Examiners will meet at the end of the first year of the programme 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 in Educational Studies (exit award). In accordance with College regulations as set out in the Calendar Part III, graduates who have exited the programme with a Postgraduate Diploma may not subsequently apply to the Programme Committee for permission to rescind their Diploma and register for the programme 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 and a mark of at least 70% or higher in the dissertation.

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. Students are, however, eligible to secure Honours overall even if they have to repeat a particular component
11. **PME Award:** The Professional Master is awarded to students as per the Grade Bands above and is based on the weighted average of the results for both Year 1 and Year 2.

## Examination Procedures

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

The following regulations regarding what a student should do in the event of illness or other circumstances which could prevent them completing their examinations are taken from the College Calendar, Part III, Section 3.5. Please note in particular that if you fall ill **during** an examination, you must notify the chief invigilator in the examination venue.

### 3.5 Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/Directors.

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

The acceptance of medical or personal circumstances in such instances 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>.

## 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 assessments 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 through Blackboard on or before the last date specified on the Programme calendar. Course work handed in after the due date may be subject to a reduction of 10% of the mark awarded unless adequate grounds have been indicated in advance by a student to the

Programme Co-ordinator. 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 should be e-mailed to the PME ONLY to: [pme.admin@tcd.ie](mailto:pme.admin@tcd.ie)

## Prizes

There are three prizes given to graduating students on the PME programme. The Crawford Memorial prize is to the student with the highest overall grade. The ASTI prize is awarded 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 programme and not at the end of Year 1.

## School Placement

We advise all PME students to download the full booklet *Codes of Professional Conduct for Teachers* from [www.teachingcouncil.ie](http://www.teachingcouncil.ie). (For further detailed information, please refer to the *School Placement Handbook*).

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 & Preparation Period (Year 1)

Students should observe teaching and non-teaching activities during the Observation period. Students will complete two Observation & Preparation Handbooks based on their observations over this period.

## Notification of School Placement Visits

It is the current policy of the School of Education that you will be notified in advance of any 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*

Please see School Placement Handbook 2023/24 for further details.

## 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 applying 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 assessment: 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

<b>First Semester: Orientation</b>	31 <sup>st</sup> August & 1 <sup>st</sup> September 2023	Orientation with detailed focus on School Placement
<b>First Semester: Classes</b>	11 <sup>th</sup> September – 1 <sup>st</sup> December 2023 (inclusive)	School Placement classes 4 Hours twice per week
<b>First Semester: Observation</b>	4 <sup>th</sup> – 15 <sup>th</sup> December 2023 (inclusive)	<b>Structured Observation &amp; Preparation Period 1</b> Students observe a wide range of teaching and non-teaching activities. Students complete one Structured Observation Handbook during this period of time whilst observing school life and classes.
<b>Second Semester: Observation</b>	8 <sup>th</sup> – 12 <sup>th</sup> January 2024 (inclusive)	<b>Structured Observation &amp; Preparation Period 2</b> Students observe a wide range of teaching and non-teaching activities. Students complete a second Structured Observation Handbook during this period of time whilst observing school life and classes.
<b>Second Semester: Block Placement</b>	15 <sup>th</sup> January – 26 <sup>th</sup> April 2024 (inclusive)	<b>12 Teaching Weeks</b> Students must independently teach a <b>minimum of 9 hours in their Major subject per week</b> , over the 12 Teaching Weeks.  Students are required to teach at least one 'class' (i.e. whatever length a class is in the school) independently in their Minor Pedagogy subject per week, over the 12 Teaching Weeks (on top of the above 9 hours per week in their Major subject).  Students compile a School Placement Planning & Preparation Folder/Portfolio during this

		period which contains all lesson plans and Units taught during this School Placement block. Students will use their Planning Folder/Portfolio as the basis for their Taisce.
<b>Second Semester: Reflection week</b>	20 <sup>th</sup> April – 3 <sup>rd</sup> May 2024 (inclusive)	<b>Structured Reflection &amp; Action Week</b> (completed in school) Students use this week to reflect upon their School Placement. Students create an Action Plan for their Advanced School Placement and work on Thesis planning. Students collate plans for their Taisce based on their Planning Portfolio.

## School Placement Structure Year 2

<b>First Semester: Observation</b>	4 <sup>th</sup> – 8 <sup>th</sup> September 2023 (inclusive)	<b>Structured Observation &amp; Preparation Week</b> Student teachers will observe a wide range of teaching and non-teaching activities.
<b>Block Placement</b>	11 <sup>th</sup> September – 8 <sup>th</sup> December 2023 (inclusive)	<b>12 Teaching weeks</b> Student teachers must teach a minimum of 9 hours per week in their Major Pedagogy subject. Students are required to teach at least one 'class' (i.e. whatever length a class is in the school) in their Minor Pedagogy subject (on top of the above). Students compile an Advanced School Placement Planning & Preparation Folder/Portfolio during this period which contains all lesson plans and Units taught during this Advanced School Placement block. Students will use this as the basis for their Taisce, submitted at the end of the Advanced School Placement.
<b>Reflection week</b>	11 <sup>th</sup> – 15 <sup>th</sup> December 2023 (inclusive)	<b>Structured Reflection &amp; Action Planning Week</b> Students use this week to reflect upon their Advanced School Placement. Students create an Action Plan for their Induction as a Newly Qualified Teacher (NQT). Students collate their Taisce during this period.

\* 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.

## General Guidelines

### Referencing

#### Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 7<sup>th</sup> Edition. The full APA 7<sup>th</sup> Edition guide can be found through the Trinity Library:

[https://stella.catalogue.tcd.ie/iii/encore/record/C\\_Rb20328570\\_Smanual%20of%20the%20american%20psychological%20association\\_Orightresult\\_U\\_X6?lang=eng&suite=cobalt](https://stella.catalogue.tcd.ie/iii/encore/record/C_Rb20328570_Smanual%20of%20the%20american%20psychological%20association_Orightresult_U_X6?lang=eng&suite=cobalt)

[https://stella.catalogue.tcd.ie/iii/encore/record/C\\_Rb19055433?lang=eng&ivts=TX%2F0uLJPw46mGI2aZOjmIA%3D%3D&casts=mJN%2F3nXZlgNOBN6isNcAiQ%3D%3D](https://stella.catalogue.tcd.ie/iii/encore/record/C_Rb19055433?lang=eng&ivts=TX%2F0uLJPw46mGI2aZOjmIA%3D%3D&casts=mJN%2F3nXZlgNOBN6isNcAiQ%3D%3D)

If using citation software, you should format all entries as APA (7<sup>th</sup> Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7<sup>th</sup> Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

#### **IN-TEXT CITATIONS:**

When you reference another source, use an **IN-TEXT** citation in the main body of your submission. The APA citation style uses two types of in-text citations, **parenthetical**, and **narrative**.

**Parenthetical:** includes the author(s) and the date of publication within parentheses.

**Narrative:** links the author as part of the sentence with the date of publication (in parentheses).

Type of Author	Parenthetical:	Narrative:
1 Author	(Bruen, 2013)	According to Bruen (2013) ...
2 Authors	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that...
3-20 Authors	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that...
21+ Authors	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that...
Group/ Corporate Author	First time with an abbreviation: (Organisation for Economic Co-operation and Development [OECD], 2019)  Then all subsequent citations: (OECD, 2019)	According to the Organisation for Economic Cooperation and Development (OECD, 2019)...
Unknown Author	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks:  ( <i>How to Reference Correctly</i> , 2003)	In the book, <i>How to Reference Correctly</i> (2003) it is highlighted that...

### Direct Quotations:

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

#### 1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers' Organisation (INTO, 2022): "Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial" (p. 4).

**2. Direct Short Quotation with Parenthetical Reference:**

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).

**NOTE:** For quotes spanning multiple pages, use the abbreviation “pp.” and separate the page range with an en dash (e.g., pp. 47–48).

**3. Quoting References that Cite Other Works:**

It is preferable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.

**In text Citation:** Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler’s (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

**Reference List:** provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

**REFERENCE LIST CITATIONS:**

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

**Basic Format:**

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

**Reference list general rules:**

1. Begin your list of references on a new page, headed with the word “References” in bold at the top and centred;
2. References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left-hand margin, with subsequent lines indented 0.5 in.;
3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;
4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;
5. If there is no author given, start with the first significant word in the title;
6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);
7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;
8. Periodical titles should be written in full with both capital and lower case letters, and in italics;
9. Double space the entire list.

**What is a DOI / URL?**

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7<sup>th</sup> edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

<https://doi.org/xxxxx.....>

**Example:**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51.

<https://doi.org/10.1037/rev0000126>

### Single Vs. Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. <i>European Journal of Language Policy</i> , 5(1), 99–114. <a href="https://doi.org/10.3828/ejlp.2013.5">https://doi.org/10.3828/ejlp.2013.5</a>
2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i> , 3(2), 77–101. <a href="https://doi.org/10.1191/1478088706qp063oa">https://doi.org/10.1191/1478088706qp063oa</a>
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racism in Irish primary schools. <i>Race, Ethnicity and Education</i> , 11(4), 369–385. <a href="https://doi.org/10.1080/13613320802478879">https://doi.org/10.1080/13613320802478879</a>
21+ Authors	List by last names and initials; include the first 19 authors' names, insert an ellipsis (three dots) but no ampersand, and then add the final author's name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., ...Murray, C, J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204–1222. <a href="https://doi.org/10.1016/S0140-6736(20)30925-9">https://doi.org/10.1016/S0140-6736(20)30925-9</a>
Group/ Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list.	Organisation for Economic Co-operation and Development. (2019). <i>Education at a glance 2019: OECD indicators</i> . OECD Publishing. <a href="https://doi.org/10.1787/f8d7880d-en">https://doi.org/10.1787/f8d7880d-en</a> .

Unknown Author:	Move the title of the work to the beginning of the references; follow with the date of publication.	<i>How to Reference Correctly</i> . (2003). Merriam-Webster.
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### **EXAMPLES OF REFERENCES FROM DIFFERENT SOURCES:**

#### **1. Textual Works:**

##### **1.1. Periodicals:**

##### **Article without DOI:**

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

##### **Article with DOI/URL:**

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, 5(2), 131–144. <https://doi.org/10.1080/14708470508668889>

##### **Magazine Article without DOI:**

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86–93.

##### **Magazine Article with DOI/URL:**

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*. [http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single\\_page=true](http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true)

##### **Newspaper Article without DOI:**

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

##### **News Article with DOI/URL:**

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*. <https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html>

##### **Special Issue of a Journal**

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 24(10). <https://doi.org/10.1080/13670050.2021.1909452>

#### **1.2. Books and Reference Works:**

**Book without DOI:**

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative dissertation: A road map from beginning to end*. Sage.

**Book with DOI/URL:**

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism*.

Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788929899>

**Edited Book without DOI:**

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge.

**Edited Book with DOI/URL:**

Triandafyllidou, A. (Ed.). (2018). *Handbook of migration and globalisation*. Edward Elgar.

<https://doi.org/10.4337/9781785367519>

**Chapter in a Book without DOI:**

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global perspective* (pp. 228–245). McGraw-Hill Higher Education.

**Chapter in a Book with DOI/URL:**

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic frame. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 272–288). Routledge. <https://doi.org/10.4324/9781315669816>

**Electronic/ Kindle/ Audio Books without a DOI or database URL:**

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

**1.3. Reports****ERIC Document**

Asio, J. M. R., & Gadia, E. D. (2019). *Awareness and understanding of college students towards teacher bullying: Basis for policy inclusion in the student handbook* (ED595107). ERIC. <https://eric.ed.gov/?id=ED595107>

**Government Report (Group Author)**

United States Government Accountability Office. (2019). *Performance and accountability report: Fiscal year 2019*. <https://www.gao.gov/assets/710/702715.pdf>

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

### Government Report (Individual Author)

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Health Canada, Statistics Canada, Canadian Institute for Health Information. <https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf>

Pearson, C. (2015). *The impact of mental health problems on family members*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf>

## 2. Reviews

### Book Review without DOI:

King, N. (2009). The psychology of personal constructs [Review of the book *George Kelly: The psychology of personal constructs*, by T. Butt]. *History & Philosophy of Psychology*, 11(1), 44–47.

### Book Review with DOI/URL:

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book *Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations Across a Range of Genres*, by Healy, M., Matthews, K., & Cook-Sather, A.]. *Frontiers in Education*, 6 (6), 58–59. <https://doi.org/10.3389/feduc.2021.649647>

## 3. Reference Sources:

### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author)

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10<sup>th</sup> ed., pp. 499-500). Merriam-Webster, Incorporated.

### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. [https://doi.org/10.1007/978-3-319-32001-4\\_7-1](https://doi.org/10.1007/978-3-319-32001-4_7-1)

## 4. Dissertations

### Unpublished Dissertation:

O'Regan, M. (2022). *Networked in or networked out? Learners' experiences of completing a PhD on a part-time basis* [Unpublished doctoral dissertation]. University of Dublin.

## 5. Other Electronic Sources

### Webpage on a website:

National Institute of Mental Health. (2018, July). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

**Film or Movie:**

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

**TV Series:**

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). *Game of thrones* [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

**TV Series Episode:**

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). Cooking the books (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), *Black books*. Big Talk.

**Data-set:**

Grantmakers in the Arts. (2019). *Arts funding trends, United States, 1994-present* (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. <https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337>

**PowerPoint Slides:**

Jones, J. (2016, March 23). *Guided reading: Making the most of it* [PowerPoint slides]. SlideShare. <https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it>

**Online Forum Post:**

Lowry, L. [Lois-Lowry]. (2015, June 18). *Hi reddit! I am Lois Lowry, author of The Giver - AMA!* [Online forum post]. Reddit. <https://bit.ly/2CoiOTq>

**Tweet:**

National Geographic [@NatGeo]. (2020, January 12). *Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers* [Tweet]. Twitter. <https://twitter.com/NatGeo/status/1216346352063537154>

**Blog Post:**

Flores, N. (2020, August 26). *Nice white parents and dual language education* [Blog post]. The Educational Linguist. <https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/>

**Podcast:**

Meraji, S. M., & Demby, G. (Hosts). (2016–present). *Code switch* [Audio podcast]. National Public Radio. <https://www.npr.org/podcasts/510312/codeswitch>

**Podcast Episode:**

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425) [Audio podcast episode]. In *Inside Education*. Spotify.

<https://open.spotify.com/episode/2rh0P2YRNOpFRrtPaqjF2H>

## 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 programme 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](http://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/](http://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://itservices/help/it-service-desk-contact.php>) where problems can be reported or advice sought. Information for New Students is available at: <http://itservices/getting-started/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).

## Student Supports

### Students with Disabilities

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email [askds@tcd.ie](mailto:askds@tcd.ie) or visit the Disability Service [Contact page](#).

<https://www.tcd.ie/disability/contact/>

<https://www.tcd.ie/disability/current/Postgrad.php>

### Student Counselling

Website: [http://www.tcd.ie/Student\\_Counselling/](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/](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](mailto:pgsupp@tcd.ie)

### What?

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

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

### Careers Advisory Service

Website: <http://www.tcd.ie/Careers/>

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

### College Health Service

Website: [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)

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

### Graduate Students Union

Website: <http://www.tcdgsu.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. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; the President (Gisele Scanlon) and the Vice-President (Abhisweta Bhattacharjee). As the head and public face of the Union, the President is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. The Vice President 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](mailto:president@gsu.tcd.ie), or [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie)

### **College Chaplaincy**

Website: <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.

### **Inclusive Curriculum Project**

Website: <http://www.tcd.ie/equality/projects/inclusive-curriculum/>

Trinity's student population is increasingly diverse, with growing numbers from different socio-economic, ethnic, cultural and learning backgrounds, as well as students with disabilities, LGBTQ+ students, and mature students. An inclusive curriculum supports Trinity's commitment to academic freedom alongside its commitment to quality of teaching and research.

Commenced in October 2020, the mandate of Trinity Inclusive Curriculum (Trinity-INC) Project is to embed principles of diversity, equality and inclusion across all curricula at Trinity College Dublin.

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## Module Descriptors

### School Placement

#### 1. Module Code

EDPT7911

#### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME programme

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

Postgraduate

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

This is a 26-week module which runs throughout the academic school year.

Semester 1 – 10 weeks x two 2 hour classes each week with tasks to complete each week

Semester 2 – 16 weeks (12 teaching weeks) x 5 full days each week in school (School Placement; Teaching Weeks bookended by periods of Observation & Preparation and Reflection & Action Planning)

Total student effort: 625 hours

#### 5. ECTS Value

25 ECTS

#### 6. Rationale and Aims

##### Aims

Initial Teacher Education (ITE) 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 post primary 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 their own experiences as a source of knowledge. Students will develop skills to employ active, creative and inclusive planning and practices. Students will be encouraged to develop their skills in reflection in an

attempt to better understand their practice. Engaging in the process of portfolio-based learning through the Taisce enables the student teacher to reflect on their professional learning, and to identify and plan for areas in which they may need further support or guidance. 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, spiral, iterative 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 inclusive teaching, learning and assessment, to gain practice in teaching, and to apply theory in a variety of teaching situations.

### 7. Learning Outcomes

Students are facilitated through a range of appropriate teaching, learning and assessment approaches to become inclusive, articulate, inquisitive, creative 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 creative, inclusive and 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.

On successful completion of the module, students should be able to:

- assess, plan, implement and evaluate structured teaching and learning episodes that are inclusive by design, 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;
- evaluate the application of inclusive education principles in the classroom, and discuss how to promote an inclusive learning and teaching environment showing awareness of and facilitating individual pupil needs;

- demonstrate an understanding of culturally responsive pedagogy, which will enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens; in particular in relation to working in inclusive, culturally diverse classrooms;
- engage constructively with feedback from their college placement supervisor, *treoraí* (cooperating teacher) and/or mentor, and principal teacher and demonstrate growth in his/her professional identity as a student teacher;
- have due regard to the ethical values and professional standards set out in the Teaching Council's Graduate Standards, the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.

#### 8. Module Content and Structure

The School Placement module (EDPT7911) in the first year of the PME is a taught module in the first semester (4 hours per week for 10 weeks). The taught module is designed to help students to prepare for their first School Placement. The taught module begins with Introductory School Placement sessions during the PME Orientation which runs at the beginning of the first semester.

In keeping with the Teaching Council's *Céim: Standards for Initial Teacher Education* (2020), the module is developed with the seven core elements of *Céim* in mind. These seven core elements are key areas of study which are included in the PME through both the Foundation Studies and Professional Studies modules also. These seven core elements also underpin all aspects of the School Placement module. This ensures that students encounter threshold concepts in a spiral, iterative manner across the programme.

- Inclusive Education: With reference to Inclusive Education as outlined in the Glossary, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.
- Global Citizenship Education: to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.
- Professional Relationships and Working with Parents: (to include working with parents, pupils, peers, external agencies and others; preparing for school placement; the school as a learning community; and legislation relevant to the school and classroom).

- Professional Identity and Agency: to include support for the development of the teacher as a self- reflective autonomous professional who demonstrates the four values outlined in the Code of Professional Conduct for Teachers, and the teacher as a lifelong learner (and Treoraí) in relation to the continuum of teacher education.
- Creativity and Reflective Practice: (to include fostering a creative mindset among student teachers, teachers as reflective practitioners; teachers as innovators; teachers as researchers; teachers' relationship with the school as a learning community and the development of Taisce to support the process of portfolio-based learning).
- Literacy and Numeracy: Programme design shall ensure that student teachers are afforded opportunities to enhance their own literacy and numeracy and are required to demonstrate an acceptable level of proficiency in literacy and numeracy. Students shall be required to demonstrate their competence in teaching and assessing literacy and numeracy appropriate to their curricular/subject area(s).
- Digital Skills, to include Digital Literacy: the use of digital technologies to support teaching, learning and assessment for all learners; the integration of digital skills across the programme including opportunities for student teachers to explore new and emerging technologies.

Refer to: *Céim: Standards for Initial Teacher Education* (Teaching Council, 2020). Available at: <https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for-initial-teacher-education.pdf>

### **Semester 1: Orientation & Preparation**

The PME Orientation, held at the start of the first semester, has a theme of 'Becoming'. It focuses on the lifelong learning that is required to 'become' a post primary teacher. The Orientation provides a general overview of the PME programme and equips students for their introduction to teaching in the classroom. There is an emphasis on active, creative and inclusive classroom teaching, learning and assessment methods. Introductory pedagogy modules begin during the PME Orientation when students meet with their specific Pedagogy coordinators. The Orientation 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 both a planning portfolio and a Taisce. There is also a workshop on writing at master's 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 Taisce and associated portfolio work, which will feed directly into all aspects of their professional and academic studies, and potentially providing the basis for their research project in Year 2.

### **Semester 1: Taught Element of School Placement**

The taught element of the School Placement module is led by the School Placement Coordinator. Utilising a Partnership model, during the School Placement module, student teachers will also hear from a wide variety of stakeholder voices, including school leaders, practicing post primary teachers, students and parents. 'The school as a learning community' is a key theme underpinning both the Orientation programme and the module and will cover such areas as legislation relevant to school and classroom, the teacher and external agencies, early childhood education, transition to post primary schools, parents in education, global citizenship, inclusive education, the teacher as a professional and the teacher as a creative and reflective practitioner.

School Placement sessions continue on a weekly basis for the duration of the first semester (10 weeks). These seminars take a spiral approach to learning, gradually building students' capacity to plan, implement and evaluate structured teaching, learning and assessment episodes that are inclusive by design. This process will begin with the introduction of concepts such as Learning Intentions, Curricular Objectives, and AfL/AoL/AaL. Various School Placement sessions will also involve small-group microteaching, with peer feedback. In this way, students' understanding of the key concepts that underpin inclusive lesson design is reinforced and solidified during each session, allowing for a logical progression from simple to more complex ideas. Students also engage in microteaching in their Pedagogy Strands so that they can gain feedback in a subject specific manner.

The module is designed in keeping with the seven core elements of *Céim* (Teaching Council's *Céim: Standards for Initial Teacher Education* (2020)). For a specific outline of the taught content of this module, please refer to the *School Placement Handbook*

#### **9. Teaching and Learning Methods**

Blended: predominantly face to face, in person teaching, with some online elements.

#### **10. 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.

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

The Year 1 School Placement module is assessed by continuous assessment before, during and after the in-school element of School Placement. As student teachers are preparing to go on School Placement, student teachers must engage with and complete a number of hurdle tasks, *before* they can go in schools for School Placement. Whilst on School Placement itself, student teachers must continually plan for all lessons that they teach and engage in reflective writing practice. At the end of School Placement, student teachers must engage in a Reflection & Action Planning week, and they must submit their Taisce.

#### **Hurdle Tasks (Prior to going on School Placement)**

Prior to School Placement, students must complete a number of hurdle tasks. These hurdle tasks are specifically designed to ensure that the student is ready and prepared to undertake School Placement. These hurdle tasks include:

- Uploading of Consent Form to Blackboard
- Uploading of School Timetable to Blackboard
- Garda vetting completed
- Regular and consistent attendance at the weekly School Placement sessions
- Preparation & Planning Tasks completed (Teaching Philosophy) - Creation and uploading of a Teaching Philosophy to Blackboard (this is a work in progress which will be worked on throughout the course and as such, the uploaded Teaching Philosophy is a first iteration)
- Completion of two Tusla online programmes i.e., Children First and Mandated
- Persons online courses and two certs uploaded to Blackboard
- Completion and uploading of two Observation & Preparation Handbooks and Attendance Sheets

#### **During Teaching Weeks**

Whilst on School Placement, student teachers must continually plan for all lessons and Units of Learning that they teach and engage in reflective writing practice.

**Planning Requirements**

- A Unit of Learning must be created and completed for each group before you teach it – uploaded to Blackboard.
- A Lesson plan to be created and ready in advance of teaching every lesson – uploaded to Blackboard by the previous evening at 8 p.m. at the latest

**Reflective Writing Requirements**

Student teachers must engage with reflective writing requirements whilst on School Placement i.e.:

- Critical Reflection after every Unit of Learning – uploaded to Blackboard
- One Post Lesson Reflection (PLR) after every lesson plan – uploaded to Blackboard
- One Weekly Reflection per week (i.e. 12) – uploaded to Blackboard
- Taisce uploaded to Blackboard

**School Placement Visits**

During School Placement, student teachers will receive a minimum of **three visits** from School Placement Tutors (SPT) as follows:

- Visit 1 - **Announced, Ungraded**, Formative School Placement Assessment Visit
- Visit 2 - **Announced, Graded** School Placement Visit
- Visit 3 - **Announced, Graded** School Placement Visit

Whilst on School Placement, students are formally assessed on six areas i.e.:

- Quality of Preparation & Planning
- Quality of Teaching
- Quality of Student Learning
- Quality of Assessment
- Quality of the Learning Environment (to include Classroom Management)
- Quality of Reflection

Please refer to the School Placement Handbook for further information. Continuous assessment is used throughout School Placement assessing the student's School Placement Planning & Preparation folder/portfolio and Taisce. Students receive constructive oral and

written feedback according to prescribed categories of performance following each of the above visits.

Assessment in the School Placement module is as follows:

- 2 announced, graded visits from School of Education Tutors (80%);
- Assessment of the Taisce encapsulates the principles of Universal Design for Learning. The student teacher selects relevant items from their planning folder as a focus for the assessment. These items should best represent their transformation over the year. A rationale for why and how this selection represents their transformation or significant change over the year will be assessed by the School Placement team and an Action Plan for Advanced School Placement. During this module of School Placement, the student teacher shall, through the use of their Taisce:
  - Demonstrate an understanding of inclusive education as applicable to that context
  - Demonstrate an understanding of working with parents (20%)

The two assessed visits account for 80% and the assessment of the Taisce accounts for 20% of the final School Placement mark.

#### **Other Important Points to Note:**

Due to its critical importance and relevance to entering the teaching profession, a student teacher is required to pass the School Placement element of the PME programme independently of any other element of the programme, to achieve the qualification being awarded.

Students who fail a module of School Placement shall be offered support before being afforded not more than one opportunity to repeat that placement, with due regard to the College's Fitness to Practice code (Céim: Standards for Initial Teacher Education, Teaching Council, 2020).

#### **Diversity of Placement Settings**

School Placement must comprise a minimum of two placement settings over the two years of the programme, and must incorporate a variety of teaching situations, class levels and school contexts, including Irish medium schools.

Therefore, **students must secure a different school for their Advanced School Placement in Year 2.**

## 12. Pass Requirement

40%

There is no compensation in this module. The School Placement module must be passed in the PME.

## 13. Recommended Reading Materials / Indicative Resources

Black, P., Harrison, C., Lee, C., Marshall, B., and William, D. (2003). *Assessment for Learning: Putting it into Practice*. Open University Press.

Black, P., Harrison, C., Lee, C., Marshall, B., and William, D. (2004). *Working inside the Black Box: Assessment for Learning in the Classroom*. London.

Cheminais, R. (2008). *Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide*. David Fulton.

Cohen, L., Manion, L., and Morrison, K. (2004). *A Guide to Teaching Practice*. 5th edition. Routledge Falmer.

Department of Education & Science (2022). *Looking at Our Schools*. Stationery Office.

Dewey, J. (1997). *Experience and Education*. Pocket Books.

Griffith, A. and Burns, M. (2012). *Outstanding Teaching: Engaging Learners*. Crown House Publishers.

Devine, D., Fahie, D., & McGillicuddy, D. (2013). What is 'good' teaching? Teacher beliefs and practices about their teaching, *Irish Educational Studies*, 32(1), pp. 83-108.

Hagger, H. and McIntyre, D. (2007). *Improving Learning through Consulting Pupils*. Routledge.

Hargreaves, A. and Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Routledge.

Hattie, J.A.C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. Routledge.

Hattie, J.A.C. (2012). *Visible learning for teachers. Maximizing impact on achievement*. Routledge.

Hattie, J.A.C. & Yates, G. (2014). *Visible Learning and the Science of how we Learn*. Routledge.

Healey, M. and Healy, R. (2020). *Embedding Active Learning Into Your Teaching Practice*.

Heriot-Watt University, Watt Works Quick Guides. Available at:

[https://www.ed.ac.uk/sites/default/files/atoms/files/hwu\\_-\\_embedding\\_active\\_learning\\_into\\_your\\_teaching\\_practice.pdf](https://www.ed.ac.uk/sites/default/files/atoms/files/hwu_-_embedding_active_learning_into_your_teaching_practice.pdf)

- Hopkins, B. (2011). *The Restorative Classroom Using Restorative Approaches to Foster Effective Learning*. A Speechmark Book.
- Huddleston, P., Brooks, V. and Abbott, I. (2019). *Preparing To Teach In Secondary Schools: A Student Teacher's Guide To Professional Issues In Secondary Education*. Open University Press.
- Isenberg, J.P. and Jalongo, M.R. (2017). *Creative Thinking and Arts-Based Learning – Preschool through Fourth Grade*. 6th edition. Pearson.
- Kyriacou, C. (2018). *Essential Teaching Skills 5th Edition*. Oxford University Press.
- Mercer, N. (2008). Classroom dialogue and the teacher's role. *Education Review*, 21(1), pp. 60-65.
- Petty, G. (2014). *Teaching Today*. 5<sup>th</sup> Edition. Oxford.
- Robinson, K. (2001). *Out of Our Minds: Learning to Be Creative*. Capstone.
- Schon, D. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Ashgate Publishing Limited.
- School of Education Trinity College Dublin (2022). *PME Programme Handbook*.
- School of Education Trinity College Dublin (2022). *School Placement Handbook*.
- School of Education Trinity College Dublin (2022). *PME Thesis Handbook*.
- Spendlove, D. (2011). *Putting Assessment for Learning into Practice*. Continuum.
- Taylor, R. L., Smiley, L. and Richards, S., B. (2012). *Exceptional Students: Preparing Teachers for the 21st Century*. McGraw Hill.
- Teaching Council (2016). *Code of Professional Conduct for Teachers Updated 2<sup>nd</sup> Edition*. Available at: <https://www.teachingcouncil.ie/en/publications/fitness-to-teach/code-of-professional-conduct-for-teachers1.pdf>
- The Teaching Council of Ireland (2016). *Cosán: Framework for Teachers' Learning*. Available at: <https://www.teachingcouncil.ie/en/publications/teacher-education/cosan-framework-for-teachers-learning.pdf>
- The Teaching Council (2017). *Droichead: The Integrated Professional Induction Framework*. Available at: <https://www.teachingcouncil.ie/en/fileupload/droichead-2017/droichead-the-integrated-professional-induction-policy.pdf>
- The Teaching Council (2020). *Céim: Standards for Initial Teacher Education*. Available at: <https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for-initial-teacher-education.pdf>
- The Teaching Council (2021). *Guidance for Registered Teachers about the Use of Social Media and Electronic Communication*. Available at: <https://www.teachingcouncil.ie/en/publications/fitness-to-teach/guidance-for-registered-teachers-about-the-use-of-social-media-and-electronic-communication.pdf>

The Teaching Council of Ireland (2021). *Guidelines on School Placement Updated*. Available at: <https://www.teachingcouncil.ie/en/publications/ite-professional-accreditation/school-placement-guidelines-updated-march-2022.pdf>

Walsh, B. and Dolan, R. (2009). *A Guide to Teaching Practice in Ireland*. Gill and Macmillan.

#### 14. 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.

#### 15. Module Coordinator

Dr. Louise Heeran Flynn

#### 16. Module Teaching Team

Dr. Louise Heeran Flynn and members of the full time and part time staff in the School of Education as well as external guest speakers.

## Advanced School Placement

### 1. Module Code

EDPT8911

### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME Programme

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

Postgraduate

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

First semester: Advanced School Placement – 5 days per week for 12 weeks (with Teaching Weeks bookended by periods of Observation & Preparation and Reflection & Action Planning).

625 hours of total student effort

### 5. ECTS Value

25 ECTS

### 6. Rationale and Aims

#### Aims

This Advanced School Placement module incorporates the concepts, principles and core values of Initial Teacher Education, particularly in terms of its focus on research-led and research-informed professional standards and practice in post primary 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, inclusive, proactive and responsive to the holistic needs of pupils, 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 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 Master of 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 post primary school teachers. This module builds on the 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.

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

#### *Planning and Practice*

- plan and run lessons: devise and (safely) implement individual class plans and Units of Learning/Units of Learning that are inclusive by design, 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, teach and assess students' learning in diverse classes: demonstrate an awareness of the needs of both the whole class and the individual pupil and an ability select and employ appropriate knowledge, skills and techniques to monitor students' learning, using established protocols for both summative and formative assessment;
- 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 and learning: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for inclusive and engaging teaching and learning;
- establish and maintain a positive classroom environment and foster good relationships with and among pupils, thereby assisting in the facilitation of the development of

positive self-esteem to counter/prevent bullying, through good class management techniques.

### *Professional Relationships*

- participate, collaborate and contribute within a professional team, demonstrating knowledge and understanding of the importance of sharing professional learning in a collegial manner to support and enhance teaching and learning;
- develop effective, ethical and appropriate communication skills in order to engage with pupils, parents/carers, colleagues, student teachers, the school principal, school management, co-professionals and the wider community.

### *Research and Reflection*

- reflect critically on their own practice and identify areas of focus for future professional development within and beyond the Droichead framework, demonstrating a professional commitment to seeking, accepting and acting upon constructive advice as a means of improving practice;
- develop informed opinions and positions, drawing on knowledge and understanding of the foundation modules and relevant extant research as well as generating their own research through identification, critical analysis and integration of new knowledge regarding curriculum, pedagogy and assessment into their practice, facilitated through the development of their Taisce, and with reference to the Teaching Council Code of Conduct of Professional Practice;
- 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

The Advance School Placement module (EDPT8911) in the second year of the PME is designed to build upon its precursor, the School Placement module (EDPT7911) in the first year of the PME. In the Advanced School Placement module, students meet key threshold concepts in a spiral, iterative model as they work towards become inclusive, responsive, creative and reflective practitioners.

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 facilitates a creative, inclusive and reflective practitioner approach to the teaching, learning and assessment 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.

Similar to the Year 1 School Placement module, the Advanced School Placement module is designed in keeping with the Teaching Council's *Céim: Standards for Initial Teacher Education* (2020), the module is developed with the seven core elements of *Céim* in mind. These seven core elements are key areas of study which are included in the PME through both the Foundation Studies and Professional Studies modules also. These seven core elements also underpin all aspects of the School Placement module. This ensures that students encounter threshold concepts in a spiral, iterative manner across the programme.

- **Inclusive Education:** With reference to Inclusive Education as outlined in the Glossary, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.
- **Global Citizenship Education:** to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.
- **Professional Relationships and Working with Parents:** (to include working with parents, pupils, peers, external agencies and others; preparing for school placement; the school as a learning community; and legislation relevant to the school and classroom).
- **Professional Identity and Agency:** to include support for the development of the teacher as a self-reflective autonomous professional who demonstrates the four values outlined in the Code of Professional Conduct for Teachers, and the teacher as a lifelong learner (and Treoraí) in relation to the continuum of teacher education.
- **Creativity and Reflective Practice:** (to include fostering a creative mindset among student teachers, teachers as reflective practitioners; teachers as innovators; teachers as researchers; teachers' relationship with the school as a learning community and the development of Taisce to support the process of portfolio-based learning).

- **Literacy and Numeracy:** Programme design shall ensure that student teachers are afforded opportunities to enhance their own literacy and numeracy and are required to demonstrate an acceptable level of proficiency in literacy and numeracy. Students shall be required to demonstrate their competence in teaching and assessing literacy and numeracy appropriate to their curricular/subject area(s).
- **Digital Skills, to include Digital Literacy:** the use of digital technologies to support teaching, learning and assessment for all learners; the integration of digital skills across the programme including opportunities for student teachers to explore new and emerging technologies.

Refer to: *Céim: Standards for Initial Teacher Education* (Teaching Council, 2020). Available at: <https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for-initial-teacher-education.pdf>

### *Semester 1: Welcome Back Orientation & Preparation for Advanced School Placement*

Before the students begin their Advanced School Placement, Year 2 students return to campus for a four-day Welcome Back Orientation & Preparation for Advanced School Placement.

During these four days, students revisit key threshold concepts from their programme and prepare to begin their Advanced School Placement. 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 Advanced School Placement, the Welcome Back Orientation & Preparation for Advanced School Placement module in year 2 will support, extend and develop students' professional growth as a student teacher, through a series of workshops and sessions.

The PME Welcome Back Orientation & Preparation for Advanced School Placement programme, held at the start of the first semester, continues to explore the theme of 'Becoming'. It gives renewed focus to the concept of lifelong learning that is required to 'become' a post primary teacher. The programme provides a general overview of Advanced School Placement requirements and equips students for their second School Placement experience. There is an emphasis on active, creative and inclusive classroom teaching, learning and assessment methods. Advanced Pedagogy modules begin during the programme when students meet up again with their specific Pedagogy coordinators.

Students will also meet with the PME Thesis coordinator for a two-day workshop where they focus their attention on their PME thesis. Research-oriented activities are designed to prepare students for their Taisce and associated portfolio work, which will feed directly into all aspects

of their professional and academic studies, and potentially providing the basis for their research project in Year 2. Specific sessions on research methods will be featured during the 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.

The programme includes revision of key topics such as positive classroom and behaviour management, inclusive planning, communication skills, voice protection and management, reflective writing, stress and stress management, assessment, and revision of their planning portfolio and Taisce.

### *Semester 1: Taught Element of Advanced School Placement*

The Welcome Back Orientation and Preparation sessions will be complemented by a series of Advanced School Placement support seminars that will be held on a bi-weekly basis for the duration of the 10-week block.

This element of the module includes *four* Advanced School Placement online sessions which are 'bookended' by *one* online Structured Observation & Preparation webinar in Structured Observation & Preparation Week, and *one* Reflection & Debriefing webinar in Reflection & Debriefing Week.

The taught element of the Advanced School Placement module is led by the School Placement Coordinator. Utilising a Partnership model, during the School Placement module, student teachers will also hear from a wide variety of stakeholder voices, including school leaders, practicing post primary teachers, students and parents.

Advanced School Placement sessions continue on a bi-weekly basis for the duration of the first semester (10 weeks). These seminars take a spiral approach to learning, building on students' capacity to plan, implement and evaluate structured teaching, learning and assessment episodes that are inclusive by design. This process will begin with the revisiting of several key concepts, as well as allowing students to request revision of specific areas of content. Sessions also afford students the opportunity to reflect in a collaborative manner and voice their shared experiences of Advanced School Placement.

Similar to the School Placement module, the Advanced School Placement module is designed in keeping with the seven core elements of *Céim* (Teaching Council's *Céim: Standards for Initial Teacher Education* (2020)). The taught element of this Advanced School Placement module includes sessions delivered at Welcome Back Orientation & Preparation plus *five* Advanced School Placement online sessions which are 'bookended' by *one* online Structured Observation

& Preparation webinar in Structured Observation & Preparation Week, and *one* Reflection & Debriefing webinar in Reflection & Debriefing Week. For a specific outline of the taught content of this module, please refer to the *School Placement Handbook*.

#### 9. Teaching and Learning Methods

Online and in-person teaching

#### 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 Advisory Service, Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NIPT.

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

The Year 2 Advanced School Placement module is assessed by continuous assessment before, during and after the in-school element of Advanced School Placement. As student teachers are preparing to go on Advanced School Placement, student teachers must engage with and complete a number of hurdle tasks, *before* they can go in schools for Advanced School Placement. Whilst on Advanced School Placement itself, student teachers must continually plan for all lessons that they teach and engage in reflective writing practice. At the end of Advanced School Placement, student teachers must engage in a Reflection & Action Planning week, and they must submit their Taisce.

#### **Hurdle Tasks (Prior to going on Advanced School Placement)**

Prior to Advanced School Placement, students must complete a number of hurdle tasks. These hurdle tasks are specifically designed to ensure that the student is ready and prepared to undertake Advanced School Placement. These hurdle tasks include:

- Uploading of Consent Form to Blackboard
- Uploading of School Timetable to Blackboard
- Garda vetting still valid
- Attendance at the Welcome Back Orientation & Preparation sessions
- Completion and uploading of one Observation & Preparation Handbook and Attendance Sheets for Structured Observation & Preparation week

### During Teaching Weeks

Whilst on Advanced School Placement, student teachers must continually plan for all lessons and Units of Learning that they teach and engage in reflective writing practice.

### Planning Requirements

A Unit of Learning must be created and completed for each group before you teach it – uploaded to Blackboard.

A Lesson plan must be created and ready in advance of teaching every lesson – uploaded to Blackboard by the previous evening at 5 p.m. at the latest

### Reflective Writing Requirements

Student teachers must engage with reflective writing requirements whilst on Advanced School Placement i.e.:

- Critical Reflection after every Unit of Learning – uploaded to Blackboard
- One Post Lesson Reflection (PLR) after every lesson plan – uploaded to Blackboard
- One Weekly Reflection per week (i.e., 12) – uploaded to Blackboard
- One Reflection & Action Planning Handbook completed in Reflection period – uploaded to Blackboard
- Taisce uploaded to Blackboard

### Advanced School Placement Visits

During Advanced School Placement, student teachers will receive **three visits** from School Placement Tutors (SPT) as follows:

- Visit 1 - **Announced, Ungraded**, Formative School Placement Assessment Visit
- Visit 2 - **Announced, Graded** School Placement Visit
- Visit 3 - **Announced, Graded** School Placement Visit

Whilst on Advanced School Placement, students are formally assessed on **six areas** i.e.:

- Quality of Preparation & Planning
- Quality of Teaching
- Quality of Student Learning
- Quality of Assessment
- Quality of the Learning Environment (to include Classroom Management)
- Quality of Reflection

Please refer to the School Placement Handbook for further information. Continuous assessment is used throughout Advanced School Placement assessing the student's Advanced School Placement Planning & Preparation folder and Taisce. Students receive constructive oral and written feedback according to prescribed categories of performance following each of the above visits.

Assessment in the Advanced School Placement module is as follows:

- 2 announced, graded visits from School of Education Tutors (80%)
- Assessment of the Taisce encapsulates the principles of Universal Design for Learning. The student teacher selects relevant items from their planning folder as a focus for the assessment. These items should best represent their transformation over the year. A rationale for why and how this selection represents their transformation or significant change over the year will be assessed by the School Placement team and an Action Plan for Advanced School Placement. During this module of School Placement, the student teacher shall, through the use of their Taisce:
  - Demonstrate an understanding of inclusive education as applicable to that context
  - Demonstrate an understanding of working with parents (20%)

The two assessed visits account for 80% and the assessment of the Taisce accounts for 20% of the final Advanced School Placement mark.

**Other Important Points to Note:**

Due to its critical importance and relevance to entering the teaching profession, a student teacher is required to pass the School Placement element of the PME programme independently of any other element of the programme, to achieve the qualification being awarded.

Students who fail a module of School Placement shall be offered support before being afforded not more than one opportunity to repeat that placement, with due regard to the College's Fitness to Practice code (Céim: Standards for Initial Teacher Education, Teaching Council, 2020).

## Diversity of Placement Settings

School Placement must comprise a minimum of two placement settings over the two years of the programme, and must incorporate a variety of teaching situations, class levels and school contexts, including Irish medium schools.

Therefore, **students must secure a different school for their Advanced School Placement in Year 2.**

### 12. Pass Requirement

40%

There is no compensation in this module. The Advanced School Placement module must be passed on the PME.

### 13. Recommended Reading Materials / Indicative Resources

Booth, A., Doyle, E. & O'Reilly., A. (2023). School-based health promotion to improve mental health literacy: a comparative study of peer-versus adult-led delivery. *Journal of Mental Health*, 32(1).

Britzman, D. P. (2003). *Practice Makes Practice: A Critical Study of Learning to Teach.* State University of New York Press.

Byrne, D. V. & Smyth, E. (2011). *Behind the Scenes? A Study of Parental Involvement in Post primary Education.* Liffey Press/ESRI. Available at:

[https://www.researchgate.net/publication/275640100\\_Behind\\_the\\_Scenes\\_A\\_Study\\_of\\_Parental\\_Involvement\\_in\\_Post\\_primary\\_Education](https://www.researchgate.net/publication/275640100_Behind_the_Scenes_A_Study_of_Parental_Involvement_in_Post_primary_Education).

Capel, S., Leask, M., and Turner, T. (Eds.) (2022). *Learning to Teach in the Secondary School: A Companion to School Experience.* 5th edition. Routledge.

Center for Research on Learning and Teaching, University of Michigan (n.d.). *How can you incorporate active learning into your classroom?*

[https://crlt.umich.edu/sites/default/files/instructor\\_resources/how\\_can\\_you\\_incorporate\\_active\\_learning.pdf](https://crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf).

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty.* Jossey-Bass.

Department of Children, Equality, Disability, Integration and Youth, Hub na nÓg and Professor Laura Lundy of Queens University, Belfast (2017). *Participation Framework. National Framework for Children and Young People's Participation in Decision-making.* Available at: [https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework\\_report\\_LR\\_FINAL\\_Rev.pdf](https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf).

- Ellis, P. Kirby, A. & Osborne, A. (2023). *Neurodiversity and Education*. Corwin.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2009). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Ghaye, T. (2010). *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*. 2nd Edition. Routledge.
- Hagger, H. and McIntyre, D. (2013). *The Management of Student Teachers' Learning: A Guide for Professional Tutors in Secondary Schools*. Routledge.
- Hargreaves, A. and Dennis, S. (Eds.) (2009). *The Fourth Way: The Inspiring Future for Educational Change*. Corwin Press.
- Hargreaves, A. and Sahlberg, P. (2012). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Teachers' College Press.
- Hattie, J. A. C., & Anderman, E. (2013). *Handbook on Student Achievement*. Routledge.
- Kyriacou, C. (2009). *Effective Teaching in Schools Theory and Practice*. 3rd edition. Nelson Thornes.
- Littleton, K. & Mercer, N. (2013). *Interthinking: putting talk to work*. Routledge.
- Lubicz-Nawrocka, T. (2019). *An introduction to students and staff-co-creation*. Teaching Matters Blog. Available at: <https://www.teaching-matters-blog.ed.ac.uk/an-introduction-to-student-and-staff-co-creation-of-the-curriculum/>
- Lubicz-Nawrocka, T. (2018). Students as partners in learning and teaching: The benefits of co-creation of the curriculum. *International Journal for Students as Partners*, 2(1).
- Lubicz-Nawrocka, T., & Bunting, K. (2018). Student perceptions of teaching excellence: An analysis of student-led teaching award nomination data. *Teaching in Higher Education*, pp. 1-18.
- McDonagh, C., Roche, M., Sullivan, B. and Glenn, M. (2012). *Enhancing Practice through Classroom Research: a teacher's guide to professional development*. Routledge.
- McNiff, Jean (2013). *Action Research: Principles and practice*. 3rd edition. Routledge.
- Moon, J. (2000). *Reflection in Learning and Professional Development: Theory and Practice*. Routledge.
- National Council for Curriculum and Assessment (2017). *Junior Cycle Wellbeing Guidelines*. NCCA.
- Neelands, J. & Goode, T. (2015). *Structuring Drama Work: 100 Key Conventions for Theatre and Drama 3rd Edition*. Cambridge University Press.
- Nolan A. (2018). *Spotlight school-based relationships and sexuality education (RSE): lessons for policy and practice*. Oireachtas Library & Research Service, Ireland.

- O'Reilly, A., Tibbs, M., Booth, A., McKeague, B. & Moore, J. (2020). *A rapid review investigating the potential impact of a pandemic on the mental health of young people aged 12–25 years.* *Irish Journal of Psychological Medicine*, 38(3), pp. 192-207.
- Pasternak, D. L., & Rigoni, K. K. (2015). *Teaching reflective writing: thoughts on developing a reflective writing framework to support teacher candidates.* *Teaching/Writing: the Journal of Writing Teacher Education*, 4(1), 5.
- Pearce, J. (2022). *What every teacher needs to know. How to embed evidence-informed teaching and learning in your school.* Bloomsbury.
- Pollard, A. (2002). *Readings for Reflective Teaching.* Continuum.
- Professional Development Service for Teachers (2022). *Active Learning Methodologies.*  
Available at:  
[https://www.pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills\\_0.pdf](https://www.pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf)
- Robinson, Ken (2022). *Imagine If...* Penguin.
- Rossouw, J., Carey, E., Doyle, E., O'Brien, G., Cullinan, S. & O'Reilly, A. (2022). *A year in perspective: The impact of the COVID-19 pandemic on engagement with Jigsaw youth mental health services.* *Early Intervention in Psychiatry*, 16(7), pp. 792– 799.
- Rushton, K. (2017) '*Instructional Leadership: The Art of Asking Questions to Promote Teaching Effectiveness*' In P. Preciado Babb, L. Yeworiew, & S. Sabbaghan (Eds.). *Selected Proceedings of the IDEAS Conference: Leading Educational Change*, pp. 131-139. University of Calgary.
- Sahlberg, P. (2009). "Creativity and Innovation Through Lifelong Learning." *Lifelong Learning in Europe*, 14(1), pp. 53–60.
- Schleppegrell, Mary J. (2004). *The Language of Schooling: A Functional Linguistics Perspective.* Erlbaum.
- School of Education Trinity College Dublin (2022). *PME Programme Handbook.*
- School of Education Trinity College Dublin (2022). *School Placement Handbook.*
- School of Education Trinity College Dublin (2022). *PME Thesis Handbook.*
- Smith, D., Fisher, D. and Frey, N. (2015). *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management.* ASCD.
- Sobel, D. and Alston, S. (2022). *The Inclusive Classroom.* Bloomsbury.
- William, D. (2017). *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning) (The New Art and Science of Teaching).* Solution Tree Press.
- UNESCO (2018). *International Technical Guidance on Sexuality Education: An evidence-informed approach.* UNESCO.

Webster University, Institute for Excellence in Teaching and Learning (2009). *Active Learning Handbook*. Available at:  
[https://admin.umd.edu.pk/Media/Site/UMT/SubSites/ctl/FileManager/GetStarted\\_ActiveLearningHandbook.pdf](https://admin.umd.edu.pk/Media/Site/UMT/SubSites/ctl/FileManager/GetStarted_ActiveLearningHandbook.pdf)

Zwozdiak-Myers, P. (2012). *The Teacher's Reflective Handbook*. Routledge.

#### 14. 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.

#### 15. Module Coordinator

Dr. Louise Heeran Flynn

#### 16. Module Teaching Team

Dr. Louise Heeran Flynn and members of the full time and part time staff in the School of Education as well as external guest speakers.

## Foundation modules

### 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)

Lectures: 1 hour per week for semester (1 x 10 weeks)

Tutorials: 3 hours delivered over 10 weeks

125 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 programmes and subject specifications, school placement, 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 working within the context of the diversity and inclusivity reflected in post primary schools.

Aims

Provide students with an introduction to the theory, policy and national and international best practice in relation to student assessment and examinations.

Help students critically explore options, implications and responsibilities for assessment in light of policies and curricula enacted nationally and relevant professional teaching standards.

Support students in reflecting on, selecting, developing, critically appraising and communicating in relation to relevant assessment and examination techniques for 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 should be able to:

- identify, describe and critically engage with theoretical, policy, professional and societal issues relating to assessment and testing;
- illustrate, apply and communicate effectively about relevant assessment-related concepts with reference to post-primary education in Ireland in general and their own current and future roles on the teaching continuum;
- demonstrate capacity to choose and employ appropriate knowledge, skills and techniques, including digital formats, to monitor students' learning using established protocols and/or creative solutions;
- demonstrate capacity to engage in research-informed self-reflection relevant to the application of assessment principles and practices in their own teaching, including the role of assessment in diverse and inclusive educational environments;
- assemble and critically interpret information and resources from a variety of quality sources to support their awareness, understanding and competencies in relation to relevant concepts.

### 8. Module 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:

- understanding the broad policy context for assessment in post-primary education, including emphases on literacy, numeracy, other key skills and educational equity;
- applying assessment in teaching and learning;
- implications for assessment of curriculum review and development at Junior and Senior Cycles;
- formative and summative assessment and their practical implications in the classroom;
- methods and policy impact of international assessments of educational achievement;

- design and use of classroom assessments to monitor student achievement and ensure inclusive participation of all students;
- incorporating digital technology in assessment;
- planning, conducting, and facilitating classroom- based assessment;
- communicating and reporting assessment information.

### 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)

Summative Assessment (100%)

Written assignment of 3000 words or a video-format equivalent.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Re-submission of assignment

#### 14. Recommended Reading Materials / Indicative Resources

Selected primary sources associated with the module may draw from the following. Additional readings may be provided to students during the module.

- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(5), 5–31.
- Department of Education. (2022). *Chief Inspector’s Report September 2016 – December 2020*. DoE Inspectorate.
- Department of Education and Skills. (2015). *A Framework for Junior Cycle*. Department of Education and Skills.
- Guskey, T. R. (2018). Does Pre-Assessment Work? *Educational Leadership*, 75(5), 52–57.
- Kellaghan, T., & Greaney, V. (2020). *Public examinations examined*. World Bank.
- Looney, J. (2019). *Digital formative assessment: A review of the literature*, Chapters 3, 4 and 5.1. <http://www.eun.org/documents/411753/817341/Assess%40Learning+Literature+Review/be02d527-8c2f-45e3-9f75-2c5cd596261d>
- McKeown, C. Denner, S., McAteer, S., Shiel, G., & O’Keefe, L. (2019). *Learning for the future: The performance of 15-year olds in Ireland on reading literacy, mathematics and science in PISA 2018*. Educational Research Centre.
- Miller, M.D., Linn, R.L & Gronlund, N. (2013). *Measurement and assessment in teaching*. Eleventh Edition / Pearson International Edition. Pearson.
- Murchan, D. (2018). Introducing school-based assessment as part of Junior cycle reform in Ireland. *Educational Assessment, Evaluation and Accountability*, 30, 97-131.
- Murchan, D. (2020, 8<sup>th</sup> September). Standardisation of Leaving Cert grades happens each year – but usually far from the spotlight. *Irish Independent*.
- Murchan, D. (2022) Exploring contemporary assessment policy and practice in the context of Dewey’s philosophy of education. In J. Ávila, AG Rud, L. Waks & E. Ring (Eds) *The Contemporary Relevance of John Dewey’s Theories on Teaching and Learning. Deweyan Perspectives on Standardization, Accountability, and Assessment in Education*, (pp. 221-238). Routledge.
- Murchan, D. & Johnston, K. (Eds.). (2021). *Curriculum change within policy and practice: Reforming second-level education in Ireland*. Palgrave Macmillan.

- Murchan, D., & Shiel, G. (2017). *Understanding and Applying Assessment in Education*. SAGE Publications.
- National Council for Curriculum and Assessment (2022). *Senior cycle review. Advisory report*. Dublin.
- Nitko A.J. & Brookhart, S. M. (2014). *Educational assessment of students*. 6th Ed. Pearson Education.
- Smyth, E. (2009). *Junior cycle education: Insights from a longitudinal study*. ESRI Research Bulletin 4(1).
- Smyth, E. (2009). Junior cycle education: Insights from a longitudinal study of students. *ESRI Research Bulletin*, 1–5.
- Smyth, E. (2019). *Senior cycle review: analysis of discussions in schools on senior cycle pathways and structures in Ireland*. ESRI.
- Smyth, E, Dunne, A., Darmody, M., & McCoy, S. (2007). *Gearing Up for the Exam? The Experience of Junior Certificate Students*. The Liffey Press.
- Smyth, E., McCoy, S., & Banks, J. (2019), Student, teacher and parent perspectives on senior cycle education. <https://www.esri.ie/publications/student-teacher-and-parent-perspectives-on-senior-cycle-education>
- State Examinations Commission (2021). *Accredited grades for Leaving Certificate 2021. Report on the national standardisation process*. Athlone.
- State Examinations Commission (2021). *Reasonable accommodations at the 2022 certificate examinations. Instructions for schools*. Athlone.

### **Selected websites**

ncca.ie

jct.ie

examinations.ie

curriculumonline.ie

esri.ie

erc.ie

quizlet.com

diagnosticquestions.com

quizizz.com

studyclix.ie

<https://sk.sagepub.com/reference/sage-encyclopedia-of-educational-research-measurement-evaluation> (Sage Encyclopaedia of Educational Research, Measurement and Evaluation)

#### 15. Module Coordinator

Prof. Damian Murchan

#### 16. Module Teaching Team

Prof. Damian Murchan and occasional invited speakers

## 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 total

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

The module sets out to offer students an introduction to the development of educational policy in the Irish state since 1922 and to contemporary policy issues in Irish education. The module explores the historical context for the development of the modern educational system since the mid-nineteenth century and seeks to examine key policy issues and concerns in contemporary Irish education. Important strands within this module include the development and persistence of a denominational system as a result of the distinctive interaction between church and state in Ireland; the interaction between the state and private stakeholders in the reform and expansion of the Irish educational system during the mid to late twentieth century; the adoption of inclusive policies and practice and the far-reaching influence of international organisations 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 including adoption of legislative and policy initiatives to achieve inclusion in schools, curriculum reform at primary and secondary level and initiatives to foreground literacy and numeracy.
- Consider theoretical frameworks which seek to explain the relationship between society and education in the context of policy and practice in Ireland.
- Promote understanding of legal and constitutional frameworks in education, particularly legislation relevant to the school and classroom.
- Analyse 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.

### 7. Learning Outcomes

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

- investigate educational policies at primary, post primary and higher levels within an appropriate historical context;
- evaluate the significant issues in contemporary Irish education including policy developments relating to inclusion in education, knowledge based economic development and the Global Education Reform Movement;
- identify the implications of wider societal challenges for educational policy and practice, including intercultural diversity, climate change and social justice;
- identify and evaluate the legislative and constitutional framework governing educational systems, policy and practice in Ireland;
- analyse critically local, regional and global influences on Irish education through evaluation of primary sources and academic literature;
- synthesise theoretical frameworks and perspectives which may inform educational policies and understanding of practice;
- reflect critically on the importance of ideology in education, including political and religious ideologies and the dominant free market paradigm of the last generation.

### 8. Module Content and Syllabus

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

The principal content areas of the module will include:

- the Historical Context and origins of the modern educational sector;
- cultural nationalism, the Irish language and education in early independent Ireland;
- reform or stagnation? Irish educational policy at second level: 1932-59;
- the Politics of Expansion: 'Investment in Education' and the transformation of educational policy at primary and post-primary level, 1959-80 – exploring narratives of social justice and economic utilitarianism;
- Higher Education: Diversification, expansion and the binary system;
- contemporary policies in higher education: 'increasing' or 'widening' participation in higher education?
- Education and the Constitution – the legal and constitutional framework; the family as primary educator and the evolving role of parents;
- secularisation in Irish education – interculturalism, cultural diversity and international influences;
- contemporary policy issues at primary and post-primary levels: policy frameworks to underpin inclusion in schools; integration of literacy and numeracy, junior cycle curriculum reform; digital literacy and the Knowledge Based Economy;
- 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 module is designed to achieve an inclusive curriculum. Efforts towards accessibility include:

- All module 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 Assessment (100%): One written assignment (maximum 2,500 words), 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;
- compose an assignment in an appropriate scholarly format with adequate referencing;
- 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.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Resubmission of the assignment

### 14. Recommended Reading Materials / Indicative Resources

#### Secondary Sources

Apple, M. (2011). *Education and power*. Routledge.

Coolahan, J. (1981). *Irish Education: its history and structure*. IPA.

Coolahan, J & O'Donovan, P. (2010). *A History of Ireland's School Inspectorate, 1831-2008*. Four Courts Press.

Coolahan, J. (2017). *Towards the Era of Lifelong Learning: A History of Irish Education 1800-2016*. IPA.

Drudy, S. & Lynch, K. (1993). *Schooling and society in Ireland*. Gill & Macmillan.

Foucault, M. (2020). *The Essential Works of Michel Foucault*. Penguin.

Giddens, A. (1995). *Politics, Sociology and Social Theory*. Polity Press.

Giddens, A. (2001). *Sociology*. Polity Press.

Giroux, H. (1984). *Ideology, Culture and the Process of Schooling*. Falmer.

Gottesman, I. (2016). *The Critical Turn in Education*. Routledge.

Green, A. (1990). *Education and State Formation: the rise of education systems in England, France and the USA*. Macmillan.

- Harvey, D. (2011). *A Brief History of Neoliberalism*. Oxford University Press.
- Hyland, A. and Milne, K. (1987). *Irish Educational Documents*, vol. 1. CICE.
- Jones, V. (2006). *A Gaelic Experiment: The Preparatory System 1926-1961 and Coláiste Moibhí*. Woodfield Press.
- Kelly, A. (2002). *Compulsory Irish: The Language and Education in Ireland 1870s to 1970s*. Irish Academic Press.
- Keogh, D. (2008). *Edmund Rice And The First Christian Brothers*. Four Courts Press.
- Lynch, K. (1999). *Equality in education*. Gill & Macmillan.
- Loxley, A., Seery, A. and Walsh, J. (2014). *Higher Education in Ireland: Practices, Policies and Possibilities*. Palgrave Macmillan.
- McGraw, S., & Tiernan, J. (2022). *The Politics of Irish Primary Education*. Peter Lang.
- Mitchell, D. E., Shippis, D., & Crowson, R. L. (Eds.) (2017). *Shaping Education Policy*. 2<sup>nd</sup> edition. Routledge.
- Mulcahy, D.G. & O'Sullivan, D. (1989) (Eds). *Irish Education Policy: Process and Substance*. IPA.
- Murphy, M. (Ed.) (2022). *Social Theory and Education Research: Understanding Foucault, Habermas, Bourdieu and Derrida*. Routledge.
- Ó Buachalla, S. (1988). *Educational Policy in Twentieth Century Ireland*. Wolfhound Press.
- Parkes, S. M. (2010). *A Guide to Sources for the History of Irish Education 1780-1922*. Four Courts Press.
- Walsh, J. (2008). *Patrick Hillery: The Official Biography*. New Island.
- Walsh, J. (2009). *The Politics of Expansion: the transformation of educational policy in the Republic of Ireland*. MUP.
- Walsh, J. (2018). *Higher Education in Ireland, 1922-2016, Politics, Policy and Power - a history of higher education in the Irish state*. Palgrave Macmillan.
- Walsh, J. and Loxley, A. (2015). 'The Hunt report and higher education policy in the Republic of Ireland - an international solution to an Irish problem?' *Studies in Higher Education*, 40(6), pp. 1128-1145.
- Walshe, J. (1999). *A New Partnership in Education in Ireland: from consultation to legislation in the 1990s*. IPA.
- Walshe, J. (Ed.) (2016). *Essays in the History of Irish Education*. Palgrave Macmillan.

**Official documents**

- Department of Education and Skills (2011). *The National Strategy for Higher Education to 2030 (Hunt Report)*. DES.
- Department of Enterprise, Trade and Employment (2006). *Strategy for Science, Technology and Innovation*. Department of Enterprise, Trade and Employment.
- Government of Ireland (1965). *Investment in Education: Report of the Survey Team appointed by the Minister for Education in October, 1962*. Stationery Office.
- Government of Ireland (1980). *White Paper on Educational Development*. Stationery Office.
- Government of Ireland (1995). *White Paper: Charting our Education Future*. Stationery Office.
- Oireachtas Éireann (1998). *The Education Act 1998*.
- Oireachtas Éireann (2000). *The Education Welfare Act 2000*.
- Government of Ireland (1999). *Ready to Learn: White Paper on Early Childhood Education*. Stationery Office.
- Department of Education and Science (2005). *Delivering Equality of Opportunity in Schools (DEIS): An action plan for educational inclusion*. DES.
- OECD (2004). *Review of Higher Education in Ireland: Examiners' Report*. OECD.

**Websites**

- <http://www.education.ie>  
<http://www.enterprise.gov.ie/>  
<http://www.hea.ie>  
<http://www.oecd.org/>  
<http://www.esri.ie/>  
<http://www.oireachtas.ie>

**15. Evaluation**

Student evaluation will occur in accordance with College policies for quality assurance. Student feedback will be employed to inform an annual review of course content and methods by the teaching team.

**16. Module Coordinator**

Dr John Walsh

**17. Module Teaching Team**

Dr John Walsh and occasional Guest Lecturers

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## 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

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Psychology seeks to understand the developing person and the context of their life. This module introduces a broad range of important issues for the contemporary teacher. 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 applied issues pertinent to BeSAD (bereavement, separation, and divorce).

### 7. Learning Outcomes

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On successful completion of this module, students should 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 experience;
- 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. Module Content and Syllabus

Areas to be covered include:

- introduction: the importance of psychology for educators;
- doing things right . . . or doing the right things: developing professional identity and thinking like a psychologist;
- adolescence: a time of storm and stress?
- who am I? Identity development and personal agency in adolescence;
- being inclusive: understanding individual and group differences in identity development;
- understanding the person in in context: applying Bronfenbrenner’s Bio-ecological Theory for successful relationships in the school community;
- applying psychology to social justice – countering prejudice and discrimination in education (bully/victim problems in schools – e.g., traditional bullying, cyberbullying, disablist bullying, alterophobia);
- fact or fiction: does Growth Mindset work?
- what do we mean by intelligence, IQ, and Emotional Intelligence (EQ) – and do these concepts matter?
- being creative and imaginative: applying psychology to applied issues: The case of “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 (100%). 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. Recommended Reading Materials / Indicative Resources

Crain, W. (2017). *Theories of development: Concepts and applications (6<sup>th</sup> Edn)*. Routledge.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Frith, U., & Blakemore, S. J. (2005). *The learning brain - Lessons for education*. Blackwell Publishing.

Gross, R. (2020). *Psychology: The science of mind and behaviour (8<sup>th</sup> Edn)*. Hodder Education.

Lynam, A., McConnell, B., & Mc Guckin, C. (2020). BeSAD . . . “it was truly an awful experience”: an exploration of pre-service teachers’ experiences and training needs to support pupils experiencing issues of bereavement, separation and divorce. *Pastoral Care in Education*, 38(1), 64-82. DOI: 10.1080/02643944.2019.1700547 Available at: <http://www.tara.tcd.ie/handle/2262/100289>.

Mc Guckin, C., & Corcoran, L. (Eds.) (2016). *Bullying and cyberbullying: Prevalence, psychological impacts and intervention strategies*. Nova Science. (ISBN: 978-1-53610-049-5).

Mc Guckin, C., & Corcoran, L. (Eds.) (2016). *Cyberbullying: Where are we now? A cross-national understanding (Printed edition of the special issue published in Societies)*. MDPI AG. (ISBN 978-3-03842-310-2 [Hbk], ISBN 978-3-03842-311-9 [electronic]).

Minton, S. J. (2012). *Using psychology in the classroom*. Sage.

Purdy, N., & Mc Guckin, C. (2015). Cyberbullying, schools and the law: A comparative study in Northern Ireland and the Republic of Ireland. *Educational Research*, 57(4). 420-436. DOI: 10.1080/00131881.2015.1091203 Available at: <http://www.tara.tcd.ie/handle/2262/75948>

- Purdy, N., & Mc Guckin, C. (2015). Disablist bullying in schools: giving a voice to student teachers. *Journal of Research in Special Educational Needs*, 15(3), 202-210. DOI: 10.1111/1471-3802.12110 Available at: <http://www.tara.tcd.ie/handle/2262/75946>.
- Santrock, J. W. (2021). *Educational psychology (7<sup>th</sup> Edn)*. McGraw-Hill.
- Snowman, J., & McCown, R. (2015). *Psychology applied to teaching (14<sup>th</sup> Edn)*. Wadsworth Publishing Co.
- Stassen Berger, K. (2022). *The developing person through the lifespan (12<sup>th</sup> Edn)*. Worth Publishers.
- Völlink, T., Dehue, F., & Mc Guckin, C. (Eds). (2016). *Cyberbullying: From theory to intervention. Current issues in social psychology series* (series editor: Arjan Bos). Routledge. (ISBN: 978-1-848-72339-9 [hbk], 978-1-848-72339-2 [pbk], 978-1-315-68035-4 [ebk]).
- Woolfolk, A.; Hughes, M. & Walkup, V. (2013). *Psychology in education (2<sup>nd</sup> Edn)*. Pearson Education.

#### 14. Module Coordinator

Dr Aoife Lynam.

## Inclusive Education

### 1. Module Code

ET7923

### 2. Entry Requirements (if applicable)

This is a core module for all students on the PME programme.

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

Postgraduate

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

Lecture (10 hours)

Tutorial (2-3 hours)

Total student effort: 125 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*

The aim of this module is to stimulate debate and discussion around inclusive and special education, educational inequality, educational disadvantage and how systems can be structured to both include and exclude students from school. The module also seeks to:

- challenge assumptions held around how society ‘treats’ or ‘responds’ to difference with a focus on students who experience barriers to learning or exclusion from school due to disability, ethnicity, socio-economic background and sexuality;
- provide students with a strong policy and legislative understanding of inclusion within the context of ongoing theoretical debates on inclusion and exclusion;
- situate their own experiences as educators within these contentious debates;
- develop an understanding of key literature on Universal Design for Learning (UDL);
- develop a capacity to review, reflect upon and critically evaluate planning, teaching, learning and assessment practices through a UDL lens.

### 7. Learning Outcomes

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

- critically discuss the range of theories, concepts and principles in special education, inclusive education and student diversity in education at both national and international levels;
- critically reflect on school and system level factors that influence student disengagement and school exclusion (including student outcomes);
- critically engage with national and international education policies which seek to address barriers to learning (such as educational disadvantage due to disability, socio-economic status, ethnicity etc.);
- critically reflect on the UDL pedagogical framework including some or all aspects of the UDL principles: Multiple Means of Representation, and Multiple Means of Action and Expression.

### 8. Module Content and Syllabus

This Inclusive Education module is a one-semester module taken in the first semester of the Professional Master of Education (PME) programme by all students. This module introduces learners to issues of educational equality, diversity and inclusion in Ireland and internationally. The module provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. The module provides learners with an understanding of how we as a society define and view difference by focusing on how systems of education are structured. It highlights the increased diversity in our student population and provides insights into the educational experiences of students with additional learning needs (due to disability, educational disadvantage, ethnicity, sexuality). This module aims to enhance the student’s

knowledge of Universal Design for Learning (UDL) and inclusive pedagogy within their planning and practices.

#### *Module content*

- Introduction to inclusive education
- 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)
- Universal Design for Learning (III)
- Teaching students with intellectual disabilities
- Summary of module and student module evaluation

#### 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

The module uses the UDL framework where students are offered Multiple Means of Action and Expression and given flexibility and choice in how they can submit their assignment and show their learning. The mode of assessment submission includes:

Essay (1800-2200 words)

OR

Production of a short (8-10 minute) video or podcast

The assignment offers three choices to PME students that include:-

The assignment also offers choice in relation to content. Three options are given the first of which focus on 1) conceptual understandings of inclusion; 2) a UDL redesign reflective activity based on students' professional practice; 3) a policy assignment.

*Assignment option 1*

**Conceptual understanding/critical analysis:** Provide an analysis of global debates, theories, concepts and policies on special and inclusive education (including an understanding of Universal Design for Learning) and learner diversity at national and international levels;

OR

*Assignment option 2*

**Application to practice:** Within the context of broader theoretical, conceptual and policy debates on special and inclusive education, complete a Universal Design for Learning redesign activity based on their own professional practice;

OR

*Assignment option 3*

**Policy analysis:** Within the context of broader theoretical and conceptual debates on special and inclusive education, provide an in-depth overview of inclusive education policy (Irish and international) and describe implications for teaching practice (including Universal Design for Learning).

Using the UDL framework, students are offered Multiple Means of Action and Expression and given flexibility and choice in how they can submit their assignment and show their learning:

a). essay (1800-2200 words);

OR

b) video/podcast assignment (8-10 minutes).

Students are provided with rubrics for each submission method and sample essays and videos are provided.

*Feedback*

Through in-class peer support and tutorials students receive informal feedback throughout the module. In addition, the module assignments offer formative feedback on a clear rubric of

success criteria provided through Blackboard. The rubric awards students for their assignments according to:

- presentation and structure
- content
- evidence of reading
- critique
- relevance and impact on their practice.

## 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:

- Banks, J. and McCoy, S. (2011) A Study on the Prevalence of Special Educational Needs, Dublin: ESRI.
- Banks, J. and McCoy, S. (2017) An Irish Solution...? Questioning the Expansion of Special Classes in an Era of Inclusive Education, *The Economic and Social Review*, 48:4, 441-461.
- Ferguson, D.L. (2008) International trends in inclusive education: the continuing challenge to teach each one and everyone, *European Journal of Special Needs Education*, 23:2, 109-120, DOI: 10.1080/08856250801946236.
- Greenstein, A. (2014) Is this inclusion? Lessons from a very 'special' unit, *International Journal of Inclusive Education*, 18:4, 379-391, DOI: 10.1080/13603116.2013.777130.
- Haegele, J.A. & Hodge, S. (2016) Disability Discourse: Overview and Critiques of the Medical and Social Models, *Quest*, 68:2, 193-206, DOI: 10.1080/00336297.2016.1143849.
- Reindal, S.M. (2008) A social relational model of disability: a theoretical framework for special needs education?, *European Journal of Special Needs Education*, 23:2, 135-146, DOI: 10.1080/08856250801947812.
- Al-Azawei, A., Serenelli, F. & Lundqvist, K. (2016) Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journal Papers from 2012 to 2015, *Journal of the Scholarship of Teaching and Learning*, Vol. 16, No. 3, June 2016, pp. 39-56. doi: 10.14434/josotl.v16i3.19295.
- Rose, D.H. () Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application, *Journal of Postsecondary Education and Disability*, 19:2, 135-151.

Online content:

- **Five Moore Minutes Episode 1- The Evolution of Inclusion!**  
<https://www.youtube.com/watch?v=PQgXBhPh5Zo&feature=youtu.be>
- **Inclusive culture in schools transforms communities | Heidi Heissenbuttel | TEDxMileHigh**  
[https://www.youtube.com/watch?v=\\_gsbNR2plts&feature=youtu.be](https://www.youtube.com/watch?v=_gsbNR2plts&feature=youtu.be)
- **Shelley Moore: Transforming Inclusive Education**  
<https://www.youtube.com/watch?v=RYtUIU8MjIY&feature=youtu.be>
- **I'm not your inspiration, thank you very much | Stella Young**  
<https://www.youtube.com/watch?v=8K9Gg164Bsw&feature=youtu.be>
- Ken Robinson, How to escape education's death valley.  
[https://www.ted.com/talks/sir\\_ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley](https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley)
- **The Infrastructure of Inclusion: Compost Kate saves the Earth!**  
<https://www.youtube.com/watch?v=X8iAQTneyXI&feature=youtu.be>
- Jody Carr and Kendra Frissell (2019) Dynamic, Inclusive Education. A Journey Worth Fighting for <https://youtu.be/vDSNVuJuG1o>

## 15. Evaluation

Student evaluation of module as per PME regulations

## 16. Module Co-ordinator

Dr. Joanne Banks

## 17. Module Teaching Team

Dr. Joanne Banks, Dr Derina Johnson, Ms. Mary Quirke, Dr Donatella Camedda, TCPID graduates with Dr John Kubiak and Ms. Marie Devitt, Dr Emily Barnes and Dr Veronika Rogochaia

## Digital Learning

### 1. Module Code

EDPT7912

### 2. Entry Requirements (if applicable)

None

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

Postgraduate

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

10 hours over the course of the semester

125 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 centred 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 digital media and resources 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 should be able to:

- analyse the trajectory of perspectives on teaching and learning, especially in light of developments in digital media and articulate a rationale for technology and digital media in the teaching of their curriculum subject areas;
- critique the role of technology in education with reference to the related research and literature;
- plan for, and reflect on, the use of digital technologies in the context of the Junior Cycle curriculum with reference to Key Skills and curriculum learning outcomes, in particular in their curriculum areas of study;
- articulate principles of learning design for 21st century pedagogy and apply these to the design of learning experiences underpinned by these principles and related learning models;
- apply the principles of multimodality and UDL to the design and creation of digital artefacts applicable to teaching and learning contexts;
- identify principles underpinning approaches to online learning and analyse how these approaches apply in the context of teaching their subject;
- critically analyse the role of numeracy and digital literacy in the context of the post-curriculum and critique their relevance in the context of teaching their subject.

## 8. Module Content and Syllabus

The module content is sub-divided into three units.

- Unit 1 focuses on pedagogy in a digital world and develops an understanding of the changing nature of teaching, learning and schooling in the contemporary world, enabled by technology. The unit explores the trajectory of thinking in respect of technology in education, addresses the dominate rationales for technology in education and analyses some of the key frameworks that frame contemporary approaches to the utilisation and adoption of technology in educational environments. This unit also considers how the learning space has been extended into the online environment; addressing principles and pedagogical

approaches to online learning and prompts consideration of how these may apply in the teaching of participants' curriculum subjects.

- Unit 2 focuses on principles of learning design for contemporary pedagogy, tracing the origin of such principles and their application in the context of related pedagogical models and frameworks. Participants will be facilitated in applying these principles (and related learning models) to the design of learning units in their own curriculum subject areas. In addition, principles of multimodality and UDL will inform design and critique of digital learning artefacts aligned with participants curriculum subjects. Reflective of the nature of the pedagogical approaches being explored, this unit of the module will afford participants an experiential learning dimension, designing learning units and related digital artefacts in collaboration with their peers.
- Unit 3 addresses how personal technologies and related platforms can be used to facilitated professional lifelong learning, underpinned by ideas such as the 'networked' teacher and the development of a PLN (professional learning network). The unit will also address digital literacy and digital media literacy in the context of participants' professional practice: key areas to be explored include responsible and ethical use of digital learning technologies, critiquing data and information, and ensuring online safety and privacy.

### 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

Summative Assessment (100%):

This module will be assessed by a single assignment (100%) consisting of two components as follows (2,500-word equivalents):

1. Design a learning unit for a student-centred 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; and
2. Create an excellent "student example" of the artefact you would expect learners to produce if you were to implement your planned learning unit

## 11. Pass Requirement

40%

## 12. Method of Supplemental Assessment

Re-submission of the assignment

## 13. Recommended Reading Materials / Indicative Resources

Bates, A.W. (2019). *Teaching in a Digital Age – Second Edition*. Tony Bates Associates Ltd.

Dede, C. (2010). Comparing frameworks for 21st century skills. In J. Bellance, & R. Brandt (Eds.), *21st century skills Rethinking how students learn* (pp. 51-76). Solution Tree Press.

DES (2015). *Framework for Junior Cycle*. Department of Education.

DES (2017). *Digital Learning Framework for Post-Primary Schools*. Department of Education.

DES (2022). *Digital Strategy for Schools to 2027*. Dublin: Department of Education and Skills.

Johnston, K., Conneely, C., Murchan, D. & Tangney, B. (2015). Enacting key skills-based curricula in secondary education: Lessons from a technology-mediated, group-based learning initiative. *Journal of Technology, Pedagogy and Education*, 24(4), pp. 423-442.

OECD (2018). *The future of education and skills Education 2030*. OECD Publishing.

Rehn, N., Maor, D. and McConney, A. (2017), Navigating the challenges of delivering secondary school courses by videoconference. *British Journal of Educational Technology*, 48, pp. 802-813.

Reynolds, C. & Johnston, K. (2019). The role of Twitter in the Professional Learning of Irish Primary Teachers. International Technology, Education and Development Conference (INTED), Valencia, 10-13 March 2019, edited by L. Gomez Chova, A. Lopez Martinez, I. Candel Torres , pp.4275 – 4284

Trust, T. & Prestridge, S. (2021). The interplay of five elements of influence on educators' online actions. *Teaching and Teacher Education*.

Voogt, J. & Roblin, N.P. (2012) A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), pp. 299-321, DOI: 10.1080/00220272.2012.668938

Voogt, J., Erstad, O., Dede, C., Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, 29, pp. 403–413.

## 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.

## 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)

10 x 1 hours of lectures

Total student effort of 100 hours

125 hours of total student effort

### 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. Module Content and Syllabus

The lectures are divided into 5 sections:

- The concept of knowledge in historical and contemporary understandings (2 lectures);
- Models of the human learner: Platonic, Aristotelian, Enlightenment, Postmodernist (2 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

Re-submission of assignment

## 14. Recommended Reading Materials / Indicative Resources

### Anthologies

Available on the ground floor of the Lecky Library.

Bailey, R. et al. (Eds.) (2010). *The SAGE Handbook of Philosophy of Education*. Sage.

Blake, N. et al. (2003). *The Blackwell Guide to the Philosophy of Education*. Blackwell.

Curren R. (Ed.) (2003). *A Companion to the Philosophy of Education*. Blackwell.

Curren, R. (Ed.) (2007). *Philosophy of Education: An Anthology*. Blackwell.

Noddings, N. (2007). *Philosophy of Education* (second ed.). Westview.

Rorty, A. E. (1998). *Philosophers on Education: New Historical Perspectives*. Routledge.

Walsh, B. (Ed.) (2011). *Education Studies in Ireland*. Gill and Macmillan

### Introduction to Philosophy and Education

Baggini, J. (2018). *How the World Thinks: A Global History of Philosophy*. Granta. [A good, and very readable general introduction to philosophy from around the world]

Biesta, G. (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57(1), pp. 1–22.  
<http://doi.wiley.com/10.1111/j.1741-5446.2006.00241.x>

Dunne, J. (2005). An Intricate Fabric: understanding rationality of practice. *Pedagogy, Culture and Society*, 13(3), pp. 367-389.

Gallie, W. B. (1956). Essentially Contested Concepts. *Proceedings of the Aristotelian Society*, 56, pp. 167–198.

Hansen, D. T. (1995). Teaching and the Moral Life of Classrooms. *Journal for a Just and Caring Education*, 2(1), pp. 59–74.

Hogan, P. (2005). The Integrity of Learning and the Search for Truth, *Educational Theory*, 55 (2), pp 185-200.

Millett, S. (2017). Why teach philosophy in a world dominated by science? *Budhi: A Journal of Ideas and Culture*, 21(3), pp. 65–81.

- Mulcahy, D. (2011). Assembling the 'Accomplished' Teacher: The performativity and politics of professional teaching standards. *Educational Philosophy and Theory*, 43(S1), pp. 94-113.
- Seery, A. (2011). Philosophy of Education. In B. Walsh (Ed.), *Education Studies in Ireland* (pp. 5–33). Gill and Macmillan.
- Siegel H. (2003). Cultivating Reason in R. Curren (Ed.) *A Companion to the Philosophy of Education* (pp. 305-319). Blackwell.
- Park, P. K. J. (2013). *Africa, Asia, and the History of Philosophy*. State University of New York Press.
- Rorty, R. (1999). Education as Socialization and as Individualization. In *Philosophy and Social Hope*. Penguin.
- Van Norden, B. W. (2017). *Taking Back Philosophy: A Multicultural Manifesto*. Columbia University Press. [see also some of his blog posts on this area]

#### **Ethics and the educator**

- Aristotle. (2020). *The Nichomachean Ethics*, trans. Adam Beresford. Penguin.
- Annas, J. (2004). Being Virtuous and Doing the Right Thing. *Proceedings and Addresses of the American Philosophical Association*, 78(2), pp. 61–75.
- Biesta, G. J. J. (2016). *Beautiful Risk of Education*. Routledge.
- Daston, L. (2022). *Rules: A Short History of What We Live By*. Princeton University Press.
- Higgins, C. (2011). *The Good Life of Teaching: An Ethics of Professional Practice*. Wiley-Blackwell. [really worth reading in its entirety – and its available online open source!]
- MacIntyre, A. (2002). *A Short History of Ethics*. Routledge. [chapters 1 and 10 if nothing else]
- Reeve, C. D. C. (1998). Aristotelian Education, in A. O. Rorty (ed.), *Philosophers on Education*. (pp. 51-65), Routledge.
- Sim, M. (2017). The Phronimos and the Sage. *The Oxford Handbook of Virtue*, May, 1–19. <https://doi.org/10.1093/oxfordhb/9780199385195.013.33>
- Strike, K. A. (2003). The Ethics of Teaching in R. Curran (Ed.) *A Companion to the Philosophy of Education* (pp. 509-524). Blackwell.

#### **Philosophies of education and society**

- Althusser, L. (2020/1971). *On Ideology*. Verso.
- Arendt, H. (2006). The Crisis in Education. In *Between Past and Future*. Penguin.
- Dewey, J. (1900). *The School and Society*. Chicago: University of Chicago Press.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. <http://www.gutenberg.org/ebooks/852> [A dull read, but such an important book. Try a chapter!]

- Freire, P. (1973). *Pedagogy of the Oppressed*. Penguin. [A short read, but important]
- Freire, P. (1995). *Pedagogy of Hope. Reliving Pedagogy of the Oppressed*. Continuum.
- Galloway, S. (2012). Reconsidering Emancipatory Education: Staging a conversation between Paulo Freire and Jacques Rancière. *Educational Theory* 62 (2), pp. 185-201.
- hooks, bell. (1994). *Teaching To Transgress*. Routledge.
- Kazepides, T. (2012). Dialogue in the Shadow of Ideologies. *Educational Philosophy and Theory*. 44 (9), pp. 959-965.
- Parker, M. (2015). Critical and revolutionary pedagogies for today's education and society. In J. Haynes, K. Gale, & M. Parker (Eds.), *Philosophy and education: An introduction to key questions and themes* (pp. 34–46). Routledge.
- Selwyn, N. (2023). The modern classroom chair: Exploring the 'coercive design' of contemporary schooling. *Power and Education*, <https://doi.org/10.1177/17577438231163043>
- Spring, J. (1994). *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Paulo Freire*. McGraw-Hill.
- Standish, P. (2003). The Nature and Purposes of Education. In R. Curren (Ed.) *A Companion to the Philosophy of Education* (pp. 221-231). Blackwell.
- Education in a time of transformation**
- Bakewell, Sarah (2016). *At the Existentialist Café*. Vintage. [A more general read, but good insight into the personalities and history of C20th European philosophy]
- Collins, P. H. (2019). *Intersectionality as Critical Social Theory*. Duke University Press.
- Crenshaw, Kimberlé W. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, pp. 139–167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>
- Du Bois, W. E. B. (Aug 1897). "Strivings of the Negro People", *The Atlantic*. <https://www.theatlantic.com/magazine/archive/1897/08/strivings-of-the-negro-people/305446/>
- Du Bois, W. E. B. (1903/2018). *The Souls of Black Folk*. Penguin.
- Dunn, F. (1993). The Educational Philosophies of Washington, DuBois, and Houston: Laying the Foundations for Afrocentrism and Multiculturalism. *The Journal of Negro Education*, 62(1), p. 24. <https://doi.org/10.2307/2295397>
- Haraway, D. (2016). "A Cyborg Manifesto" in *Manifestly Haraway*. University of Minnesota Press. [Search online for this, and you'll find it]

Kuhn, T. (2012). *The Structure of Scientific Revolutions*. (4<sup>th</sup> ed.). University of Chicago Press.

Latour, B. (2018). *Down to Earth: Politics in the New Climatic Regime*. Polity.

Lyotard, J. F. (1979/1984). *The Postmodern Condition: A Report on Knowledge*. Manchester University Press.

Mills, C.W. (1999). *The Racial Contract*. Cornell University Press.

Nagel, T. (1974). "What is it like to be a bat?". *The Philosophical Review*. LXXXIII(4), pp. 435-450. <http://www.philosopher.eu/others-writings/nagel-what-is-it-like-to-be-a-bat/>

Nicholson, C. (1989). Postmodernism, Feminism, and Education: The Need for Solidarity.

*Educational Theory* 39(3), pp. 197-205.

<https://plato.stanford.edu/> The *Stanford Encyclopedia of Philosophy* (SEP) is the primary online and peer-reviewed reference for philosophy. While it's aimed more at scholars, or those at a more advanced stage in their literature reading, it's a good place to get stuck in. It's regularly updated and revised, so a good indicator of contemporary work on a topic.

<https://iep.utm.edu/> The *Internet Encyclopedia of Philosophy*. Also peer-reviewed, and with a similar focus as the SEP.

#### 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

## Sociology of Education

### 1. Module Code

ET8927

### 2. Entry Requirements (if applicable)

None.

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

Postgraduate

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

1 hour lecture x 10 weeks

100 hours of total student effort

125 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. Lastly, we will introduce the various ideas associated with postmodernism and poststructuralism & education. 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.

#### *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. Module 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

Re-submission of assignment

### 14. Recommended Reading Materials / Indicative Resources

Apple, M. (1995). *Education and power*. Routledge.

Bourdieu, P. and Passeron, J. (1977). *Reproduction in Education, Culture and Society*. Sage.

Ball, S. (2017). *The Education Debate (Policy and Politics in the Twenty-First Century)*. Polity.

Bowles, H. and Gintis, S. (1975). *Schooling in Capitalist America*. RKP.

Brooks, R. (2018). *Education and Society: Places, Policies, Processes*. Red Globe Press.

Brown, P. (2013) 'Education, Opportunity and the Prospects for Social Mobility', *British Journal of Sociology of Education*, 34(5-6), pp. 678-700.

Edwards, R. and Usher, R. (1994). *Postmodernism and education*. Routledge.

Foucault, M. (1977). *Discipline and Punish: The birth of the prison*. Penguin.

- Giddens, A. & Sutton, P. (2021). *Sociology: Introductory Readings (4<sup>th</sup> Edition)*. Polity Press.
- Giddens, A. & Sutton, P. (2021). *Sociology (9<sup>th</sup> Edition)*. Polity Press.
- Giroux, H. (1984). *Ideology, Culture and the Process of Schooling*. Falmer.
- Giroux, H. and McClaren, P. (1994). *Border Crossings and Cultural Workers and the Politics of Education*. Routledge.
- Gerwitz, S. & Cribbb, A. (2009). *Understanding Education: A Sociological Perspective*. Polity.
- Green, A. (1990). *Education and State Formation: the rise of education systems in England, France and the USA*. Macmillan.
- Grenfell, M. (2008). *Pierre Bourdieu: key concepts*. Acumen.
- Halsey, A., Lauder, H., Brown, P. and Wells, A. (2001). *Education, Culture, Economy and Society*. Oxford University Press.
- Harvey, D. (2011). *A Brief History of Neoliberalism*. Oxford University Press.
- Kennedy, M. and Power, M. (2010) 'The Smokescreen of meritocracy: Elite Education in Ireland and the Reproduction of Class Privilege'. *Journal for Critical Education Policy Studies*, 8(2), pp. 222-248.
- Lynch, K. (1999). *Equality in education*. Gill & MacMillan.
- Lynch, K. & Creen M. (2018). Economic inequality and class privilege in education: Why equality of economic condition is essential for equality of opportunity in Ireland in J. Harford (ed.) *Education for All? The Legacy of Free Post-Primary Education in Ireland*. Peter Lang.
- Lynch, K. (2022). *Care and Capitalism: Why Affective Equality Matters for Social Justice*. Polity Press.
- McLaren, P. (1993). *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures*. Routledge.
- Morais, A., Neves, I., Davies, B. & Daniels, H. (Eds.) (2002). *Towards a sociology of pedagogy: The contribution of Basil Bernstein to Research*. Peter Lang Publishing.
- Rabinow, P. (1991). *The Foucault Reader: An introduction to Foucault's thought*. Harmondsworth.
- Torres, C.A. & Antikainen, A. (Eds.) (2003). *The international handbook on the sociology of education: an international assessment of new research and theory*. Rowman and Littlefield.
- Savage, M. (2000). *Class analysis and social transformation*. OUP.
- Share, P, Tovey, H. & Cochoran, M. (2012). *A sociology of Ireland (4<sup>th</sup> Edition)*. Gill & MacMillan.
- Skeggs, B. (2004). *Class, self, culture*. Routledge.

Thomas, G. and Loxley, A. (2022). *Deconstructing Special Education Reconstructing Inclusion (3<sup>rd</sup> Edition)*. OUP.

**15. Evaluation**

As per PME requirements

**16. Module Coordinator**

Prof. Andrew Loxley

**17. Module Teaching Team**

Prof. Andrew Loxley

## 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 programme

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

Postgraduate

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

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 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 post-primary schools in Ireland. This module offers practical and theoretical perspectives on the teaching of Business Studies, the principles of curriculum design and evaluation, and the assessment and recording of students' progress. PME students will develop knowledge and understanding of the Framework for Junior Cycle and the Junior Cycle Business Studies Curriculum Specification, 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 PME course facilitate PME students to reflect on their own as well as their students' learning and development in and through Business Studies. In this module, practical investigation of pedagogical and professional educational issues through

PME students' own practice and school-based research is integrated with wider reading of relevant research and literature in the subject area of Business Studies.

### *Aims*

The aims of this module are to:

- develop PME students' awareness of their responsibilities in relation to the specification above;
- develop skills in the areas of planning and assessment;
- provide examples of, and demonstrate, good teaching practice;
- enthuse the PME students with the role of the teacher;
- explore the Business Studies classroom as a site for developing students' literacy and numeracy skills;
- develop an awareness of the usefulness and applicability of various digital resources within the Business Studies classroom;
- encourage students to develop a reflective teaching practice and to think critically about the processes of teaching and learning.

### 7. Learning Outcomes

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

- devise and implement individual lesson plans and units of learning for Business Studies which are appropriate to students' ability levels and interests, are coherent with the specification at Junior Cycle, and make use of a range of appropriate and inclusive teaching and learning methods;
- create a learning environment which is inclusive by design and enhances student learning, showing awareness of, and facilitating, individual student needs;
- critically appraise the theoretical underpinnings of active learning in the Business Studies classroom and devise strategies to implement active learning in practice;
- evaluate and apply appropriate assessment instruments, summative and formative, to assess learning;
- critically appraise and implement the DES specification and assessment instruments;
- use, analyse and evaluate available digital resources relevant to Business Studies;
- develop a research-informed approach to the teaching and learning of literacy and numeracy which can be applied through the Business Studies curriculum;

- reflect critically on their experiences as a learner and teacher, improving their practice and taking responsibility for identifying and meeting their developing academic and professional needs.

#### 8. Module Content and Syllabus

- Junior Cycle Business Studies Curriculum Specification.
- The development of units of learning and lesson plans using a universal design for learning framework with a focus on working with (and linking) learning outcomes and the creation of learning intentions which are appropriate, aligned, inclusive and student focused.
- The implementation of active teaching and learning methodologies in a Business Studies classroom.
- Effective questions and questioning strategies.
- Assessment (including Classroom-based Assessments) and the role of formative feedback; reporting to parents.
- Promoting positive student behaviour.
- The development of literacy and numeracy skills in the Business Studies classroom.
- The Consumer and Responsible Shopping in a Globalised World.
- Protecting Oneself and Others with Insurance.
- Budgeting and Financial Life Cycles.
- Double Entry Bookkeeping De-mystified.
- Marketing and the Environmental Impact of Enterprise.
- Employment and how the world of work is changing.
- An exploration of the use of digital technologies to support teaching, learning and assessment.
- Professionalism (to include relationships with assistant principals and the senior management team; preparing for, and participating in, staff meetings and departmental meetings; preparing for, and participating in, parent-teacher meetings) – the role of evaluation in reflection.

#### 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)

Students taking this subject as a major complete a major assignment in Business and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

*Major Assignment:* Evidence-based practice in the Business Studies classroom (MLO1-8).

Students are required to develop a Junior Cycle Business Studies Unit of Learning for 2-4 consecutive lessons, provide an evidence-based rationale for the planning choices and a critical reflection on how the lessons ran in practice.

The unit of learning must:

1. span at least 3 classes;
2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management);
3. maximise the use of the target language/skill(s)/concepts in Business Studies by teacher and pupils in the classroom across any visual, auditory or other media used;
4. provide opportunities for the pupils to use the target language/skill(s)/concepts meaningfully in the classroom;
5. provide opportunities for the pupils to develop their intercultural competence;
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

*Minor Assignment:* Planning for Business Studies Classes using Authentic Resources.

Students are required to develop three Junior Cycle Business Studies Lessons Plans for three consecutive lessons which explicitly address a focus area for the development of the student's teaching practice. The lesson plans must incorporate learning outcomes from at least two of the three strands, be based around an authentic resource and refer to the Statements of Learning and the Key Skills.

The rubrics for these assessments will be available on blackboard; it is strongly recommended that reference is made to these before beginning the assignment.

Students are required to pass 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.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

### **12. Pass Requirement**

40%

### **13. Method of Supplemental Assessment**

Re-submission of the assignment

### **14. Recommended Reading Materials / Indicative Resources**

Aronson, E., and Patnoe, S. (2011). *Cooperation in the class room: The jigsaw method (3<sup>rd</sup> ed.)*. Pinter & Martin Ltd.

- Borrington, K. (2004). *Professional Development for Teachers: Teaching and Assessing Skills in Business Studies*. Cambridge University Press.
- Colby, A., Ehrlich, T., Sullivan, W. and Dolle, J. (2011). *Rethinking Under Graduate Business Education*. Jossey-Bass.
- Gillies, R. M. (2007). *Cooperative Learning: Integrating Theory and Practice*. Sage.
- Haynes, A. (2007). *100 Ideas for Lesson planning*. Continuum.
- Johnson, D.W., Johnson, R. T., and Holubec, E. (2007). *The Nuts and Bolts of Cooperative Learning*. Interaction Book Company.
- Knapton, H. (2019). *Teaching Business, Economics and Enterprise 14-19*. Routledge.
- Limara, P. (2022). *Learning to Teach Business in the Secondary School: A Companion to School Experience*. Routledge.
- Marland, M. (2009). *The craft of the classroom*. Heinemann Educational.
- Monteith, M. (Ed.) (2005). *Teaching Secondary School Literacies with ICT*. Open University Press.
- National Council for Curriculum and Assessment (NCCA) (2019). *Leaving Certificate Business Syllabus Legislation Update*. Available at: <https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Business/>.
- National Council for Curriculum and Assessment (NCCA) (2016). *Junior Cycle Business Studies Specification*. Available at <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Business-Studies/>.
- National Council for Curriculum and Assessment (NCCA) (2018). *Leaving Certificate Economics Specification*. Available at: [https://www.curriculumonline.ie/getmedia/3342d8a2-1e22-4f17-b82b-a8134fe16eb3/LCEconomics\\_0219\\_EN.pdf](https://www.curriculumonline.ie/getmedia/3342d8a2-1e22-4f17-b82b-a8134fe16eb3/LCEconomics_0219_EN.pdf).
- Schon, D. A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot.
- Shea, J. (2014). *Inspiring the Curriculum with ICT*. Routledge.
- Thody, A., Gray, B., & Bowdwen, D. (2000). *The teacher's survival guide*. Continuum.

Wragg, E. (2001). *Assessment and Learning in the Secondary School*. RoutledgeFalmer.

Web Sites

[www.education.ie](http://www.education.ie)

[www.examinations.ie](http://www.examinations.ie)

[www.skool.ie](http://www.skool.ie)

[www.bized.co.uk](http://www.bized.co.uk)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.pdst.ie](http://www.pdst.ie)

[www.business2000.ie](http://www.business2000.ie)

[www.bstai.ie](http://www.bstai.ie)

[www.nca.ie](http://www.nca.ie)

[ec.europa.eu/Ireland/education](http://ec.europa.eu/Ireland/education)

[europa.eu/teachers-corner/](http://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)

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

English pedagogy is a module taken in the first two semesters of the Professional Master of Education course by students with English as a major and minor 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 Master of 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:

- introduce 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 and digital resources within the English classroom;
- encourage students to employ a range of creative 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 should 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, are inclusive by design and make use of a range of appropriate teaching and learning methods
- Differentiate between different forms of pedagogical practice, and select and use creative and expressive activities as a means of developing all aspects of pupils' language and literacy skills;
- Identify and apply best practice principles to manage students' behaviour, organise an effective teaching and learning environment, and plan, evaluate and report on pupils' learning;

- 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 identify 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, particularly in relation to working in an inclusive multicultural classroom and building a culture of tolerance and respect;
- Develop a self-reflective approach to their own teaching, reflecting on and improving their thinking and practice, and taking responsibility for identifying and meeting their developing academic and professional needs.

#### 8. Module Content and Syllabus

Areas to be covered include:

- Lesson Planning / Schemes of Work / Assessment / Reflection and Evaluation
- The English Syllabus
- Teaching Poetry (Junior Cycle)
- Literacy and Language Across the Continuum (from primary to post-primary)
- Teaching Fiction
- Teaching Shakespeare
- Teaching grammar
- Differentiation in the English Classroom
- 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

Students taking this subject as a major complete a major assignment in English and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

#### **Assignment Outline**

Evidence-based practice in the English classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the English classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) English language class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on teaching and learning of English to support the planning and design of the unit of learning.

The unit of learning must:

1. span at least 3 classes;

2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).
3. maximise the use of the target language/skill(s)/concept(s) in English by teacher and pupils in the classroom across any visual, auditory or other media used.
4. provide opportunities for the pupils to use the target language/skill(s)/concept(s) meaningfully in the classroom.
5. provide opportunities for the pupils to develop their intercultural competence.
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

#### **12. Pass Requirement**

40%

#### **13. Method of Supplemental Assessment**

Re-submission of the assignment

#### **14. Recommended Reading Materials / Indicative Resources**

##### **Reading Materials**

Allan A.M., Grudziecki, J. (2006). DigEuLit: Concepts and Tools for Digital Literacy Development, Innovation in Teaching and Learning. *Information and Computer Sciences*, 5(4), pp. 249-267, DOI: 10.11120/ital.2006.05040249 To link to this article:

<https://doi.org/10.11120/ital.2006.05040249>

Anderson, M. (2020). *Teaching the screen: Film education for generation next*. Routledge. Baldwin, P. & John, R. (2012). *Inspiring Writing Through Drama: Creative Approaches to*

*Teaching Ages 7-16*. Continuum.

Blair, J. (2019). *Teaching Shakespeare*. *The English Journal*, 108(4), pp. 103-107.

Braine, George (Ed.) (2005). *Teaching English to the World: History, Curriculum, and Practice*. Lawrence Erlbaum Associates.

Byrne, C., & Prendergast, M. (2020). Investigating the concerns of secondary school teachers towards curriculum reform. *Journal of Curriculum Studies*, 52(2), pp. 286-306.

Burns, D., Devitt, A., McNamara, G., O'Hara, J., & Brown, M. (2018). Is it all memory recall? An empirical investigation of intellectual skill requirements in Leaving Certificate examination papers in Ireland. *Irish Educational Studies*, 37(3), pp. 351-372.

Clarke, S., Dickinson, P. and Westbrook, J. (2010). *The complete guide to becoming an English teacher*. SAGE.

Corbett, P. and Mitchell, D. (2014). *Jumpstart Literacy and ICT*. Routledge.

Curriculum Online (2023). *Junior Certificate English syllabus*. [Online]. Available at: <http://www.curriculumonline.ie/Junior-cycle/Junior-CycleSubjects/English> Curriculum

Online (2023). *Leaving Certificate English syllabus*. [Online]. Available at: <http://www.curriculumonline.ie/Senior-cycle/Subjects/English>

Curriculum Online (2023). *Leaving Certificate English: guidelines for teachers*. [Online].

Available at: <http://www.curriculumonline.ie/Seniorcycle/Subjects/English>

Davies, P. and Pearse, E. (2011). *Success in English Teaching: A complete introduction to teaching English at secondary school level and above*. Oxford University Press.

Davison, J. and Dowson, J. (2013). *Learning to Teach English in the Secondary School. A Companion to School Experience*. 4th edition. Routledge.

Department of Education (2022). *Prescribed Material for Junior Cycle English. For the student cohorts commencing Junior Cycle in 2021, 2022 and 2023 and presenting for examination in 2024, 2025 and 2026*. Available

at: <https://www.gov.ie/pdf/?file=https://assets.gov.ie/218537/0e61129a-cc60-4119-acea-1641dcadf4ea.pdf#page=null>.

Department of Education (2022). *Prescribed Material for the Leaving Certificate English Examination in 2024*. Available

at: <https://www.gov.ie/pdf/?file=https://assets.gov.ie/218538/3d6554db-c4c5-47ce-bf67-65304145f350.pdf#page=null>.

Evans, P. (2013). *How to Teach Non-Fiction Writing at Key Stage 3*. David Fulton.

Fautley, M., & Savage, J. (2010). *Cross-curricular teaching and learning in the secondary school... the arts: Drama, visual art, music and design*. Routledge.

Fleming, M. and Stevens, D. (2009). *Teaching English in the Secondary School. Linking theory and practice*. Taylor & Francis.

Gibson, R. (2011). *Teaching Shakespeare*. Cambridge University Press.

Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43(1), pp. 277-303.

Herzog-Punzenberger, B., Altrichter, H., Brown, M., Burns, D., Nortvedt, G. A., Skedsmo, G., ... & O'Hara, J. (2020). Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. *Educational Assessment, Evaluation and Accountability*, 32, pp. 395-424.

Jusslin, S., & Höglund, H. (2021). Arts-based responses to teaching poetry: A literature review of dance and visual arts in poetry education. *Literacy*, 55(1), 39–51.

Kieran, M. A. (2022). *Poetry focus 2024: leaving certificate poems and notes for English higher level*. Martin Kieran & Frances Rocks.

Kirsten, N. (2019). Improving literacy and content learning across the curriculum? How teachers relate literacy teaching to school subjects in cross-curricular professional development. *Education Inquiry*, 10(4), pp. 368-384.

- Knights, B. E. (2017). *Teaching literature: text and dialogue in the English classroom*.
- Kurtulus, G. I., & Kurtulus, G. I. (2019). *Updating Shakespeare: Reflections on the Possibilities of Reading and Teaching Shakespeare Today*. *Sixteenth Century Journal*, 50(1), pp. 307 – 313.
- Lethaby, C., Mayne, R., & Harris, P. (2021). *An Introduction to Evidence-Based Teaching in the English Language Classroom: Theory and Practice*. Pavilion.
- Macrae, N. (2013). *How to Teach Fiction Writing at Key Stage 3*. David Fulton.
- Naylor, A. and Wood, A. B. (2011). *Teaching Poetry: Reading and Responding to Poetry in the Secondary Classroom*. Routledge.
- NCCA (2023). *Guidelines for Teachers of English. Leaving Certificate English Syllabus*. [Online] Available at: [http://www.curriculumonline.ie/getmedia/9a51027f-2dc8-4ffb-bfa2-1e65a598668e/SCSEC14\\_English\\_guidelines.pdf](http://www.curriculumonline.ie/getmedia/9a51027f-2dc8-4ffb-bfa2-1e65a598668e/SCSEC14_English_guidelines.pdf)
- NCCA (2001) Resource Materials for Teaching Language.
- Nelson-Addy, L. (2020). Teaching the language of poetry. In *Teaching English Language and Literature 16–19* (pp 120-127). Routledge.
- Novak, R. J. (2021). *Teaching Graphic Novels in the Classroom: Building Literacy and Comprehension (Grades 7-12)*. Routledge.
- Poetry Ireland (2021). *Poetry Day Ireland 2021 Resources for Teachers*. Available at: [https://www.poetryireland.ie/content/files/Poetry\\_Day\\_EducationPack2021.pdf](https://www.poetryireland.ie/content/files/Poetry_Day_EducationPack2021.pdf).
- Poetry Ireland & Irish Aid Worldwide Global Schools (2021). *Creative Writing Lesson Plans for Post Primary Schools. Exploring Global Issues*. Available at: [https://www.poetryireland.ie/content/files/WWGS\\_LESSONPLANS.pdf](https://www.poetryireland.ie/content/files/WWGS_LESSONPLANS.pdf)
- Richards, J. C., & Reppen, R. (2014). Towards a pedagogy of grammar instruction. *RELC Journal*, 45(1), pp. 5-25.
- Savage, J. (2010). *Cross-curricular teaching and learning in secondary education*. Routledge.
- Smagorinsky, P. and Flanagan, J. (Eds.) (2013). *Literacy Across the Curriculum: Teaching Dilemmas and Effective Solutions, Grades 6-12*. Corwin.
- State Examinations Commission (2017). *Chief Examiners' Report Junior Cycle English Examination 2017*. Available at: <https://www.examinations.ie/misc-doc/BI-EN-51591993.pdf>.
- Stevens, D. (2010). *Cross-Curricular Teaching and Learning in the Secondary School... English: The Centrality of Language in Learning*. Routledge.
- Stromberger, C. (2019). Teaching Shakespeare: Shakespeare Performance in a Virtual and Real Global Classroom. *The English Journal*, 109(1), pp. 120-122.
- Sund, P., & Gericke, N. (2020). Teaching contributions from secondary school subject areas to education for sustainable development—a comparative study of science, social science and language teachers. *Environmental Education Research*, 26(6), pp. 772-794.
- Thomas, P. J. A. (2018). *Approaches to learning and teaching literature in English: a toolkit for international teachers*. Peter Thomas.
- Turchi, L. B. (2020). Digital Tools for Teaching Shakespeare: Making Sense of Queen Mab. *The English Journal* 109(6), p. 112.
- Watson, A., Kelly, L., Foley, J., Kneen, J., Chapman, S., Smith, L., & Thomas, H. (2022). Teacher agency in the selection of literary texts. *English in Education*, 56(4), pp. 340-356.
- Webwise (2021) *Introduction to Digital Media Literacy – Connected*. Available at: <https://www.pdst.ie/sites/default/files/Connected-Resource.pdf>.

### Useful websites & podcasts

- [www.inote.ie](http://www.inote.ie) (Association for English teachers)
- <https://www.rsc.org.uk/shakespeare-learning-zone/>
- [www.poetryireland.ie](http://www.poetryireland.ie)
- [www.ifi.ie](http://www.ifi.ie) [www.bfi.org.uk](http://www.bfi.org.uk)

[www.tes.co.uk](http://www.tes.co.uk) [www.ncte.org/](http://www.ncte.org/)  
<https://www.twinkl.ie/>  
[www.usingenglish.com/teachers.html](http://www.usingenglish.com/teachers.html) [www.teachit.co.uk/](http://www.teachit.co.uk/)  
<https://dublinbookfestival.com/10-irish-literary-podcasts-we-love-right-now/>  
<https://booksforbreakfast.buzzsprout.com/> <https://www.rte.ie/radio/#/podcasts/series/31881>

#### 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)

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

The study of Geography enables students to become geographically literate. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems.

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 Master of 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:

- introduce 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 texts 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;
- encourage 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 should be able to:

- identify and apply the scientific method and pursue scientific principles and logic, to enable the students in their care to develop the skills to explore and understand the world around them, to read their environment, interpret the physical landscape, observe climatic events and critically analyse world events in a knowledgeable manner;

- devise and implement individual class plans and schemes of work for Geography that are inclusive by design, appropriate to pupils' levels and interests, are coherent with the syllabus at Junior Cycle in particular, help students to grow as ethical citizens and make use of a range of appropriate teaching and learning methods to provide for the learning needs of all pupils;
- critically engage with the evolving Geography curriculum, evaluating and integrating a range of pedagogical tasks, materials and teaching methods, with a specific focus on creative, discursive and geographic approaches, as a means of developing all aspects of pupils' skills and understanding of Geography;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these may influence the Geography classroom, particularly in relation to the relevance of education for sustainable development to the Geography curriculum and in relation to building a culture of appreciation for the subject discipline within and across class groups;
- apply their subject knowledge in the teaching of geo literacy and numeracy in the Geography classroom, showing competence in differentiation, the use of creative and expressive activities, collaboration, peer observation and team teaching, while integrating use of digital technologies to support teaching, learning and assessment in the Geography classroom;
- synthesise past and present, personal and peer experiences of learning in Geography, examining their own thinking and practices, to generate an evidence-based understanding of the nature and processes of Geography learning, and to reform their practices in light of new knowledge and insight;
- 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. Module Content and Syllabus

Areas to be covered include:

- Nature of geography and geography education
- Geography, young people's geographies
- Young people's geographical thinking
- Space and place within geography education
- Global citizenship education and geography

- Enquiry in geography
- Outdoor education, including fieldwork in geography
- Teaching, learning and assessment in geography
- Research in geography education
- Planning geography, at Junior Certificate, Transition Year and Leaving Certificate
- Critical perspectives in geography education.

Embedded in all of the above sessions will be the use of technology, for teachers and pupils.

### 9. Teaching and Learning Methods

Classes are seminar based. All classes involve reflection on experiences and practice as well as engaging input on key aspects of geography education.

Students are inducted into the Geography Education Community through online and face-to-face events and meetings with: key researchers, theorists and lecturers, as well as personnel in key roles, within the Association of Geography Teachers of Ireland, Geographical Association, Geography Education Research Collective, Professional Development Service for Teachers. Emerging from such events, students are encouraged to present (and possibly publish) their own practice and research within these communities.

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

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

Students are required to have the following items for classes, notice will be provided for what to bring in each week: Laptop or tablet, phone, clipboard and pencil, waterproof coat and shoes for walking. Large room for workshops with interactive whiteboard. Photocopied material

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

The rubrics for this assessment will be available on blackboard.

Students taking this subject as a major complete a major assignment in Geography and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

### **Assignment Outline**

Evidence-based practice in the Geography classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the Geography classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) Geography class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on Geography teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

1. span at least 3 classes;
2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).
3. maximise the use of the target skill(s)/concept(s)/language in Geography by teacher and pupils in the classroom across any visual, auditory or other media used.
4. provide opportunities for the pupils to use the target skill(s)/concept(s)/language meaningfully in the classroom.
5. provide opportunities for the pupils to develop their intercultural competence.
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of essay

14. Recommended Reading Materials / Indicative Resources

- Biddulph, M., Lambert, D. and Balderstone, D. (2019). *Learning to Teach Geography in the secondary School* (4th edn). Routledge
- Hammond, L., Biddulph, M., Catling, S., & McKendrick, J. H. (Eds.). (2023). *Children, education and geography: Rethinking intersections*. Routledge.
- Jones, M. (Ed.) (2017). *Secondary Geography Handbook*. Geographical Association. Lambert, D. and Morgan, J. (2010). *Teaching Geography 11-18*. Open University Press.
- Lambert, D. and Balderstone, D. (2010). *Learning to teach geography in the secondary school*. Routledge.
- Lambert, D. (2010). 'Geography education research and why it matters', *International Research in Geographical and Environmental Education*, 19(2), p.p. 83-86.
- Lambert, D. & Jones, M. (2012). *Debates in geography Education*. 2<sup>nd</sup> edition. Routledge.
- Pike, S. (2016). *Learning primary geography: Ideas and inspiration from classrooms*. Routledge.
- Roberts, M. (2013) *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Geographical Association.
- Young, M., Lambert, D., Roberts, C. and Roberts, M. (2014) *Knowledge and the Future School: Curriculum and social justice*. Bloomsbury Academic.

Other articles and books will be read during modules, these will vary according to student decisions on assignment titles and focus. The most recent relevant research in geography education will be drawn on throughout the module.

**Key geography education websites**

Geographical Association [www.geography.org.uk](http://www.geography.org.uk)

PDST Geography [www.pdst.ie/post-primary/sc/geography](http://www.pdst.ie/post-primary/sc/geography) Decolonising Geography  
<https://decolonisegeography.com/> Association of Geography Teachers of Ireland  
<https://agti.ie/> Resources sites are shared via Blackboard.

**15. Evaluation**

Feedback both orally (weekly) and written (semester) are given.

**16. Module Coordinator**

Dr. Susan Pike

**17. Module Teaching Team**

Dr. Susan Pike

## 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)

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS.

### 6. Rationale and Aims

#### *Rationale:*

This module 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 the JC and SC. In keeping with its status as a master's level course, emphasis is placed on preparing to conduct research.

#### *Aims:*

This module aims to:

- introduce students to history teaching;
- prepare students to teach history, especially to JC level;

- 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;
- provide research-informed insights to support students' understanding of the practices of teaching, learning and assessment for all pupils;
- provide the basis of a strong professional ethic in teaching and to offer understanding of the Irish education system in its European context;
- enable students to think critically about key dimensions of the context in which the thinking and actions of teachers are carried out.

### 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 all pupils, inclusively;
- 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 history which are appropriate to pupils' level and interests, are consistent with the JC and SC syllabi, are inclusive by design 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 school curriculum;
- begin critically to reflect on their own teaching and that of others, recognising the limits of their own knowledge and practice.

## 8. Module 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 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.

### **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

### **Summative**

Students taking this subject as a major complete a major assignment in History and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

Assignment: 3,000-word essay on the specific nature of the general and specific nature of history teaching, with emphasis on how the history teacher can best be prepared to understand the personal and social needs and circumstances of his/her pupils as they relate to learning; how the history teacher can foster a suitable climate in the classroom through effective classroom management and how the history teacher can best select materials and media suitable to the needs of pupils while being able to stimulate all learners, whatever their apparent abilities?

**Formative:** Informal advice on request.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Resubmission of assignment

#### 14. Reading Materials/Indicative Resources

Abulafia, D., Lawlor, S. & Robinson, D. H. (2023). *Whose History? The Battle for the School Curriculum*. Politeia.

Arthur, J. & Philips, R. (Eds.) (1999). *Issues in History Teaching*. Routledge.

Berg, C. & Christou, T. (Eds.) (2020). *The Palgrave Handbook of History and Social Studies Education*. Palgrave Macmillan.

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

Brooks, R., Aris, M. & Perry, I. (1993). *The Effective Teaching of History*. Longman. Cajani, L. &

Alistair R. (Eds.) (2007). *History Teaching, Identities, Citizenship*. Trentham Books.

Cannadine, D., Keating, J. & Sheldon, N. (2011). *The Right Kind of History*. Palgrave Macmillan.

Council of Europe (2018). *Quality History Education in the 21st Century - Principles and Guidelines*. Strasbourg: Council of Europe.

- Davies, I. (Ed.) (2011). *Debates in History Teaching*. Routledge. Evans, R. (1997). *In Defence of History*. London: Granta.
- Gender Equality Unit (2004). *Discovering Women in Irish History*. Department of Education & Science.
- Groot, J. de. (2009). *Consuming History: Historians and Heritage in Contemporary Popular Culture*. Routledge.
- Guyver, R. (Ed.) (2016). *Teaching History and the Changing Nation State: Transnational and International Perspectives*. Bloomsbury Publishing.
- Haydn, T. (2013). *Using New Technologies to Enhance Teaching and Learning in History*. Routledge.
- Haydn, T., Arthur, J. & Hunt, M. (2001). *Learning to Teach History in the Secondary School*. Routledge.
- Hughes-Warrington, M. (2000). *Fifty Key Thinkers on History*. Routledge. Lello, J. (2001). *The Resourceful History Teacher*. Continuum.
- Levstick, L. & Barton, K. (2008). *Researching History Education*. Routledge.
- Neundorf, A., Nazrullaeva, E., Northmore-Ball, K. Tertychnaya, K. & Kim, W. (2023). *Varieties of Indoctrination: Introducing a Global Dataset on the Politicization of Education and the Media*. V-Dem Institute.
- Newman, M. (2014). *Vital Witnesses: Using Primary Sources in History and Social Studies*. Rowman & Littlefield.
- Nokes, J. D. (2022). *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*. Routledge.
- Partner, N. and Foot, S. (2013). *The Sage Handbook of Historical Theory*. Sage. Philips, R. (1998). *History Teaching, Nationhood and the State*. Cassell.
- Psaltis, C. et al. (Eds.) (2017). *History Education and Conflict Transformation: Social Psychological Theories, History Teaching and Reconciliation*. Palgrave.
- Smith, N. (2010). *History Teacher's Handbook*. Continuum. Windschuttle, K. (1996). *The Killing of History*. Encounter Books.

#### **Articles and chapters in collections**

- Berg, C. W. (2019). 'Why study history? An examination of undergraduate students' notions and perceptions about history', *Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education*, 6(1).

- Blake, J. (2014, October 30). 'Why film deserves a starring role in history: Hollywood is a great starting point for exploring inaccuracies and subjectivity...', *Times Educational Supplement*.
- Bloom, A. (2012, May 25). 'Robbed of their past', *Times Educational Supplement*.
- Boxtel, C. van & Drie, J. van. (2004). 'Historical reasoning: A comparison of how experts and novices contextualise historical sources', *International Journal of Historical Learning, Teaching and Research*, 4(2).
- Clark, P. & Sears, A. (2017). 'Fiction, history and pedagogy: a double-edged sword', *Journal of Curriculum Studies*, 49/5.
- Coleman, J., Mandler, P., Forsyth, H., Bartlett, K. & Moss, R. (2018, February 15-21). 'The long view', *Times Higher Education*.
- Counsella, C. (2011). 'Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement', *The Curriculum Journal*, 22(2).
- Conway, M. (2004). 'Identifying the past: An exploration of teaching and learning sensitive issues in history at secondary school', *Educate*, 4(2).
- Crooks, P. & Wallace, C. (2020, May-June). 'Beyond 2022: Ireland's Virtual Recorded Treasury research project', *History Ireland*, May-June.
- Dillon, E. (2014, May-June). 'Why history matters', *History Ireland*.
- Fink, N. (2004). 'Pupils' conceptions of history and history teaching', *International Journal of Historical Learning Teaching and Research*, 4(2).
- Foster, S. & Howson, J. (2010). 'School history students' "big pictures" of the past', *International Journal of Historical Teaching, Learning and Research*, 9(2).
- Harari, Y. N. (2022, October 18). 'To change our future, we should change how we teach history to children', *Guardian*.
- Haward, T. (2020). 'How do students engage with visual sources in the teaching and learning of history?' *British Educational Research Journal*, 46(2).
- Henson, D. (2004). 'Archaeology in schools' in: Corbishley, M, Henson, D and Stone, S, eds, *Education and the Historic Environment*. Routledge.
- Limond, D. (2022). 'Dochum glóire Dé agus onóra na hÉireann: Revising history in Ireland', in Berg, C and Christou, T, eds, *The Palgrave Handbook of History and Social Studies Education*. New York: Palgrave Macmillan.
- Lovorn, M. (2012). 'Historiography in the methods course: Training preservice history teachers in evaluating local historical commemorations' *History Teacher*, 45(4).

- Marks, A. & Stoddard, J. (2007). 'Tinsel town as teacher: Hollywood films in the high school classroom', *History Teacher*, 40(3).
- Moorhead, J. (2009, August 4). 'Why teenagers think history is so yesterday', *Guardian: Education*.
- Murray, D. (2020, August 8). 'What future do we have if the left destroys our past?' *Daily Telegraph*.
- Nichol, J. & O'Connell, K. (2001). 'History curricula from around the world for the 21st century', *International Journal of Historical Learning, Teaching and Research*, 2(1).
- Partington, G. (1986). 'History Re-Written to Ideological Fashion', in O'Keefe, D, ed, *The Wayward Curriculum*. London: Social Affairs Unit.
- Reisman, A. (2011). 'The "document-based lesson": Bringing disciplinary inquiry into high school history classrooms...', *Journal of Curriculum Studies*, 44(2).
- Smith, J. & Niemi, R. (2001). 'Learning history in school: The impact of course work and instructional practices on achievement', *Theory and Research in Social Education*, 29(1).
- Stearn, T. (2002, December). 'What's wrong with television history?', *History Today*.
- Tribukait, M. (2021). 'Students' prejudice as a teaching challenge: How European history educators deal with controversial and sensitive issues in a climate of political polarization', *Theory and Research in Social Education*, 49(4).
- Willmott, C. (2014), August 28). 'Boxing clever: TV is an under-exploited teaching aid', *THE*. Wineburg, S. (2000). 'Making historical sense', in: Stearns, P, Seixas, P & Wineburg, S, eds, *Knowing, Teaching and Learning History: National and International Perspectives*. New York: New York University Press.
- Zajda, J. (2009). 'Teachers and the politics of history school textbooks', in Saha, L J & Dworkin, A G, eds., *International Handbook of Research on Teachers and Teaching*. New York: Springer.

### **Recommended periodicals**

*Ancient Egypt: History, People and Cultures of the Nile Valley Antiquity*

*Archaeology Ireland BBC*

*History Magazine*

*BBC World History Magazine British*

*Archaeology*

*Current Archaeology*

*Gallery: Magazine of the National Gallery of Ireland Guardian: Education*

*Heritage Outlook*

*HerStoria*

*History Ireland History*

*Teacher History Today*

*Irish Arts Review Irish*

*Heritage*

*Irish Historical Studies*

*Irish Independent: Exam Brief (History) Irish*

*Roots*

*Irish Times: Exam Times (History) MHQ*

*Military Heritage Military*

*History Monthly Minerva*

*National Geographic*

*National Geographic History Magazine NRA*

*Archaeology Magazine Philosophy Now*

*Stair: Journal of the HTAI Teaching*

*History*

*Times Educational Supplement*

### **Recommended websites**

<https://iar.ie/irish-archives-online-database-portal/>

<http://www.courts.ie/four-courts-100>

<https://dublinfestivalofhistory.ie>

<https://www.historylearningsite.co.uk> <https://www.jct.ie>

<https://stairnaheireann.net>

<http://dh.tcd.ie> <http://1641.tcd.ie>

<http://www.beyond2022.ie>

<http://www.bbc.co.uk/history>

<http://www.tcd.ie/Library/dris/index.php>

<http://www.euroclio.eu>

<http://www.retronews.fr>

<http://www.guardian.co.uk/education>

<http://www.historians.ie>

<http://www.historians.org>

<http://www.history.org.uk>

<http://www.historyireland.com>

<https://ifoplayer.ie>

<http://www.learnaboutarchives.ie>

<http://www.national-archives.gov.uk>

<http://www.nationalarchives.ie>

<http://www.nche.net>

<http://www.pdst.ie> <http://www.rte.ie/centuryireland>

<https://www.tcd.ie/library/1916> <http://www.tes.co.uk>

<http://www.teachersmedia.co.uk/videos>

<https://www.rte.ie/archives>

<https://www.publicmedievalist.com>

<https://www.theblackcurriculum.com>

<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>

### **Official documents (by level/type) JC**

[http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Junior-](http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Junior-Cycle-/Syllabuses-Guidelines/jc_history_sy.pdf)

[Cycle-/Syllabuses-Guidelines/jc\\_history\\_sy.pdf](http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Junior-Cycle-/Syllabuses-Guidelines/jc_history_sy.pdf) [https://curriculumonline.ie/getmedia/34acdfbe-](https://curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-History-Specification.pdf)

[History-Specification.pdf](https://curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-History-Specification.pdf)

[https://curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-](https://curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-History-Specification.pdf)

[History-Specification.pdf](https://curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-History-Specification.pdf)

[http://www.education.ie/en/Publications/Policy-Reports/A-Framework-for-Junior-Cycle-](http://www.education.ie/en/Publications/Policy-Reports/A-Framework-for-Junior-Cycle-Full-Report.pdf)

[Full-Report.pdf](http://www.education.ie/en/Publications/Policy-Reports/A-Framework-for-Junior-Cycle-Full-Report.pdf)

[http://www.education.ie/en/Publications/Policy-Reports/lit\\_num\\_strategy\\_full.pdf](http://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf)

### **TY**

<http://ty.slss.ie/resources/guidelines.pdf>

### **SC/LC**

[http://www.scoilnet.ie/hist/docs/lc\\_history\\_sy.pdf](http://www.scoilnet.ie/hist/docs/lc_history_sy.pdf)

**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**

Ms. Deirdre Mac Mathuna and Dr. David Limond (School Placement supervision and administration only).

## Irish Language Pedagogy

### 1. Module Code

ET7905

### 2. Entry Requirements (if applicable)

This is a core module for Irish subject majors and minors on the PME programme

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

Postgraduate

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

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Irish Languages Pedagogy is a one-semester module taken in the first semester of the Professional Master of Education course by students with an Irish language major and minor. It sets out practical and theoretical perspectives on language education, theories of language teaching and learning, syllabus design and evaluation, lesson planning and implementation, classroom management, the context of the Irish language in education and the assessment and recording of pupils' engagement and progress.

Students will develop insights into the principles underpinning national curriculum guidelines for Irish, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements for Irish in this module. The module will enable students to explore how languages are learned, what methods facilitate developing linguistic and intercultural competence, particularly in a classroom environment, and how to creatively apply this knowledge in activities in diverse classrooms. Through this module, students will also be provided with opportunities to explore and gain an insight into the social and cultural contexts that can significantly impact young people's engagement with Irish.

In-class tasks, related school-based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Master of 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 investigations of pedagogical and professional educational issues through students' own practice and school-based research is integrated with a wider reading of relevant literature in the subject area of Irish language education. In line with the primary and post-primary language curricula, this module adopts an integrated perspective on language learning, valuing and leveraging the linguistic and cultural repertoires of all students. The module assumes a multilingual classroom environment where all learners are users of a diverse range of languages including English, Irish and a range of other spoken and sign, heritage and home languages.

### *Aims*

- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Junior Cycle syllabus for Irish;
- To consider and acknowledge the multilingual repertoires of student teachers and their pupils within an integrated view of language proficiency, leveraging pupils' language and metalinguistic awareness developed through the primary languages curriculum;
- To develop the students' theoretical knowledge of how languages are learned 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 Irish language classroom;
- To explore the Irish language classroom as a site for developing pupils' literacy and numeracy skills;
- To embed global citizenship education within the Irish language classroom focusing in particular on rich interculturalism, developing an understanding of Irish language cultures and their relationship to other cultures and perspectives in a way that is ethno-relative rather than ethnocentric (Deardorff, 2009);
- To explore and analyse current accepted best practice and relevant theory in second language teaching and learning in order 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 encourage students to begin to develop critically reflective teaching practices and to think critically about the processes of language teaching and learning;
- To investigate and address the individual and societal-level factors that facilitate or impinge upon the learning of Irish in school.

## 7. Learning Outcomes

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

- Devise and implement individual class plans and units of work for Irish that are innovative, inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus, at Junior Cycle in particular, and that 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 Irish language classroom, in particular in relation to working in an inclusive, multilingual classroom and building a culture of target language use within and across class groups;
- Demonstrate an enthusiasm for the language, culture and perspectives of the different communities in which Irish is used so as to enliven and enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens;
- Critically evaluate a range of teaching methods and pedagogical tasks and materials for Irish teaching that are inclusive by design, in particular in relation to building opportunities for authentic communication in a classroom context and for developing pupils' intercultural competence;
- Develop a research-informed approach to teaching and learning literacy and numeracy, drawing on an integrated view of language learning which can be implemented through the Irish curriculum;
- Synthesise past and present, personal and peer experiences of Irish 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 insights;
- Appreciate the myriad factors that influence the learning of Irish in school and devise strategies to leverage or mitigate them.

## 8. Module Content and Syllabus

*Pedagogy sessions.* Topics are integrated across pedagogy sessions with key areas of focus including:

- The context of Irish language teaching and learning: curricula at primary and post-primary levels;
- Inclusion by design: Considering pupil perspectives in diverse, inclusive and multilingual classrooms;
- Language learning: focusing on the learners' perspectives;
- Planning for lessons and units of learning:
  - Designing learning intentions;
  - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria;
  - Developing activities to address learning intentions which are inclusive by design;
- Assessment of/for/as learning: developing, sharing and using success criteria on an on-going basis in class and with students as well as for summative assessment;
- Target language use in the multilingual classroom;
- Communicative language teaching and learning in the Irish language classroom;
- Task-based learning and planning for authentic meaningful communication in the Irish language classroom;
- Authentic texts in the Irish language classroom – theory and practice;
- ICT for authenticity in the Irish language classroom – resources and methods;
- Irish language literature and the learning of Irish;
- Metalinguistic awareness and form-focused teaching and learning;
- Metacognitive strategies in language teaching and learning (the Common European Framework and the European Languages Portfolio);

- Language integration and embedding literacy and numeracy in the multilingual language classroom;
- Developing intercultural competence, considering local and global perspectives in the home and the target language cultures.

### 9. Teaching and Learning Methods

The teaching and learning strategies on the module aim to embody the principles of language teaching and learning that the module espouses. The module takes a work-on-self orientation to teaching and learning. It aims to facilitate students to gain a deep understanding of their personal and professional selves and an awareness of how their identities as Irish language educators evolve across time and space and in conversation with their fellow student teachers, their lecturers, the academic literature, and all members of their schools as learning communities. Students are encouraged to consider the role of the Irish language teacher as that of a perpetual learner who engages in critically reflective practice in order to constantly develop and innovate.

The module features a blend of lectures and seminars. The teaching and learning methods incorporate some traditional didactic methods (in which overviews of theoretical concepts are provided) and group-work and task-based activities (in which the students interrogate theories of language teaching and learning, consider their implications for their practice, and apply them to their class planning, teaching and assessment activities). The group work and task-based activities aim to provide students with an opportunity to engage in peer and cooperative learning and thus to develop a community-of-practice approach to learning within the class. Students participate in in-class debates and discussions – for instance, students will read assigned readings before class and will be asked to critically analyse the theories and concepts during in-class group-work activities. Subsequently, students will participate in pair or group activities in which they consider the implications of theory for classroom practice. Students will furthermore design and present lesson and activity plans to their peers and will engage in self- and peer-critique.

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

N/A.

### 11. Methods of Assessment

#### **Summative assessment**

Students taking this subject as a major complete a major assignment in Irish and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

### **Assignment Outline**

Evidence-based practice in the Irish language classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the Irish language classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) Irish language class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on language teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

1. Span at least 3 classes;
2. Explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management);
3. Maximise the use of Irish by teacher and students in the classroom across any visual, auditory or other media used;
4. Provide opportunities for the pupils to use Irish meaningfully in the classroom;
5. Provide opportunities for the pupils to develop their intercultural competence;
6. Explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks.

In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of the assignment

#### 14. Recommended Reading Materials / Indicative Resources

This is an indicative reading list. Assigned and recommended readings are shared on Blackboard and are updated on an ongoing basis.

Darmody, M. & Daly, T. (2015). *Attitudes towards the Irish Language on the Island of Ireland*.

ESRI.

Flynn, C.J. (2021). *Foghlaim an dara teanga*. Cló Iar-Chonnacht.

Harris, J. & Ó Duibhir, P. (2012). *Múineadh éifeachtach teangacha: Sintéis ar thaighde*. NCCA. NCCA

(2015). *Sonraíocht Ghaeilge na Sraithe Sóisearaí*. NCCA.

NCCA (2019). *Curaclam teanga na bunscoile*. NCCA.

Ní Fhrighil, R. & Nic Eoin, M. (Eds.). (2009). *Ó theagasc teanga go sealbhú teanga: Múineadh agus foghlaim na Gaeilge ar an 3ú leibhéal*. Cois Life.

Ní Ghallachair, A. (2008). Teaching and learning Irish today. In C. Nic Pháidín & S. Ó Cearnaigh

(Eds.), *A new view of the Irish language* (pp. 191-201). Cois Life.

Ó Duibhir, P. & Cummins, J. (2012). *Towards an integrated language curriculum in early childhood and primary education*. NCCA.

Ó Laoire, M. (2010). Challenge and change in the teaching of Irish. In B. O'Rourke & L. Carson (Eds.),

*Language learner autonomy* (pp. 231-251). Peter Lang.

Ó Laoire, M. (2018). An Ghaeilge sa chóras oideachais: Pleanáil sealbhaithe agus Curaclam.

In T. Ó hIfearnáin & M. Ní Neachtain (Eds.). *An tsochtheangeolaíocht: Feidhm agus tuairisc*. Cois Life.

**15. Evaluation**

Student module survey through Blackboard and end of year feedback session to inform the following year's course.

**16. Module Coordinator**

Dr. Noel Ó Murchadha

**17. Module Teaching Team**

Dr. Emily Barnes, 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 programme.

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

Postgraduate

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

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Mathematics pedagogy is a two-semester module taken over the first two semesters of the Professional Master of Education course by students with a mathematics major and minor. The module introduces 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 knowledge and understanding of the national curriculum guidelines for Mathematics, together with an understanding of wider statutory requirements. Specific attention is paid to the Junior Cycle requirements of Mathematics in this module.

The module will enable students to examine how people learn mathematics, particularly in a classroom environment, and to explore methods that can facilitate the development of mathematical competence. Through this module, students will also be provided with opportunities to explore and understand the social and cultural contexts that can significantly impact young people's engagement with mathematics education. In this way, they will be supported to acquire the skills and expertise to develop and implement education programmes that support the learning needs of socio-economically, ethnically, linguistically, and culturally diverse populations 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 Master of 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 education. Throughout this module the lecturers will promote the ideas and principles of inclusive education, by valuing the different experiences the students bring to the course and by creating a collaborative atmosphere. In line with the primary and post-primary mathematics curricula, this module adopts an integrated perspective on mathematics learning, valuing and leveraging the mathematical and cultural repertoires of students.

#### *Aims*

- To prepare students for planning, teaching and assessing pupils' learning, using methodologies that are inclusive by design, within the framework of the Junior Cycle syllabus for Mathematics.
- To consider and acknowledge the socio-economic, ethnic, linguistic, and cultural diversity of student teachers and their pupils within an integrated view of culturally responsive pedagogy and its relevance to mathematics education, thereby supporting students' understanding of other cultures and perspectives in a manner that is ethno-relative rather than ethnocentric (Deardorff, 2009), and embedding global citizenship education within the mathematics classroom.
- To explore current accepted best practice and relevant theory in mathematics teaching and learning in order 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 develop the students' knowledge of how mathematics is learnt in order to inform their own teaching practices.

- To encourage students to employ a range of approaches, in particular a constructivist learning approach, to the teaching of Mathematics in the classroom.
- To encourage students to develop a range of strategies to foster Mathematics as both a creative and rigorous subject with their pupils.
- To develop students' abilities to devise and implement appropriate lessons aimed at nurturing pupils' competence and confidence across all mathematical skills, including problem solving.
- To develop an awareness of the usefulness and applicability of various technological resources within the Mathematics classroom.
- To explore the Mathematics classroom as a site for developing pupils' numeracy, literacy and specifically mathematical literacy skills.
- To develop students' Mathematical content knowledge and their ability to utilise a number of approaches in solving mathematical problems - in particular introducing students to the strands and sections of the Junior and Senior Cycle curricula with which they are not yet familiar.
- To encourage students to begin to develop a reflective teaching practice and to think critically about approaches of Mathematics teaching and learning.
- To 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:

### *Planning and Practice*

- Devise and implement individual lesson plans and Units of Learning for Mathematics that are inclusive by design, appropriate to pupil's levels and interests, coherent with the syllabus at Junior Cycle in particular, and make use of a range of appropriate teaching and learning methods, demonstrating an awareness of and facilitating individual pupil needs.
- Critically engage with the evolving mathematics curriculum, evaluating and integrating a range of pedagogical tasks, materials and teaching methods, with a specific focus on creative, discursive and problem-solving approaches, as a means of developing all aspects of pupils' numeracy skills, procedural skills and relational understanding of mathematics.
- Engage with and apply best practice principles to manage students' behaviour, organise and engage in a safe teaching and learning environment, and plan, evaluate and report on pupils' learning.

### *Reflection*

- Synthesise past and present, personal and peer experiences of mathematics learning, examining their own thinking and practices, to generate an evidence-based understanding of the nature and processes of mathematics learning, and to reform their practices in light of new knowledge and insight.
- 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.

### *Theory and Research*

- Distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research in relation to mathematics teaching and learning, assessment, and behaviour and classroom management, and analyse how these influence the Mathematics classroom.
- Develop a research-informed approach to teaching and learning numeracy and literacy which can be implemented through the Mathematics curriculum, thereby demonstrating an understanding of the relationship between mathematics and culture (ethnomathematics) and culturally responsive pedagogy, that will enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens; in particular in relation to working in inclusive, culturally diverse classrooms.

## 8. Module Content and Syllabus

Areas to be covered include:

- Overview of Mathematics Education in Ireland
- Planning for lessons and units of learning:
  - Designing learning intentions.
  - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria.
  - Developing activities to address learning intentions that are inclusive by design.
- Inclusion by design: considering pupil perspectives on mathematics in classrooms with diverse learners and learning needs.
- Assessment of/for/as learning - developing, sharing and using success criteria on an on-going basis in class and with students, as well as for summative assessment.
- Teaching and Learning of Mathematics:

- Strategies for teaching Number and Algebra.
- Strategies for teaching Functions and Calculus.
- Strategies for teaching Geometry and Trigonometry.
- Strategies for teaching Statistics and Probability.
- Promoting Student Interest in Mathematics.
- ICT in the Mathematics Classroom – resources and methods.
- Language and Communication in the Mathematics Classroom.
- Embedding literacy and numeracy in the Mathematics Classroom.

### 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)

Students taking this subject as a major complete a major assignment in Mathematics and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

### Assignment Outline

Evidence-based practice in the mathematics classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the mathematics classroom.

In this assignment you must develop a unit of learning for a Junior Cycle (JC) mathematics class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on mathematics teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

1. span at least 3 classes;
2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).
3. maximise the use of the target language/skill(s)/concept(s) by teacher and pupils in the classroom across any visual, auditory or other media used.
4. provide opportunities for the pupils to use the target language/skill(s)/concept(s) meaningfully in the classroom.
5. provide opportunities for the pupils to develop their intercultural competence.
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks. In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Re-submission of the assignment

## 14. Recommended Reading Materials / Indicative Resources

Barton, C. (2019). *How I Wish I'd Taught Maths: Lessons Learned from Research, Conversations with Experts, and 12 Years of Mistakes*. Dylan Williams Center Collection.

Bennett, J. & Briggs, W. (2015). *Using and Understanding Mathematics – A Quantitative Reasoning Approach (6<sup>th</sup> Eds.)*. Pearson Publishers.

Boaler, J. (2002). Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity. *Journal for Research in Mathematics Education*, 33(4), pp. 239- 258.

Chambers, P., & Timlin, R. (2019). *Teaching Mathematics in the Secondary School*. Sage. Clements,

M.A., Bishop, A., Keitel-Kreidt, C., Kilpatrick, J., Leung, F.K.-S. (Eds.) (2013). *Third*

*International Handbook of Mathematics education*. Springer International Handbook of Education.

Cosgrove, J., Perkins, R., Shiel, G., Fish, R., & McGuinness, L. (2012). *Teaching and Learning in Project Maths: Insights from Teachers who Participated in PISA 2012*. Educational research Centre.

Department of Education and Skills (2010). *Report of the Project Maths Implementation Support Group*. Department of Education and Skills.

Department of Education and Skills (2011). *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*. Department of Education & Skills.

Ellerton, N. F. and Clarkson, P. C. (1996). Language factors in mathematics teaching and learning. In A. J. Bishop et al. (Eds.) *International handbook of mathematics education* (pp. 987-1033). Kluwer Academic Publishers.

Gorgorió, N. and Planas, N. (2001). 'Teaching mathematics in multilingual classrooms', *Educational Studies in Mathematics*, 47(1), pp.7-33.

Grønmo, L. S., Lindquist, M., Arora, A., & Mullis, I. V. (2015). *TIMSS 2015 mathematics framework*. Available

at: [https://timssandpirls.bc.edu/timss2015/downloads/t15\\_fw\\_chap1.pdf](https://timssandpirls.bc.edu/timss2015/downloads/t15_fw_chap1.pdf).

Jeffes, J., Jones, E., Wilson, M., Lamont, E., Straw, S., Wheater, R. and Dawson, A. (2013).

*Research into the impact of Project Maths on student achievement, learning and motivation: final report.* NFER.

Kyriacou, C. (2018). *Essential teaching skills. 5<sup>th</sup> Edition.* Nelson Thornes Ltd.

Lee, C., & Ward-Penny, R. (2020). *A Practical Guide to Teaching Mathematics in the Secondary School.* 2<sup>nd</sup> edition. Routledge.

Liljedahl, P. (2020). *Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning.* Corwin Mathematics Series.

Lubienski, S. (2011). Mathematics education and reform in Ireland: An outsider's view of Mattock, P. (2023). *Conceptual Maths: Teaching 'about' (rather than just 'how to do') mathematics in schools.* Crown House Publishing.

NCCA (2018). *Junior Cycle Mathematics.* Available

at: <https://www.jct.ie/perch/resources/maths/junior-cycle-mathematics-specification-2018.pdf>

NCCA (2015). *Leaving Certificate Mathematics from 2015.* Available

at: [https://www.curriculumonline.ie/getmedia/f6f2e822-2b0c-461e-bcd4-dfcde6decc0c/SCSEC25\\_Maths\\_syllabus\\_examination-2015\\_English.pdf](https://www.curriculumonline.ie/getmedia/f6f2e822-2b0c-461e-bcd4-dfcde6decc0c/SCSEC25_Maths_syllabus_examination-2015_English.pdf).

Prendergast, M., Johnson, P., Fitzmaurice, O., Liston, M., O'Keeffe, L. and O'Meara, M. (2014) Mathematical thinking: challenging prospective teachers to do more than 'talk the talk'. *International Journal of Mathematical Education in Science and Technology*, 45(5), pp. 635-647.

Prendergast, M. and O'Donoghue, J. (2014). "Students enjoyed and talked about the classes in the corridors': pedagogical framework promoting interest in algebra'. *International Journal of Mathematical Education in Science and Technology*, 45(6), pp. 795 – 812.

Shiel, G., Perkins, R., Close, S., & Oldham, E. (2007). *PISA Mathematics: A Teacher's Guide.* (E. R. Centre, Trans.). Department of Education and Science.

Watson, A. (2004) 'Red Herrings: "Best" Mathematics Teaching and Curricula'. *British Journal of Educational Studies*, 52(4), pp. 359 – 376.

### Websites

Project Maths: [www.projectmaths.ie](http://www.projectmaths.ie)

National Council for Curriculum and Assessment: [www.ncca.ie](http://www.ncca.ie) Examinations: [www.examinations.ie](http://www.examinations.ie)

Irish Mathematics Teachers' Association: [www.imta.ie](http://www.imta.ie) <http://ie.ixl.com>

[www.artofproblemsolving.com](http://www.artofproblemsolving.com)

[www.coolmath4kids.com](http://www.coolmath4kids.com) [jmathpage.com](http://jmathpage.com)

[www.mathssupport.ie](http://www.mathssupport.ie)

[www.mathplayground.com](http://www.mathplayground.com)

[www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)

[www.shodor.org](http://www.shodor.org)

[nlbm.usu.edu/en/nav/vlibrary.html](http://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)

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Modern Languages Pedagogy is module taken over the first two semesters of the Professional Master of 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 developing linguistic and intercultural competence, particularly in a classroom environment, and how to apply this knowledge in activities in diverse classrooms.

In-class tasks, related school-based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Master of Education programme, 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. In line with the primary and post-primary language curricula, this module adopts an integrated perspective on language learning, valuing and leveraging the linguistic and cultural repertoires of students. The module assumes a multilingual classroom environment where all learners are users of a diverse range of languages including English, Gaeilge, the target language of instruction as well as a range of other spoken and sign, heritage and home languages.

### *Aims*

- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Junior Cycle syllabus for modern languages.
- To consider and acknowledge the multilingual repertoires of student teachers and their pupils within an integrated view of language competence, leveraging pupils' language and metalinguistic awareness developed through the primary language curriculum.
- 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 embed global citizenship education within the modern language classroom, focusing in particular on rich interculturalism, developing an understanding of other cultures and perspectives which is ethno-relative rather than ethnocentric (Deardorff, 2009).
- To explore current accepted best practice and relevant theory in second language teaching and learning in order 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 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 should be able to:

- devise and implement individual class plans and schemes of work for modern languages which are inclusive by design and appropriate to the range of pupils in their classes, 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 working in an inclusive, multilingual classroom and building a culture of target language use within and across class groups;
- demonstrate an enthusiasm for the language, culture and perspectives of the communities in which their modern languages are used which will enliven and enrich their classroom teaching and develop pupils' intercultural competence and understanding as global citizens;
- critically evaluate a range of teaching methods and pedagogical tasks and materials for modern language teaching which are inclusive by design, in particular in relation to building opportunities for authentic communication in a classroom context and for developing pupils' intercultural competence;
- develop a research-informed approach to teaching and learning literacy and numeracy drawing on an integrated view of language learning 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. Module Content and Syllabus

*Pedagogy sessions.* Topics are integrated across pedagogy sessions with key areas of focus including:

- Inclusion by design: considering pupil perspectives in diverse, inclusive and multilingual classrooms;
- Language learning: developing empathy and focusing on the learner's perspective in a short *ab initio* language course;
- Planning for lessons and units of learning:
  - Designing learning intentions;
  - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria;
  - Developing activities to address learning intentions which are inclusive by design;
- Assessment of/for/as learning - developing, sharing and using success criteria on an on-going basis in class and with students as well as for summative assessment;
- Target language use in the multilingual classroom;
- Task-based learning and planning for authentic meaningful communication in the language classroom;
- ICT for authenticity in the language classroom – resources and methods;
- Teaching/Learning vocabulary;
- Teaching/Learning grammar;
- Language integration and embedding literacy and numeracy in the multilingual language classroom;
- Developing intercultural competence, considering local and the global perspectives in the home and the target language cultures.

## 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)**

Students taking this subject as a major complete a major assignment in Modern Languages (100% of their grade in this module). As Modern Languages is a double major, students are not obliged to complete a minor assignment.

**Assignment Outline**

Evidence-based practice in the modern language classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the language classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) modern foreign language (MFL) class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on language teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

1. span at least 3 classes;
2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).

3. maximise the use of the target language by teacher and pupils in the classroom across any visual, auditory or other media used.
4. provide opportunities for the pupils to use the target language meaningfully in the classroom.
5. provide opportunities for the pupils to develop their intercultural competence.
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

#### **12. Pass Requirement**

40%

#### **13. Method of Supplemental Assessment**

Re-submission of the assignment

#### **14. Recommended Reading Materials / Indicative Resources**

Arnold, J., Dörnyei, Z., & Pugliese, C. (2015). *The Principled Communicative Approach*.

Helbling Languages.

Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *The Language Learning Journal*, 28(1), pp. 29-39.

doi:10.1080/09571730385200181

Christie, C. (2016). Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. *The Language Learning Journal*, 44(1), pp.

74-89. doi:10.1080/09571736.2013.836751

- Crichton, H. (2009). 'Value added' modern languages teaching in the classroom: an investigation into how teachers' use of classroom target language can aid pupils' communication skills. *The Language Learning Journal*, 37(1), pp. 19-34. doi:10.1080/09571730902717562
- Crichton, H. (2009). 'Value added' modern languages teaching in the classroom: an investigation into how teachers' use of classroom target language can aid pupils' communication skills. *The Language Learning Journal*, 37(1), pp. 19-34. doi:10.1080/09571730902717562
- Cummins, J. (2017). Teaching for Transfer in Multilingual School Contexts. In O. García, A. Lin, & S. May (Eds.), *Encyclopedia of Language and Education: Bilingual and Multilingual Education* (pp. 103-116). Springer.
- Cummins, J., & Ó Duibhir, P. (2012). Towards an Integrated Language Curriculum In Early Childhood And Primary Education. Retrieved from [https://www.ncca.ie/media/2467/towards\\_an\\_integrated\\_language\\_curriculum\\_in\\_early\\_childhood\\_and\\_primary\\_education.pdf](https://www.ncca.ie/media/2467/towards_an_integrated_language_curriculum_in_early_childhood_and_primary_education.pdf)
- Eli, H. (2011). *Handbook of Research in Second Language Teaching and Learning: Volume 2*, Ch 35 Focus on Form. Taylor & Francis Group.
- Eli, H. (2016). *Handbook of Research in Second Language Teaching and Learning: Volume III: Part III Listening and Speaking*. Taylor & Francis Group.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(02), p.97. doi:10.1017/S0261444807004144
- Hinkel, E. (2008). *Handbook of research in second language teaching and learning*. Routledge.
- Hinkel, E. (Ed.) (2017). *Handbook of research in second language teaching and learning: Volume III*. Routledge.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Little, D. G., Devitt, S. M., Singleton, D. M., & Authentik Language Learning Resources, L. (1989). *Learning foreign languages from authentic texts: theory and practice*. Authentik in association with CILT.
- Maley, A. (2018). *Alan Maley's 50 creative activities*. Cambridge University Press.
- McKenney, S. E., & Reeves, T. C. (2019). *Conducting educational design research* (second ed.). Routledge.
- Norton, J., & Buchanan, H. (Eds.). (2022). *Routledge Handbook of Materials Development for Language Teaching*. Taylor & Francis Group.

- Sheil, G., Cregan, Á., McGough, A., & Archer, P. (2012). Oral Language in Early Childhood and Primary Education 3-8 Years. Retrieved from [http://www.erc.ie/documents/oral\\_language\\_in\\_early\\_childhood\\_and\\_primary\\_education\\_3-8\\_years\\_.pdf](http://www.erc.ie/documents/oral_language_in_early_childhood_and_primary_education_3-8_years_.pdf)
- Smith, B. (2015). *Technology in language learning: an overview*. Routledge.
- Swain, M., & Lapkin, S. (2002). Talking it through: two French immersion learners' response to reformulation. *International Journal of Educational Research*, 37(3-4), pp. 285-304. doi:10.1016/S0883-0355(03)00006-5
- Swain, M., Lapkin, S., Knouzi, I., Suzuki, W., & Brooks, L. (2009). Languaging: University Students Learn the Grammatical Concept of Voice in French. *The Modern Language Journal*, 93(1), pp. 5-29. doi:10.1111/j.1540-4781.2009.00825.x
- Ur, P. (2015). *Discussions and more: oral fluency practice in the classroom* (second ed.). Cambridge University Press.
- Ur, P., & Swan, M. (2009). *Grammar practice activities: a practical guide for teachers* (2nd ed.). Cambridge University Press.
- Ur, P., & Thornbury, S. (2012). *Vocabulary activities*. Cambridge University Press.
- Ur, P., & Thornbury, S. (2016). *Penny Ur's 100 teaching tips*. Cambridge University Press.
- VanPatten, B., & Williams, J. (Eds.). (2015). *Theories in second language acquisition: an introduction* (second ed.). Routledge.
- Watkins, P. A. (2017). *Teaching and developing reading skills*. Cambridge University Press.

## 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.

## 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 programme

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

Postgraduate

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

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

Music pedagogy is taken 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 post-primary music, together with an understanding of the content of the primary music curriculum and the 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 Master of 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 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. In line with the primary and post-primary music curricula, this module adopts an integrated perspective on music learning, valuing the unique and diverse musical and cultural repertoires of students. The module assumes an inclusive classroom environment where learners are encouraged to share a range and level and of music skills and preferred genres including popular, traditional, folk and art music.

### *Aims*

- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Junior Cycle syllabus for music education.
- To consider and acknowledge the diverse music backgrounds and repertoires of student teachers and their pupils within an integrated view of musical development incorporating pupils' former engagement with and competence in music which was developed through the primary music curriculum and extracurricular engagement where relevant.
- To develop the students' knowledge of how music is learnt in order to inform their own teaching practices.
- To explore the music classroom as a site for developing pupils' literacy and numeracy skills.
- To embed global citizenship education within the music classroom focusing in particular on rich interculturalism, developing an understanding of other cultures and perspectives.
- To explore current accepted best practice and relevant theory in music teaching and learning in order 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 encourage students to begin to develop a reflective teaching stance and to think critically about the processes of music teaching and learning.

### 7. Learning Outcomes

On successful completion of the PME music pedagogy module, the students should be able to:

- distinguish and debate the philosophical underpinnings and theoretical frameworks of educational research on the post-primary music curriculum and analyse how these influence working in an inclusive classroom and building a culture of active music making and self-expression within and across class groups;
- 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;

- synthesise past and present, personal and peer experiences of music learning to generate an evidence-based understanding of the nature and processes of music learning;
- devise and implement individual class plans for the post primary music classroom which are inclusive by design and appropriate to the range of pupils in their classes, are coherent with the syllabus and make use of a range of appropriate teaching and learning methods;
- critically evaluate a range of teaching methods and pedagogical tasks and materials for post primary music teaching which are inclusive by design, in particular in relation to fostering opportunities for collaborative active music-making in a classroom context and for developing pupils' intercultural competence;
- begin a research-informed approach to teaching and learning music drawing on an integrated perspective which can be implemented through the primary music curriculum;
- 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. Module Content and Syllabus

- Inclusion by design: considering pupil perspectives in diverse, and inclusive classrooms.
- Music learning: developing empathy and focusing on the learner's perspective in a short 'introduction to post-primary music education' course.
- Planning for lessons and units of learning:
  - Designing learning intentions;
  - Constructive alignment of learning outcomes, learning intentions, assessment and success criteria;
  - Developing activities to address learning intentions which are inclusive by design.
- Assessment of/for/as learning - developing, sharing and using success criteria on an on-going basis in class and with students as well as for summative assessment.
- Learning through active music-making in the classroom.
- Task-based learning and planning for authentic meaningful engagement in music listening and responding, performing and composing in the classroom.
- ICT in the music classroom – resources and methods.
- Teaching/Learning music literacy and music theory.
- Embedding literacy and numeracy in the music classroom.

- Developing intercultural competence, considering local and the global perspectives on music choices.
- The pedagogy of music performance; focusing on collaborative practices.
- Creativity in the context of the Junior Cycle Music Classroom.
- Wellbeing and music education
- Researching and articulating a personal philosophy (or set of beliefs) of music education.

### 9. Teaching and Learning Methods

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

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

N/A

### 11. Methods of Assessment

#### **Summative assessment**

Students taking this subject as a major complete a major assignment in Music and minor assignment in their chosen minor pedagogy (with the major assignment accounting for 100% of their grade in this module).

All students taking this subject as a minor complete an assignment accounting for 100% of their grade in this module.

### **Assignment Outline**

Evidence-based practice in the music classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the music classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) music class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on music teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

1. span at least 3 classes;
2. explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management).
3. maximise the use of active music-making by teacher and pupils in the classroom.
4. provide opportunities for the pupils to perform and create music meaningfully in the classroom.
5. provide opportunities for the pupils to develop their intercultural competence in the context of music choices
6. explicitly address Junior Cycle key skills (including literacy and numeracy) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Re-submission of assignment.

## 14. Recommended Reading Materials / Indicative Resources

Cooke, C., Evans, K., Philpott, C., & Spruce, G. (2016). *Learning to teach music in the secondary school*. Abingdon.

D'Amore, A. (2014). *Musical Futures: An approach to teaching and learning. resource pack*. 2nd ed. Paul Hamlyn Foundation.

Elliott, D. & Silverman, M. (2015). *Music Matters*. Oxford University Press.

Evans, J. & Philpott, C. (Eds.). (2009). *A practical guide to teaching music in the secondary school*. Routledge.

Fautley, M. (2010). *Assessment in music education*. Oxford University Press. Hallam, S.

(2019). *Psychology of music (the psychology of everything)*. Routledge.

Hallam, S., Creech, A. & McQueen, H. (2017). What impact does teaching music informally in the classroom have on teachers, and their pedagogy? *Music Education Research*, 19(1), pp. 42–59.

Harris, P. (2014). *Simultaneous learning*. Faber Music Ltd.

Harris, P. (2021). *Unconditional Teaching: a ground breaking journey towards a new style of music teaching*. Faber Music Ltd.

Kenny, A., & Morrissey, D. (2021). Negotiating teacher-artist identities: “Disturbance” through partnership. *Arts Education Policy Review*, 122(2), pp. 93-100.

Kerin, M., & Murphy, C. (2015). Exploring the impact of co-teaching on pre-service music teachers. *Asia-Pacific Journal of Teacher Education*, 43(4), pp. 309-323.

Kerin, M., & Grenfell, M. (2015). Break a leg: raising the curtain on performance pedagogy. *The International Journal of Arts Education*, 9(1), pp. 3-16.

Kerin, M., & Connell, L. O. The impact of Covid-19 on music teacher education school placement: developing an alternative model for support and assessment. *Glazbena pedagogija*, 67.

Kerin, M., & Murphy, C. (2018). Equal temperament: Coteaching as a mechanism for musician–teacher collaboration. In C. Christophersen & A. Kenny (Eds.), *Musician– Teacher Collaborations* (pp. 217-230). Routledge.

Lucas, B. (2022). A field guide to assessing creative thinking in schools. *FORM*. DOI: 10.13140/RG.2.2.24010.03529

Lucas, B. (2022). Rethinking assessment in schools: Moving from a deficit to a strengths-based model. *Psychology of Education Section*, 46(1), pp. 5–15.

McCormick, S., & Kerin, M. (2021). Putting the A in STEAM: Arts education in Junior Cycle. In D. Murchan & K. Johnston (Eds.), *Curriculum change within policy and practice* (pp. 143- 159). Palgrave Macmillan.

Moore, G. (2019). Musical futures in Ireland: findings from a pilot study in primary and secondary schools. *Music Education Research*, 21(3), pp. 243–256.

National Council for Curriculum and Assessment. (2017). Junior Cycle

Music. <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Music/> National Council for Curriculum and Assessment. (2021). Junior Cycle Music. Guidelines for the classroom-based

assessments. [https://www.curriculumonline.ie/getmedia/38743663-f701-4574-8c8e-702d6dc315c1/AssessmentGuidelines\\_Music.pdf](https://www.curriculumonline.ie/getmedia/38743663-f701-4574-8c8e-702d6dc315c1/AssessmentGuidelines_Music.pdf)

Nilsson, M. H. Z., & Kerin, M. (2022). Interdisciplinary co-teaching in higher education: Comparing results from music-drama and music-physics partnerships in Sweden and Ireland. *Nordic Research in Music Education*, 3, pp. 75-91.

Swanwick, K. (1999). *Teaching music musically*. Routledge.

## 15. Evaluation

CAPSL module survey and end of year feedback session to inform next year's course.

## 16. Module Coordinator

Dr. Susan Mc Cormick

## 17. Module Teaching Team

Dr. Susan Mc Cormick and School Placement team and occasional guest speakers

## Science Pedagogy

### 1. Module Code

ET7910

### 2. Entry Requirements (if applicable)

Core module for students taking science as major and minor on the PME programme

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

Postgraduate

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

First Semester: 2 hours per week (2 x 10 weeks)

Second Semester: 2 hours per week every second week

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 considerations of science education, with a focus on the Junior Cycle, especially relating to its reform. Students will develop both their content knowledge and pedagogical content knowledge (PCK). They will be introduced to research in science education as it applies to student learning in the classroom and to science teacher professional development in initial and later stages.

In-class tasks, related school-based assignments and alignment with the other professional modules and the foundation disciplines in the Professional Master of Education programme 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;
- engage with the science curriculum and introduce problem solving as an integral part of their teaching;
- demonstrate an awareness of the place of science in the general education of young people;
- show enthusiasm for their subject which will enliven and enrich their classroom teaching;
- identify available sources of external support;
- 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;
- critically review existing research informed practises;
- 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 should be able to:

- engage with and apply best practice principles to manage students' behaviour, provide for a safe teaching and learning environment in the science classroom and plan, evaluate and report on pupils' learning;
- Identify and apply an appropriate range of teaching and learning approaches that are designed to motivate students and encourage them to act as agents in their own learning;
- 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 are inclusive by design;
- 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 and global citizenship education in the science classroom, and understand 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;
- develop a self-reflective approach to their own teaching, reflecting on their practice, examine their own thinking and practices and reform these practices in light of new knowledge and insight.

#### 8. Module Content and Syllabus

- Approaches to teaching the theoretical and practical aspects of science courses in second level schools in Ireland, at Junior Cycle level.
- The place of science education in the school curriculum.
- The roles of practical work and ICT in science teaching and learning.
- Theories of learning in science.
- Student attitudes to science in school.
- Lesson planning / schemes of work / assessment / reflection and evaluation.
- 'Play' activities in the science classroom which encourage learning and foster engagement.
- Development of questioning techniques to develop teacher PCK and drive student learning in science.
- Focus on developing skills of junior cycle framework within science pedagogy.

- Curriculum planning and Junior Cycle science
- Formative (AfL) & summative assessment & grading.
- Numeracy and literacy in the context of science.
- Strategies for the inclusive education within science classroom.
- Developing learning communities in the science classroom.
- Methods of collaboration in learning and teaching science.

#### 9. Teaching and Learning Methods

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

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

Science laboratory equipment and occasional access to a laboratory.

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

##### **Summative assessment**

Students taking this subject as a major complete a major assignment in Science (100% of their grade in this module).

As Science is a double major, students are not obliged to complete a minor assignment.

##### **Assignment Outline**

Evidence-based practice in the science classroom

How long? 2500-3000 words. This does not include required plans and resources as appendices

Focus area: Evidence-based practice in the science classroom

In this assignment you must develop a unit of learning for a Junior Cycle (JC) Science class and provide an evidence-based rationale for your planning choices.

The rationale must draw on recent and relevant research literature on language teaching and learning to support the planning and design of the unit of learning.

The unit of learning must:

- 1) Span at least 3 classes;
- 2) Explicitly address a focus area for development of your own practice (e.g., more active learning, use of assessment for learning, improved classroom management);
- 3) Maximise the use of the language of science by teacher and students in the classroom across any visual, auditory or other media used;
- 4) Provide opportunities for the pupils to actively engage with Science in the classroom;
- 5) Provide opportunities for the students to develop their intercultural competence;
- 6) Explicitly address Junior Cycle key skills (including literacy and numeracy in Science learning) and learning outcomes.

### **Formative assessment**

The module uses assessment for/as learning methods to provide feedback to students as well as to develop their own capacity to evaluate their own progress in the module and develop SMART goals for their learning. This is embedded as an integral part of the pedagogy sessions.

In-class tasks provide the students with an opportunity to develop and present teaching and learning activities and to receive formative feedback on those tasks.

In addition, the module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard. The timing of the minor and major assignments as well as the assessment visits on placement provide the students with feedback and targeted suggestions for improvement that build on each other to develop student competence.

### **12. Pass Requirement**

40%

### **13. Method of Supplemental Assessment**

Resubmission of the assignment

### **14. Recommended Reading (Books)**

Achiam, M., Dillon, J., & Glackin, M. (Eds.) (2021). *Addressing wicked problems through science education*. Springer.

- Adey, P. & Dillon, J. (eds.) (2012). *Bad Education: Debunking Myths in Education*. Open University Press.
- Capel, S., Leask, M., and Younie, S. (2016). *Learning to teach in the secondary school: A companion to school experience 7<sup>th</sup> Edition*. Taylor & Francis Ltd.
- Chardin, M., & Novak, K. (2020). *Equity by Design: Delivering on the Power and Promise of UDL*. Corwin Press.
- Corrigan, D., Bunting, C., Dillon, J., Jones, A. & Gunstone, R. (Eds.) (2015). *The future in learning science: What's in it for the Learner?* Springer.
- Corrigan, D., Dillon, J. & Gunstone, R. (Eds.) (2011). *The Professional Knowledge Base of Science Teaching*. Springer.
- Dawson, E. (2019). *Equity, exclusion and everyday science learning: The experiences of minoritised groups*. Routledge.
- Denby, N. (Ed.) (2015). *Training to teach: A guide for students*. 3<sup>rd</sup> Edition. Sage Publications Ltd.
- Dillon, J. (2017). *Towards a convergence between science and environmental education: The selected works of Justin Dillon*. Routledge.
- Dillon, J., & Watts, M. (Eds.) (2022). *Debates in science education (2<sup>nd</sup> edition)*. Routledge.
- Dymoke, S. (Ed.) (2012). *Reflective teaching and learning in the secondary school (2<sup>nd</sup> Edition)*. Sage Publications Ltd.
- Ellis, V. (2013) *Learning and Teaching in Secondary Schools, 5th Revised edition*. Sage Publications Ltd.
- Evagorou, M., Nielsen, J.A., & Dillon, J. (Eds.) (2020). *Science teacher education for responsible citizenship: Towards a pedagogy for relevance through socioscientific issues*. Springer.
- Fisher, R. (2005). *Teaching Children to Think*. Nelson Thornes
- Fletcher-Wood, H. (2018). *Responsive teaching: cognitive science and formative assessment in practice*. Routledge.
- Harlen, W. (ed.) (2015). *Working with big ideas of science education*. Association for Science Education.
- Henriksen, E. K., Dillon, J. and Ryder, J. (Eds.) (2015). *Understanding student participation and choice in science and technology education*. Springer.
- Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Penguin Books.
- Kyriacou, C. (2018). *Essential teaching skills. 5th Edition*. Nelson Thornes Ltd.
- Maguire, M., Gibbons, S., Glackin, M., Pepper, D. & Skilling, K. (2018) *Becoming a Teacher: Issues in Secondary Education. 5th Edition*. McGraw Hill

Osborne, J. & Dillon, J. (Eds.) (2010). *Good Practice in Science Teaching: What Research has to say* (2<sup>nd</sup> edition). Open University Press.

Sawyer, R. (Ed.). (2022). *The Cambridge Handbook of the Learning Sciences* (3rd ed., Cambridge Handbooks in Psychology). Cambridge University Press. doi:10.1017/9781108888295

Spenceley, P. (2022). *Successful Science Teaching*. John Catt Educational Limited.

Wells, C. G. (1999). *Dialogic Inquiry. Toward a sociocultural practice and theory of education*. Cambridge.

#### 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

Dr. Mairéad Hurley

#### 17. Module Teaching Team

Dr. Mairéad Hurley

## Advanced Pedagogy and Research (Dissertation)

### 1. Module Code

ET8901-8910 (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)

Intensive Research methods at the end of Year 1 (3 days of lectures, tutorials, tutorials and guided study and research practice);

Including seminars and workshops.

500 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 inform evidence-informed practice, with a specific focus on a specific research area of pedagogy or theory as identified by the student within programme guidelines and provision of supervisory expertise.

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 and/ or the exploration of theory, with a specific focus on how it informs policy and/ or practice, as relevant, in the domain of education. The knowledge, skills and understanding and in particular, the competences 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, and to do so from a theoretically and methodologically informed practitioner perspective. It is also essential that this is situated within the reflective and reflexive practitioner tradition, to provide a meaningful link between theory, research, policy and practice within the post-primary school context.

#### *Aims*

- To provide students with a critical grounding in the key debates around research-based and evidence-informed practice as education professionals, and in professions more generally;
- To introduce students to the range of research methodologies and research tools applied by researchers, including practitioner research;
- To develop students' understanding of the analytical techniques (e.g. thematic analysis) applied while engaging with, using and/ or generating research evidence to inform practice;
- To develop students' capacity to interpret and critique, from a methodological perspective, various forms of evidence, including empirical and non-empirical forms of evidence;
- To sensitise students to the interpretation of evidence and how interpretation is a values-laden exercise about which practitioners must critically reflect as individuals and collaboratively;
- To develop students' critical understanding of the reflexive dimensions associated with evidence-informed practice and practitioner research.

#### 7. Learning Outcomes

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

- show a critical understanding of the range of different research traditions (e.g. case study, action research, self-study, grounded theory, narrative, ethnography, life history, quasi-experimental, and evaluative traditions) that can be applied in the domain of educational research and their relevance to practitioners;
- comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence;
- evaluate the interrelationship between research questions, approaches, methodologies and the generation of evidence;

- appraise the range of research methods used in the generation of research 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 10,000 word research thesis which critically applies a cohesive set, as appropriate, of the key concepts engaged in this module.

## 8. Module 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 critical for practitioners' capacities to engage with, use and generate research evidence to inform practice. Within these sessions, students will also 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, with implications for policy-making and practice. 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 Blackboard. Students are expected to engage with pre-lecture material, as prescribed, in order to maximise sessions. A key feature of this module is to build the content around key readings and reflections. 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 is intended to provide students with an understanding as to how research evidence is generated, analysed and reported, as well as how such research evidence is engaged with, used or generated by practitioners themselves. 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. Students and supervisors will engage in dialogue to develop research ideas, implement these in practice, analyse data and develop the final thesis. Throughout the research journey, the individual supervisor will provide formative feedback to the student on their draft writing for their thesis.

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

PowerPoint, audio-visual facilities, Zoom and Blackboard

A room with a screen, PowerPoint, Zoom, projector and whiteboard. 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 10,000 words 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, as well as interaction with peers and structured self-reflective activities.

## 12. Pass Requirement

40% overall

## 13. Method of Supplemental Assessment

Re-submission of failed component

## 14. Recommended Reading Materials / Indicative Resources

Biesta, P. G. (2020). *Educational Research: An Unorthodox Introduction*. Bloomsbury Academic.

Burke, J. & Dempsey, M. (2021). *Undertaking Capstone Projects in Education: A Practical Guide for Students*. Routledge. [recommended text available as an e-book from TCD Library]

Firth, J. (2020). *The teacher's guide to research: Engaging with, applying and conducting research in the classroom*. Routledge.

Gordon, N., & Conaway, C. (2020). *Common-sense evidence: The education leader's guide to using data and research*. Harvard Education Press.

Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge.

Kirschner, P. A., Hendrick, C., & Heal, J. (2022). *How teaching happens seminal works in teaching and teacher effectiveness and what they mean in practice*. Routledge.

McDonagh, C. (2019). *Enhancing Practice through Classroom Research: A Teacher's Guide to Professional Development* (2nd edition). Routledge.

Murphy, G. (2021). Putting research evidence into practice. Policy directions and professional futures. *Ireland's Yearbook of Education 2020 | 2021 | Education Matters*.  
<https://irelandseducationyearbook.ie/irelands-education-yearbook-2020/research/putting-research-evidence-into-practice/>

Pring, R. (2015). *Philosophy of Educational Research* (3rd edition). Bloomsbury Academic.

Sullivan, B., Glenn, M., Roche, M., & McDonagh, C. (2016). *Introduction to Critical Reflection and Action for Teacher Researchers* (1st edition). Routledge.

Thomas, G. (2017). *How to Do Your Research Project: A Guide for Students* (Third edition). SAGE Publications Ltd.

Thomas, G. (2021). *How to Do Your Case Study* (Third edition). SAGE Publications Ltd. Williams, J. (2020). *How to Read and Understand Educational Research* (1st edition). SAGE Publications Ltd.

Wilson, E. (Ed.). (2012). *School-based Research: A Guide For Education Students* (Second edition). Sage Publications Ltd.

**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. Gavin Murphy

**17. Module Teaching Team**

Dr Gavin Murphy (Thesis Coordinator) and invited colleagues

## Elective modules

### Irish Traditional Music

1. Module Code

EDPT8912

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

3. Level (JF, SF, Postgraduate)

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

*Rationale*

Students will consider the theoretical frameworks underpinning semi formal (master- apprentice) and informal (session) pedagogical models and their implications for educational practice. Students will be introduced to contemporary scholarship in the field of traditional music education, as well as broader issues in traditional music studies, music education and ethnomusicology. The module will enable students to explore how people learn traditional Irish music, what methods facilitate learning music in semi-formal and informal environments and how to apply this knowledge to a variety of activities in the classroom.

Practical engagement with traditional Irish music on the tin whistle offers students the opportunity to reflect on their own, as well as their pupils', learning and creative development in and through music.

*Aims*

The elective aims to introduce students to the following topics:

- The Instrumental Tradition
- The Dance Tune Tradition
- The Sean Nós Singing Tradition
- The Uilleann Pipe Tradition
- The Harping Tradition
- Major Collectors of Irish Music
- Regional Styles
- Notable Exponents of Traditional Music
- The Development of Irish Traditional Music over the Past Century
- Teaching methodologies specific to Irish music Semi-formal and informal learning.

## 7. Learning Outcomes

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

- interpret and describe Tune Types, Instruments, Regional Styles, Collectors, exponents and aspects of the singing tradition from aural examples as required in the Junior and Leaving Cycle Syllabus;
- perform 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 and through reflection, develop the student's knowledge of how music is learnt in order to inform and begin to critically assess their own teaching practices;
- explore the music classroom as a site for developing literacy and aural skills through inclusive legitimate peripheral participation, synthesizing personal and peer experiences of music learning to generate an evidence-based understanding of the nature and processes of music learning;
- illustrate practical methodologies for assessing their own students' work in the
- various aspects of Irish music relevant to the curriculum by devising and implementing class plans for the post primary music classroom that are appropriate to the range of pupils in their class, coherent with the syllabus and make use of a range of appropriate teaching and learning methods;
- explore current best practice and relevant theory in traditional Irish music teaching
- and learning in order to explore alternate music teaching styles and methods and critically assess their strengths and weaknesses within the context of the student's practice as teachers;
- 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;
- 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. Module Content and Syllabus

This module considers contemporary discussion in ethnomusicology around enculturation and its role in the transmission of Irish music, and methodologies for the promotion of authenticity and inclusivity through life-long peripheral participatory practice. The dual roles of orality and literacy in traditional music learning are considered, and students are introduced to a range of alternate mnemonic visual aids used to facilitate aural learning including those by O'Keefe, Mulkerer and Cooney. Consideration of the online teaching of Irish music is also incorporated to consider the ways in which teachers and students adapted to digital learning during the COVID-19 pandemic, developing a pre-existing global online community of players, and drawing upon the digital learning and archival resources available to teachers and students through organisations such as Comhaltas, ITMA. Students will develop an understanding of core aspects of Irish Traditional Music relevant to the second level curriculum and be able to practically apply this knowledge to formal classroom and informal extra-curricular contexts.

#### 9. 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.

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

N/A

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

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.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of the written component

#### 14. Recommended Reading Materials / Indicative Resources

- Bunting, E. (1840). *The Ancient Music of Ireland*. Hodges and Smith. Carson, C. (1986). *Pocket Guide to Irish Traditional Music*. Appletree.
- Carolan, N. (1997). *A Harvest Saved: Francis O'Neill and Irish Music in Chicago*. Ossian. Cawley, J. (2021). *Becoming an Irish Traditional Musician. Learning and Embodying Musical Culture*. Routledge.
- Cooper, D. (2005). *The Petrie Collection of the Ancient Music of Ireland*. Cork University Press.
- Conaghan, D. (2022). Instrumental music education in Ireland: how subsidiarity and choice can perpetuate structural inequalities. *Irish Educational Studies*, DOI: [10.1080/03323315.2022.2093255](https://doi.org/10.1080/03323315.2022.2093255)
- Dowling, M. (2007). 'Rambling in the Field of Modern Identity: Some Speculations on Irish Traditional Music'. *Radharc: The Journal of Irish and Irish-American Studies* 5(7), pp. 107-134.
- Fleischman, A. with Ó Suilleabhain, M. and McGettrick, P. (Ed.) (1998). *Sources of Irish Traditional Music*. Garland.
- Grattan F. and William H. (1905). *A History of Irish Music, Library Ireland*. <http://www.libraryireland.com/irishMusic/IV.php>
- Henebry, R. (1928). *A Handbook of Irish Music*. Cork University Press.
- Henebry, R. (1903). *Irish Music: Being an Examination of the Matter of Scales, Modes and Keys with practical Instructions and Examples for Players*. An Cló-Chumann.
- Keegan, N. (2006). *Language and Power in Traditional Irish Music*. (O Riada Memorial Lecture 16) Traditional Irish Music Archive and Irish Traditional Music Society, UCC.
- Keegan, N. (2010). 'The Parameters of Style in Irish Traditional Music'. *Inbhear* 1(1), University of Limerick.

- MacAoidh, C. (1994). *Between the Jigs and The Reels*. Drumlin.
- MacAoidh, C. (2006). *The Scribe: The Life and Works of James O'Neill*. Drumlin.
- McCoy, S., Quail, A., and Smyth, E. (2014). "The Effects of School Social Mix: Unpacking the Differences." *Irish Educational Studie*, 33(3), pp. 307–330.
- Moloney, C. (2000). *The Irish Music Manuscripts of Edward Bunting (1773-1843): An Introduction and Catalogue*. Irish Traditional Music Archive.
- Moore, G. (2014). "Mind the Gap: Privileging Epistemic Access to Knowledge in the Transition from Leaving Certificate Music to Higher Education." *Irish Educational Studies*, 33(3), pp. 249–268.
- Moore, G. (2021). "Fish Out of Water? Musical Backgrounds, Cultural Capital, and Social Class in Higher Music Education." In Geir Johansen, Ruth Wright, Panagiotis A. Kanellopoulos, and Patrick Schmidt (Eds.), *The Routledge Handbook to Sociology of Music Education*. Routledge.
- Motherway, S. H. (2013). *The Globalisation of Irish Traditional Song Performance*. Routledge. Ó Canainn, T. (2003) *Seán Ó Riada: His Life and Work*. Collins.
- Ó hAllmhuiráin, G. (1998). *A Pocket History of Irish Traditional Music*. O'Brien. Neill, F. (1913). *Irish Minstrels and Musicians*. Regan Printing House.
- Ó Riada, S. (1982). *Our Musical Heritage*. Dolmen.
- Ó Súilleabháin, M. (1981). 'Irish Music Defined'. *The Crane Bag*, 5(2), pp. 83-87.
- Parfitt, R. (2019). *Musical Culture and the Spirit of Irish Nationalism 1848-1972*. Routledge. Smyth, E. (2016). "Arts and Cultural Participation among Children and Young People." ESRI. Smyth, G. (2019). *Music and Irish Identity. Celtic Tiger Blues*. Routledge.
- Sullivan, D. (2001). *Carolan: The Life, Times and Music of an Irish Harper* Cork: Ossian. Sullivan, D. (1969). *Irish Folk Music, Song and Dance*. Cork.
- Sullivan, D. (1949). 'Some Aspects of Irish Music and Poetry'. *Journal of the Royal Society of Antiquaries of Ireland* 79(1), pp. 91-99.
- Patterson, A.W. (1920). 'The Folk Music of Ireland: Its Past, Present and Future Aspects' in *The Musical Quarterly* 6(3), July, pp. 455-467.
- Patterson, A.W. (1910). 'The Harp and Irish Music'. *Journal of the Ivernian Society* 3(9), October-December, pp. 35-43.
- Rimmer, J. (1969). *The Irish Harp*. Mercier.
- Vallely, F. (Ed.) (2011). *The Companion To Traditional Irish Music*. Cork University Press. Vallely, F. (2008). *Tuned Out – Traditional Music and Identity in Northern Ireland*. Cork University Press.

White, H. (2005). *The Progress of Music in Ireland*. Four Courts.

White, H., & Boydell, B. (2013). *Encyclopaedia of Music in Ireland*. University College Dublin Press.

#### 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. Robert Harvey

#### 17. Module Teaching Team

Dr. Robert Harvey

## Global Citizenship Education

### 1. Module Code

EDPT8913

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

The Global Citizenship Education (GCE) elective will encompass a series of lectures and workshops using active learning methodologies, building critical media literacy skills, and enabling creative approaches to delivering issue-based content in the classroom with the aim of inspiring their students to act for change. The student teacher will explore themes of social injustice, inequality, human dignity, cultural and environmental concerns framed within the context of GCE.

#### *Aims*

The module will equip the student teachers with essential strategies and creative and imaginative methodological approaches that will enable them to introduce these themes into their curriculum subjects while constructively meeting the specific need of the subject area.

### 7. Learning Outcomes

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

- identify and apply theories and concepts relating to GCE themes to critically assess issues of social justice, inequality and sustainable development;
- identify visual references for imaginative and creative interpretation of GCE themes, research relevant support studies to underpin these themes and facilitate the learner to engage in critical analysis of issue-based images;
- design a safe, welcoming and challenging learning environment inside and outside the classroom which is inclusive by design;
- review Department of Education, Teaching Council and other relevant policies on integrating Global Citizenship Education into the post primary curriculum as well as other sources of support such as NGOs, government bodies and GCE organisations;
- identify opportunities where an action component can be introduced to encourage and endorse activism, a key component of GCE;
- create a scheme of work containing three lessons that presents a focused and engaged exploration of a GCE theme specific to their subject area;
- evaluate the concept of the school as a 'learning community' and reflect on how GCE themes may be integrated across the school and subjects.

#### 8. Module Content and Syllabus

Areas to be covered include:

- 'Learning to read the world': what is Global Citizenship Education (GCE)
- Brief historical framing and rationale
- The relevance for teachers and teaching of issues such as global injustice, inequality, and climate/environmental destruction
- Current policy and practice. Irish stakeholders including Irish Aid, DES, Teaching Council, NCCA, Ubuntu, International Development NGOs...
- Introduction to International Development, its evolution and Ireland's involvement
- Theories of Development
- Development institutions/ actors
- Structuring a learning framework for GCE within NCCA curriculum specifications
- Critical analysis of the Sustainable Development Goals (SDGs)
- Application of SDGs to curriculum subjects e.g. Food Systems, Climate and Environment, Gender Inequality...
- GCE as an educational process: critical pedagogy and practice
- Engaging the student, methodologies that enable an experiential learning environment
- Rationale for group work

- Going beyond the charity model, Action for change.
- Role of the teacher
- Critical skills and digital media literacy
- Verifying sources of information
- Global digital citizenship
- Identifying and selecting a bank of resources relevant to curriculum subject, including voices from the Global South
- Critical visual literacy skills: reading imagery. Ethical concerns when exploring imagery in a classroom context
- Collaborative Mind mapping
- Further applying of GCE themes to student teachers' individual subject specific lessons.
- Group assignments: structuring collaborative GCE scheme of work.

#### 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

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate 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 presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10.

Group Assignment:

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.

A completed Reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Re-submission of the written component

### 14. Recommended Reading Materials / Indicative Resources

Akari, A. and Maleq, K. (Eds.) (2020). *Global Citizenship Education*. Springer.

Bamber, P. (2019). [\*Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment\*](#). Routledge.

Bosio, E. (2022). *Conversations on Global Citizenship Education*. Routledge.

Davies, I., Sant, E., Shultz, L. and Pashby, K. (2018). *Global Citizenship Education: A Critical Introduction to Key Concepts and Debates*. Bloomsbury.

- Kubow, P.K., Webster, N., Strong, K., Daniel Miranda, D. (2022). [\*Contestations of Citizenship, Education, and Democracy in an Era of Global Change: Children and Youth in Diverse International Contexts\*](#). Routledge.
- Lillo Kang, S. and McIntosh, S. (2022). [\*Enacting Equitable Global Citizenship Education in Schools: Lessons from Dialogue between Research and Practice\*](#). Routledge.
- Wiksten, B. (2023). [\*Centering Global Citizenship Education in the Public Sphere: International Enactments of GCED for Social Justice and Common Good\*](#). Routledge.

1. 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 <http://www.ubuntu.ie>.
2. DevelopmentEducation.ie: a dedicated website with cartoons, images, articles, icebreakers, stimulus sheets and lots of other resources relating to DE/ESD issues.
3. 80:20 Educating and Acting for a Better World: promotes education on human development and human rights; includes free extracts from the book *80:20 Development in an Unequal World. 6th Edition*.
4. 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.
5. DICE Project: Development & Intercultural Education within initial primary education.
6. 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.
7. 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 team.

## 16. Module Coordinator

Dr. Susan Pike

## 17. Module Teaching Team

Dr. Susan Pike and Mr. Hugh Bergin

## Literacy and Numeracy Across the Curriculum

### 1. Module Code

EDPT8914

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

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.

#### *Aims*

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.

## 7. Learning Outcomes

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

- interpret, comprehend, and describe The *National Literacy and Numeracy Strategy* and related policies and their relevance to teaching in Irish schools and within a wider European context;
- engage in group interaction with applied thinking about all forms of literacy and numeracy informed by current theory;
- apply statistical knowledge in teaching and learning to integrate numeracy within their professional practice;
- reflect on and develop their own literacy levels and that of their students, to integrate literacy within their professional practice;
- apply knowledge of literacy and numeracy to their classroom practice and school community.

## 8. Module Content and Syllabus

Using the pillars of the National Literacy and Numeracy Strategy as a foundation, the L&N module offers a strong foundation for the understanding of the prism that is literacy and Numeracy. Content includes skills and strategies, intricacies of language and how one learns; visual literacy, and digital literacy as well as an understanding of ongoing research in community literacy in Ireland and within a European context. Through research, exploration, discussion and reflection students have the opportunity to enhance their own literacy and numeracy, that of their students and of their own wider school community. Specifically assessed through subject-specific group presentations and a written rationale, this core module allows students to engage with literacy by illustrating an example of the integration of the content of this module in action within their school, classroom or a subject of their choice. Students are also encouraged to make links with other modules.

## 9. Teaching and Learning Methods

In-person teaching.

## 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

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Literacy and Numeracy 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 presentations, which must be attended by all group members, will take place in final elective lecture of the term.

Group Assignment:

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 written assignment.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of the written component

#### 14. Recommended Reading Materials / Indicative Resources

- Babtie, P. and Dillon, S. (2019). *100 Ideas for Secondary Teachers: Supporting Students with Numeracy Difficulties*. Bloomsbury.
- Christie, F. (2012). *Language Education Throughout the School Years: A Functional Perspective*. Wiley-Blackwell.
- Christie, F. and Simpson, A. (Eds.) (2010). *Literacy and Social Responsibility: Multiple Perspectives*. Equinox.
- Connolly, C., Carr, E., & Knox, S. (2021). Diving deep into numeracy, cross-curricular professional development. *International Journal of Mathematical Education in Science and Technology*, 1-20. doi:10.1080/0020739X.2021.1986160
- Cope, W. and Kalantzis (Eds.) (2012). *The Powers of Literacy: A Genre Approach to Teaching Writing*. Routledge.
- Dole, S. and Geiger, V. (2019). *Numeracy Across the Curriculum: Research-based Strategies for Enhancing Teaching and Learning*. Taylor & Francis.

Geiger, V., Goos, M., & Dole, S. (2014). Curriculum intent, teacher professional development and student learning in numeracy. In Y. Li & G. Lappan (Eds.), *Mathematics curriculum in school education. Advances in Mathematics Education* (pp. 473–492). Springer.

Junior Cycle Schools Programme (2019). *Post Primary Literacy Resources for Teachers*.

Available

at: <http://www.jcsp.ie/resources/c/10/497/Post%20Primary%20Literacy%20Resource%20for%20Teachers.pdf>.

Quigley, A. (2020). *Closing the Reading Gap*. David Fulton.

Rose, D. and Martin, J. R. (2012). *Learning to Write/Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School: Scaffolding Democracy in Literacy Classroom*. Equinox Publishers.

Unsworth, L. (2001). *Teaching Multiliteracies Across the Curriculum: Changing Contexts of Text and Image in Classroom Practice*. Open University Press.

Wray, D. and Shilvock, K. (2003). *Cross-Curricular Literacy 11-14*. Letts Educational. Wyse, D.

(Ed.) (2012). *Literacy Teaching and Education, 4 volumes*. Sage Publication.

A selection of reading materials (essays/articles) supporting in class sessions are provided through the VLE.

### 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 and Dr. Aibhín Bray

## Arts Education

### 1. Module Code

EDPT8915

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

‘Being Creative’ is one of the key skills in the Junior Cycle curriculum, described as imagining, exploring options and alternatives, implementing ideas and taking action, learning creatively, stimulating creativity using digital technology. This module aims to foster a creative mindset among student-teachers, equipping them with the necessary understanding, experience and confidence to be able to ‘be creative’ in their post primary teaching contexts.

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, reflective practice, teaching as an art, the artistry of teaching, the teacher as artist and student agency. It uses an experiential mode of teaching to offer an insight into embodied teaching and learning.

The module is inclusive by design as it is taught through a range of arts-based strategies that cater for all learning needs and students from diverse backgrounds. Specifically, it aims to generate awareness of the factors involved in creating a short course in artistic performance, a component introduced by the 2015 Junior Cycle curriculum.

### *Aims*

- To foster a creative mindset among students, nourishing the belief that that any subject can be taught creatively through a range of arts-based strategies that foster agency and inclusion.
- To understand the connection between reflective practice and creativity in education.
- To develop students' ability to provide for the learning needs of all pupils through a range of strategies that are inclusive by design, specifically recognising which arts- based activities can support pupils with learning and intellectual disabilities.
- To develop students' ability to recognise the intercultural nature of their classrooms as an asset, and understand which arts-based activities can best support an intercultural dialogue.
- To re-engage students, who are experts in the field of creative thinking, with the challenges, excitement and frustration of novice learners who may feel they are not 'artistic enough' to engage in arts-based strategies, so orient students to a learner- centred perspective on the classroom where the focus is on the artistic process, not the product.
- To encourage students to collaborate with one another in their practices, planning an art-based activity that they can integrate in the curriculum.
- To prepare students for planning and teaching Short Courses in Artistic Performance, within the framework of the Junior Cycle syllabus.

### 7. Learning Outcomes

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

- understand the importance of a creative mindset in the classroom;
- actively promote creativity and imagination in the curriculum through a range of strategies that are inclusive by design;
- view teaching as an art form, with learner agency and reflective practice 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;
- be familiar with a range of arts in education projects that integrate different art forms, including drama, media, dance, music, visual and digital arts;
- develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students with learning and intellectual disabilities;

- develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students coming from diverse cultural background;
- engage in critical reflective practice on their own practice as teacher-artists.

#### 8. Module Content and Syllabus

Areas to be covered include:

- The role and value of the arts in education;
- The difference between Arts Education and 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, visual and digital arts;
- The arts in education with students with Learning and intellectual Disabilities and diverse cultural groups;
- Planning, assessing and evaluating through the arts.

#### 9. Teaching and Learning Methods

In-person teaching: practical workshops

#### 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

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Groups are asked to make an arts based 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.

## 12. Pass Requirement

40%

## 13. Method of Supplemental Assessment

Re-submission of the written component

## 14. Recommended Reading Materials / Indicative Resources

Alexandrowicz, C., & Fancy, D. (Eds.) (2021). *Theatre Pedagogy in the Era of Climate Crisis*. Taylor and Francis.

Barton, G. (2019). *Developing Literacy and the Arts in Schools*. Routledge.

Baxter, V., & Low, K. E. (2017). *Applied Theatre: Performing Health and Wellbeing*. Bloomsbury Methuen.

Branscombe, M. V. (2019). *Teaching through embodied learning. Dramatizing key concepts from informational texts*. Routledge.

Braund, M. R., Saglam, M., & Abrahams, I. (2011). *Performing Science: Teaching Chemistry, Physics and Biology Through Drama*. Continuum Publishing Corporation.

Bresler, L. (2007). *International Handbook of Research in Arts Education*. Springer. Burgoyne, S. (Ed.) (2019). *Creativity in Theatre: Theory and Action in Theatre/Drama Education*. Springer.

Burnard, P. & Hennessy, S. (Eds.) (2010). *Reflective Practices in Arts Education*. Springer. Connery, C.,

John -Steiner, V. & Marjanovic-Shane, A. (Eds.) (2018). *Vygotsky and Creativity:*

*A Cultural-historical Approach to Play, Meaning Making, and the Arts*. Peter Lang.

Csikszentmihalyi, M. (2014). *Applications of Flow in Human Development and Education: The Collected Works of Mihaly Csikszentmihalyi*. Springer.

Dewey, J. (1934). *Art as Experience*. Perigee.

Eisner, E. (1979). *The Educational Imagination: On the Design and Evaluation of School Programs*. MacMillan Publishing.

Fleming, M. (2012). *The Arts in Education. An Introduction to Aesthetics, Theory and Pedagogy*. Routledge.

Fleming, J., Gibson, R., & Anderson, M. (2016). *How Arts Education Makes a Difference: Research Examining Successful Classroom Practice and Pedagogy*. Routledge.

Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. Jossey Bass.

McGuinn, N., Ikeno, N., Davies, I. & Sant, E. (Eds.) (2021). *International Perspectives on Drama and Citizenship Education: Acting Globally*. Routledge.

O'Connor, P. (Ed.) (2016). *The Possibilities of Creativity*. Cambridge Scholars Publishing.

O'Toole, J. (2010). *Educational Research: Creative Thinking and Doing*. Oxford University Press.

Sawyer, K. (2011). *Structure and Improvisation in Creative Teaching*. Cambridge University Press.

Sinclair, C., Jeanneret, N. & O'Toole, J. (2009). *Education in the Arts: Teaching and Learning in the Contemporary Curriculum*. Oxford University Press.

Smith, J. (2019). *Puppetry in Theatre and Arts Education: Head, Hands and Heart*. Methuen. Wright, S. (2003). *Children, Meaning-Making and the Arts*. Pearson Education Australia.

## 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. Erika Piazzoli

## 17. Module Teaching Team

Dr. Erika Piazzoli, Prof. Carmel O'Sullivan and Dr. Susan Mc Cormick

## Drama in Education

### 1. Module Code

EDPT8916

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

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

#### *Aims*

Specifically, the elective aims to:

- introduce students to the role of drama in the second-level school classroom as a structured learning experience and also as an art form;
- equip students with the appropriate skills and confidence necessary to use drama in the teaching of a variety of subjects;
- provide students with practical experiences of using the art form collaboratively to enrich and extend the study of other subjects;
- provide students with opportunities to plan and evaluate learning episodes for students arising from meaningful engagement with the art form in applied settings;

- enable students to engage in reflective practice about the teaching of drama at secondary school level.

#### 7. Learning Outcomes

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

- enact drama as a cross curricular pedagogy, through participation in and experience of practical drama-based workshops;
- create, plan for, and deliver effective episodes using drama for their own teaching needs;
- apply innovative practice in the area of arts in education and display leadership in future school planning in arts in education;
- identify and synthesise the skills and competencies to engage in a wide range of dramatic activity in interdisciplinary contexts;
- critically reflect on the value of using drama as a cross curricular pedagogy as well as a subject in its own right.

#### 8. Module Content and Syllabus

Areas to be covered include:

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

#### 9. Teaching and Learning Methods

In-person teaching: practical workshops and seminars.

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

N/A

### 11. Methods of Assessment

The assessment for this elective is a group presentation and an accompanying individual assignment.

Students will be allocated a group (maximum of six members).

Group Presentation:

Groups are asked to create a drama-based performance which illustrates an example of the integration of the content of drama in education in action in a Junior Cycle classroom in a subject of their choice.

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 presentations, which must be attended by all group members, will take place in final elective lecture of the term.

#### *Individual Assignment*

The presentation must be accompanied by an individual assignment (1,500 words) which asks the student to consider the role and value of drama in education and reflect upon and critically evaluate a lesson plan which used drama as a key teaching and learning method in their classroom.

### 12. Pass Requirement

40%

### 13. Method of Supplemental Assessment

Re-submission of the written component

### 14. Recommended Reading Materials / Indicative Resources

Anderson, M. (2011). *Masterclass in Drama: Transforming Teaching and Learning*.

Continuum.

Anderson, M., & Dunn, J. (Eds.). (2015). *How Drama Activates Learning*. Bloomsbury Academic.

Boal, A. (1992). *Games for Actors and Non-Actors*. Routledge.

Baldwin, P., & John, R. (2012). *Inspiring Writing Through Drama: Creative Approaches to Teaching Ages 7-16*. Continuum.

Baldwin, P., & Galazka, A. (2021). *Process Drama for Second Language Teaching and Learning: A Toolkit for Developing Language and Life Skills*. Bloomsbury Publishing.

Bowell, P., & Heap, B. (2017). *Putting Process Drama into Action: The Dynamics of Practice*. David Fulton.

Fleming, M. (2017). *Starting Drama Teaching. 4<sup>th</sup> edition*. Routledge.

- Fleming, M. (2018). *The Art of Drama Teaching*. 2<sup>nd</sup> edition. David Fulton Publishers.
- Lewis, M., & Rainer, J. (2012). *Teaching Classroom Drama and Theatre: Practical Projects for Secondary School*. Routledge.
- Maley, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers*. Cambridge University Press.
- McAvoy, M., & O'Connor, P. (Eds.) (2022). *The Routledge Companion to Drama in Education*. Taylor & Francis.
- Neelands, J., & Goode, T. (2001). *Structuring Drama Work. A handbook of available forms in theatre and drama*. 2nd edition. Cambridge University Press.
- Nicholson, H., & Kempe, A. (2001). *Learning to Teach Drama 11-18*. Continuum.
- Piazzoli, E. (2018). *Embodying Language in Action: The Artistry of Process Drama in Second Language Education*. Palgrave Macmillan.
- Riley, J. (2021). *Teaching Drama With, Without and About Gender: Resources, Ideas and Lesson Plans for Students 11–18*. Routledge.
- Winston, J. (Ed.) (2012). *Second Language Learning through Drama: Practical techniques and applications*. Routledge.

#### 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

Prof. Carmel O'Sullivan

#### 17. Module Teaching Team

Prof. Carmel O'Sullivan

## History of Education

### 1. Module Code

EDPT8917

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme.

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

Postgraduate

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

Lectures over one semester: 1 hour x 10 weeks

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale:*

This module is intended to introduce students to aspects of the history of European education. It is an important 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 provided below).

#### *Aims:*

The module aims to:

- equip students with a suitable knowledge of facts and issues in history of education in western Europe, especially the inclusion of increasingly many people in the ambit of formal education over time;
- prepare students to conduct research, whether purely historical or simply informed by history;

- 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;
- provide research-informed insights to support students' understanding of the practices of teaching, learning and assessment for all contemporary pupils by explaining the origins of various teaching and assessment practices;
- provide the basis of a strong professional ethic in teaching and to offer understanding of the Irish education system in its European context;
- enable students to think critically about key dimensions of the context in which the thinking and actions of teachers are carried out.

## 7. Content and Syllabus

- Educational practices in western Europe in the classical Greek period and the cultural context of those practices
- Educational practices in western Europe in the Roman Republican and Imperial periods and the cultural context of those practices
- Educational practices in western Europe in the Medieval period and the cultural context of those practices
- Educational practices in western Europe in the Renaissance period and the cultural context of those practices
- Educational practices in western Europe in the Reformation period and the cultural context of those practices
- Educational practices in western Europe in the Counter-Reformation period and the cultural context of those practices
- Educational practices in western Europe in the Enlightenment period and the cultural context of those practices
- Educational practices in western Europe in the Romantic period and the cultural context of those practices
- Educational practices in western Europe in the mid-C19 to mid-C20 period and the cultural context of those practices
- Introduction to historiography: traditions of interpretation applied to the history of education in western Europe

## 8. 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.

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

None

**10. Methods of Assessment**

**Summative assessment:**

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

**11. Pass Requirement**

40% in examination

**12. Method of Supplemental Assessment**

Supplemental examination in the same format as the annual examination.

**13. 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 Councilmen of all Cities in Germany, That They Establish and Maintain Christian Schools*

Niccolo Machiavelli:

*The Prince*

Maria Montessori:

*The Montessori Method*

Robert Owen:

*A New View of Society*

William Paley:

*Natural Theology*

Johann Heinrich Pestalozzi:

*How Gertrude Teaches Her Children*

Plato/Socrates:

*The Apology The*

*Gorgias The Politics*

*The Republic*

*The Symposium*

Quintilian:

*Institutes of Oratory or, Education of an Orator*

Jean-Jacques Rousseau:

*Confessions*

*Discourse on Inequality Emile*

Adam Smith:

*The Wealth of Nations*

Geoffroy de Villehardouin:

*Chronicle of the Fourth Crusade*

Mary Wollstonecraft:

*A Vindication of the Rights of Woman*

#### Secondary (recommended)

##### **Gender/Feminist History of Western Europe**

Anderson, B. S. & Zinsser, J. P. (1988). *A History of Their Own: Women in Europe from Pre- History to the Present*. Penguin.

Hufton, O. (1997). *The Prospect Before Her: A History of Women in Western Europe*. Collins/Fontana.

McDermid, J. (2012). *The Schooling of Girls in Britain and Ireland, 1800-1900*. Routledge.

##### **General History of Western Education**

Bantock, G. H. (1987). *Studies in the History of Educational Theory*. George Allen & Unwin. Bowen, J. (1981) *A History of Western Education*. Methuen.

Boyd, W. & King, E. J. (1921/1995). *The History of Western Education*. Bloomsbury/A & C Black.

Lawton, D. & Gordon, P. (2002). *History of Western Educational Ideas*. Woburn.

##### **General Philosophy/History of Ideas**

Hamlyn, D. W. (1987). *Penguin History of Western Philosophy*. Penguin.

##### **General Socio-Political History**

Davies, N. (2001). *Europe: A History*. Macmillan/Papermac.

### **Methods/Historiography/Application of HoE**

- Aldrich, R. (2008). *Lessons from History of Education*. Routledge.
- Cunliffe-Lagemann, E. (2005). 'Does history matter in educational research?' *Harvard Educational Review*, 75(1).
- Kristjanson, K. (2004). 'Education and society: A plea for a historicized approach'. *Journal of Philosophy of Education*, 33(2).
- Popkewitz, T. S. (Ed.) (2013). *Re-Thinking the History of Education*. Palgrave.
- Tosh, J. (1997). *Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. Longman.

### **Reference**

- Chamblis, J. J. (Ed.) (1999). *Philosophy of Education: An Encyclopedia*. Garland.
- McCulloch, G. & Crook, D. eds. (2008). *Routledge International Encyclopedia of Education*. Routledge.
- Peterson, P. et al. eds. (2009). *International Encyclopedia of Education*. Sage.
- Provenzo, E. (Ed.) (2008). *Foundations of Educational Thought*. Sage.
- Provenzo, E. F. (Ed.) (2009). *Encyclopedia of the Social and Cultural Foundations of Education*. Sage.
- Woolf, D. R. (Ed.) (1999). *A Global Encyclopedia of Historical Writing*. Garland.

### **Ancient: Greek**

- Burckhardt, J. (1872/1998). *The Greeks and Greek Civilisation*. HarperCollins.
- Bury, J. (1900/2010). *A History of Greece*. Macmillan.
- Laes, C. (Ed.) (2020). *A Cultural History of Education in Antiquity*. Bloomsbury Academic.

### **Ancient: Roman**

- Bloomer, M. W. (2009). *The School of Rome: Latin Studies and the Origin of Liberal Education*. University of California Press.
- Gibbon, E. (1776-1788/2005). *The History of the Decline and Fall of the Roman Empire: Abridged Version*. Penguin.
- Morgan, T. (1998). *Literate Education in the Hellenistic and Roman Worlds*. Cambridge University Press.

### **Medieval**

Orme, N. (2006). *Medieval Schools*. Yale University Press.

Moran-Cruz, J. H. A. (Ed.) (2020). *A Cultural History of Education in the Medieval Age*.

Bloomsbury Academic.

Rashdall, H. (1936/1986). *The Universities of Europe in the Middle Ages*. Oxford University Press.

### **Renaissance/Early Modern**

Dekker, J. J. H. (Ed.) (2020). *A Cultural History of Education in the Renaissance*. Bloomsbury Academic.

Feros Ruys, J. (Ed.) (2013). *The Classics in the Medieval and Renaissance Classroom*. Brepols. Pollnitz,

A. (2015). *Princely Education in Early Modern Britain*. Cambridge University Press.

### **Reformation/Counter-Reformation**

Ozment, S. (2001). *Flesh and Spirit*. HarperCollins/Fontana.

Wedgwood, C. V. (1938/2010). *The Thirty Years War*. Folio Society, 1938/2010.

### **Enlightenment/Romanticism/Nineteenth Century**

Schmidt, J. (Ed.) (1996). *What is Enlightenment? Eighteenth-Century Answers to Twentieth-Century Questions*. University of California Press.

Thompson, N. & Williams, C. (Eds.) (2011). *Robert Owen and His Legacy*. University of Wales Press.

Tröhler, D. (Ed.) (2020). *A Cultural History of Education in the Age of Enlightenment*.

Bloomsbury Academic.

### **1900-1945/progressive education**

Darling, J. (1994). *Child Centred Education and its Critics*. Paul Chapman.

Ecclestone, K. & Hayes, D. (2009). *The Dangerous Rise of Therapeutic Education*. Routledge. Ellis, H.

(Ed.) (2020). *A Cultural History of Education in the Age of Empire*. Bloomsbury

Academic.

Howlett, J. (2013). *Progressive Education: A Critical Introduction*. Bloomsbury. Postman,

N. (1985). *Amusing Ourselves to Death*. Penguin.

Stewart, W. & McCann, W. (2000). *Educational Innovators*. Macmillan.

**Recommended History of Education Journals**

*History of Education*

*History of Education Quarterly History*

*of Education Researcher History of*

*Education Review Paedagogica*

*Historica*

**Bibliography/Finding Aid**

<https://www.hes-exelibris.org.uk/> (keyword-searchable list of published work in the field from 1939)

**14. Evaluation**

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

**15. Module Coordinator/Teaching Team**

Dr. David Limond

## Citizenship and Democracy

### 1. Module Code

EDPT8918

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

This module in Citizenship and Democracy Education prepares students to support young people to become critically aware of the role they can play in society as young citizens and later as adults. When young people engage with citizenship education they learn how to iterate, think and innovate. They learn how to read the world; they learn to develop the capacity to critically reflect on their active engagement with society and serve the community in meaningful ways. Being well-informed and appropriately skilled allows all citizens, including youth, to have a sense of agency in a changing world, and to identify meaningful avenues to exercise that agency in a democracy.

Citizenship Education is complex – it takes place in so many locations within society – within families, neighbourhoods, faith communities, other communities, in interpersonal relationships, within schools within the State and on the global stage. In an increasingly complex global and multicultural society it is essential 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 to 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. These rights and responsibilities extend beyond humans to the more-than-human inhabitants of our planet, considering the care of other species, and the ethics and governance of materials, technology and space. An introduction to critical pedagogies will also allow students to examine and question issues of power and oppression in society, and to consider how these issues affect the schools they teach in.

This elective module will be of particular value to students who will teach Junior Cycle CSPE and SPHE and Leaving Certificate Politics and Society; however, the wide-arching, active and critical approach to teaching and learning will benefit student teachers across disciplines to embed democratic principles and tenets of citizenship education into their teaching practice.

#### *Aims*

- To connect citizenship and democracy education with the development of the key skills identified for students in the Junior and Senior Cycle; 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 and democracy education.
- To have students expand their own knowledge and skills; to explore their own attitudes and disposition to citizenship and democracy education so that they can empower their students as informed, agentic and participatory citizens.
- To enable students to integrate citizenship and democracy education dimensions into their teaching.
- To connect post-primary classrooms with the wider world.

#### 7. Learning Outcomes

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

- identify the core principles and practice of citizenship and democracy education;
- evaluate, recognise and respond to a range of opportunities for the promotion of global citizenship education and democracy education within the Junior and Senior Cycles and Transition Year, across a range of subject areas;
- design, plan and assess, in a range of appropriate and creative ways, an effective Unit of Learning that centres citizenship and democracy education;
- apply active learning methodologies and collaborative approaches to learning;

- demonstrate the ability to integrate research evidence with practice to plan an inclusive environment for the teaching and learning of citizenship and democracy.

#### 8. Module Content and Syllabus

Areas to be covered include:

- Theory, history and rationale for citizenship and democracy education.
- Exploring key content areas as outlined in the Junior Cycle Specifications for short courses in Civic, Social and Political Education (NCCA, 2021), and Politics and Society in Leaving Certificate (NCCA, 2019). [Please note, eligibility to teach Politics and Society at Leaving Certificate level is determined by the Teaching Council; taking this module does not confer eligibility]
- Understanding culture and identity, exploring difference (human-human, human-nature, human-technology) and an introduction to related critical pedagogies and critical theories.
- Understanding key concepts of data and media literacy; examining the power of the media, including digital and social media, in shaping "thick" and "thin" democracies.
- 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 communities, the citizen in democratic society and as a global, world citizen.
- Assessing the role of citizenship and democratic perspectives within disciplinary specialisms, including but not limited to: English (literature); Geography (trade and development issues); Business Studies (fair trade, carbon footprint, volunteerism); Science (ecology, genetics, astronomy); History (Cultural difference, slavery, conflict); SPHE (ethical decision making, the well-citizen).
- Accessing, assessing and adapting relevant teaching and learning resources for citizenship and democracy education, using critical thinking to assess the veracity and validity of sources of data.
- The role of citizenship and democracy in the inclusive school and classroom - examining wider issues such as obstacles to inclusion, discrimination and racism. Exploring global examples of radical models of democratic education.
- Active participatory citizenship and youth activism – cultivating the disposition that will enable students to become agentic individuals in their communities, and to take action on local, national and international issues of interest to them as citizens.

### 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.

### 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

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate 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 presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10.

Group Assignment:

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides and an artifact of learning created by the team.

A range of digital media will be accepted as the artefact of learning, including:

a 1,500-word written submission

an audio or video submission of e.g., a presentation, a mini-documentary, an original production

a digital multimedia gallery (created using e.g., Spatial.io) with accompanying documentation - this may be used to submit evidence in multiple forms, e.g., photo, video, and audio, etc.

An original artwork or political campaign.

A completed individual 500 word written reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective. A written and appropriately formatted list of suitable references are required for the group assignment, regardless of the format of submission.

**12. Pass Requirement**

40%

**13. Method of Supplemental Assessment**

Re-submission of the written component

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

Recommended Reading Lists to be provided at a later date.

**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. Mairéad Hurley

**17. Module Teaching Team**

Dr. Mairéad Hurley and Dr. Máirín Wilson

## Youth Mental Health

### 1. Module Code

EDPT8919

### 2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

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

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

### 5. ECTS Value

5 ECTS

### 6. Rationale and Aims

#### *Rationale*

It is well documented that young people are experiencing increasing challenges to their mental health and that mental health difficulties experienced during adolescence are associated with increased risk of poorer adult outcomes such as depression, anxiety, education and employment outcomes and physical health<sup>1</sup>. In Ireland, we know from My World Survey 2<sup>2</sup>, that young people are experiencing increasing levels of depression and anxiety. It is also known that intervening early with a health promotion and prevention approach means that less young people will need crisis intervention. Jigsaw recognises the importance of the school setting in equipping young people with the knowledge and skills they need for good mental health, before challenges become overwhelming. Good mental health is not solely about the absence of mental illness but about supporting young people to develop

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<sup>1</sup> Clarke, A., Sorgenfrei, M., Mulcahy, J., Davie, P., Friedrich, C. & McBride, T. (2021). Adolescent mental health: A systematic review on the effectiveness of school-based interventions. Early Intervention Foundation.

<sup>2</sup> Dooley, B., O'Connor, C., Fitzgerald, A., & O'Reilly, A. (2019). My World Survey 2: The National Study of Youth Mental Health in Ireland.

the skills necessary to live healthy, flourishing lives, be able to cope with and respond to the increasingly complex world in which we are living<sup>3</sup> and schools play a vital role in this.

Jigsaw plays a role in contributing to better mental health outcomes for young people through our therapeutic service delivery and mental health promotion work. Our clinical service offers one-to-one therapeutic support to young people experiencing mild to moderate mental health difficulties (online and face to face), while our work in youth mental health promotion builds the capacity of settings where young people live, learn, work and play to better support young people to develop mental health literacy and help-seeking skills. One of our key partners in this work is the school setting. The importance of the school setting for youth mental health promotion cannot be overstated for a myriad of reasons. Schools provide universal access to a range of protective factors for good mental health and these may have a mitigating impact on the external risk factors that young people may face in relation to their mental health<sup>4</sup>. These protective factors include, among other things, access to a structured routine, opportunities to develop talents and mastery and the development of positive, healthy relationships with school staff and peers.

There can be no doubt of the importance of the relationship that teachers form with their students and this is often a predictor of how well a young person feels connected to their school environment. Of critical importance is a teacher who has the skills and insight to support the social and emotional growth of young people every-day, by creating a classroom and school culture that has mental health and wellbeing at its core. Through our research, we know the impact that the presence of a One Good Adult can have on the lives of young people. Young people who have a One Good Adult feel more connected, self-confident, future-looking and feel better able to cope with problems<sup>5</sup>. For many young people this person is their teacher.

### *Aims*

The module will equip student teachers with mental health knowledge and provide them, as One Good Adults, with essential strategies to promote and support student mental health in their future practice in schools. It will also raise their awareness about the importance of boundaries and self-care and equip them with self-care strategies to look after their own mental health in the school setting.

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<sup>3</sup> World Mental Health Report, WHO, 2022.

<sup>4</sup> Meta-Analysis and Common Practice Elements of Universal Approaches to Improving Student-Teacher Relationships. Review of Educational Research, Kincade L et al, 2020

<sup>5</sup> Dooley et al, My World Survey 2, 2019

## 7. Learning Outcomes

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

- Have a greater knowledge and understanding of youth mental health, mental health promotion and the importance of prevention, early intervention and up-stream approaches.
- Understand the current landscape of youth mental health in Ireland and what the research says.
- Consider how the social determinants of mental health and the influences of social and societal factors impact on youth mental health.
- Make sense of mental health difficulties for young people, how to support them to help-seek and how to signpost them to relevant and appropriate services and supports.
- Have greater confidence in their role as a 'One Good Adult' and be able to employ some basic strategies for promoting and supporting youth mental health e.g. RALLY approach, 5-a-day for mental health.
- Apply some evidence-based approaches e.g. Power Threat Meaning Framework (PTMF), trauma-informed approaches, solution-focused approaches in their practice in schools to support youth mental health.
- Understand the importance of boundaries and self-care and implement appropriate self-care strategies to look after their own mental health as teachers.

## 8. Module Content and Syllabus

Areas to be covered include:

Making sense of mental health

- What is mental health?
- Conceptualisation of mental health
- Attitudes and biases to mental health
- Good mental health – risk and protective factors

Mental health difficulties (Delivered by Clinician)

- Mental health promotion and settings approach to mental health – importance of early intervention and prevention, upstream v/s downstream approaches
- The Mental Health Spectrum (Felicia Huppert, University of Cambridge)
- Power Threat Meaning Framework
- Trauma-informed approaches

Mental health in Ireland and global perspectives

- Adolescence and emerging adulthood – Recent Research
- The landscape of youth mental health in Ireland- My World Survey 2 (2019)
- National policy

- World Health Organisation approaches

The school setting for mental health promotion

- What the research tells us?
- National Policy Perspectives – The Wellbeing Curriculum
- Teaching for and about wellbeing
- Whole-school approaches to promoting and supporting mental health and well-being

Practical Strategies and approaches as a Teacher (Part 1)

- The role and importance of One Good Adult / One Good Teacher
- Managing Stress e.g. exam stress
- Strength-based approaches

Practical strategies and approaches as a Teacher (Part 2)

- Students and help-seeking
- The RALLY approach
- The 5-a-day for Mental Health

Teacher Wellbeing (Delivered by a Clinician)

- The importance of self-care
- Self-care theory, boundaries and scope of practice
- Strategies for self-care
- Developing a self-care plan

## 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.

## 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

The assessment for this elective is a group presentation and an accompanying individual written assignment. Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate 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 presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10.

#### 12. Pass Requirement

40%

#### 13. Method of Supplemental Assessment

Re-submission of the written component

#### 14. Recommended Reading Materials / Indicative Resources

Suggested Reading will be provided at a later date.

#### 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. Louise Heeran Flynn

#### 17. Module Teaching Team

Dr. Louise Heeran Flynn, Caroline Mc Carron, Tara Mulhern and other guest speakers

## Contacts:

### Course administration:

Dearbhail Gallagher	<a href="mailto:pmeadmin@tcd.ie">pmeadmin@tcd.ie</a>	+353 1 8961488
Jess Freeman	<a href="mailto:pme.admin@tcd.ie">pme.admin@tcd.ie</a>	+353 1 8963492

### Programme Co-ordinators:

Louise Heeran-Flynn	<a href="mailto:heeranfl@tcd.ie">heeranfl@tcd.ie</a> (Registrar)	
Louise Heeran-Flynn	<a href="mailto:heeranfl@tcd.ie">heeranfl@tcd.ie</a> (School Placement)	
Gavin Murphy	<a href="mailto:gavin.murphy@tcd.ie">gavin.murphy@tcd.ie</a> (Thesis)	+353 1 8963152

