



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

Professional Master of Education Handbook 2024–2025

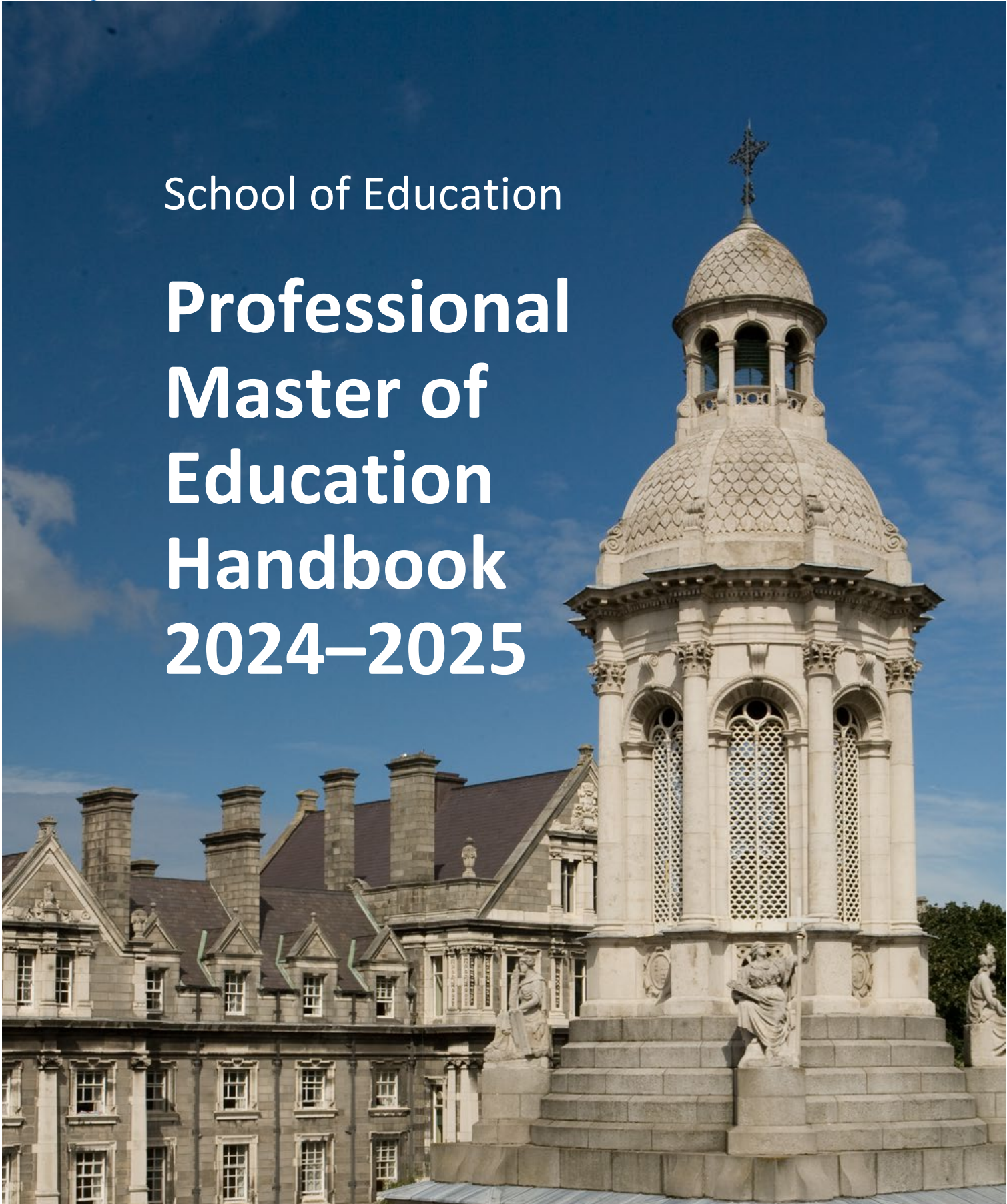


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A Note on this Handbook

This handbook applies to all Year 1 students taking the Professional Master of Education 2024-25. 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

Dear Students,

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland and the School of Education is the top ranked School of Education in Ireland and 62nd in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier teaching qualification, highly valued by post-primary schools.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centred and based on innovation, collaboration and critical thinking. In our teaching and research we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation. Collectively, we work to bridge the gap between research, practice and policy in order to effect positive change. By modeling best practice in teaching learning and assessment, we prepare you, our student teachers, to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

Professor Ann Devitt

Head of School

Welcome from the PME Registrar

Welcome to the PME Programme at Trinity College Dublin! Fáilte go dtí an clár.

As you embark on this exciting journey of becoming a teacher, we're thrilled to have you join our community at the School of Education. The dual role you're about to undertake over the next two academic years—as both student and educator—is both a challenging and rewarding one.

This handbook serves as your guide through the supports and resources available to you while you're pursuing the Professional Master of Education, as well as information about your responsibilities. Within these pages, you'll find essential information on the programme's curriculum and assessment, administrative procedures, and key contact information about the broader College support services designed to help you during your time on the Professional Master of Education programme. At Trinity College Dublin and in the School of Education, we're committed to fostering an inclusive environment where you can advance in your studies and grow as an educator.

As you navigate this new chapter, know that you're not alone. Our academic and administrative teams, as well as the peer and professional support networks you will develop on the programme, are here to support you. I encourage you to engage with and leverage these networks both at the School of Education, as well as in the school communities where you will undertake your placement.

We look forward to seeing you inspire the next generation of students while pursuing your own journey in becoming a qualified teacher. Welcome aboard, and best wishes for a fulfilling, stimulating and successful experience ahead!

Dr Gavin Murphy

PME Registrar

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 Department of Education, the NCCA, NCSE, Oide, 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	Ann Devitt	HeadofEducation@tcd.ie
Director of Postgraduate Teaching & Learning	Noel Ó Murchadha	noel.omurchadha@tcd.ie
PME Programme Coordinator	Gavin Murphy	gavin.murphy@tcd.ie
PME Programme Administrators	Dearbhail Gallagher Michaela Gaffney	pme.admin@tcd.ie pme.admin@tcd.ie
School Placement Coordinator	Louise Heeran Flynn	heeranfl@tcd.ie
PME Thesis coordinator	Keith Johnson	keith.johnston@tcd.ie
PME Pedagogies Coordinator	Aibhín Bray	brayai@tcd.ie
Disability Liaison Officer	John Kubiak	kubiakj@tcd.ie
School Inclusion Champion	Andrew Loxley	loxleya@tcd.ie
Modules in Foundation Disciplines		
Assessment and Examinations	Damian Murchan	murchand@tcd.ie
Digital Learning	Keith Johnson	keith.johnston@tcd.ie
Irish Educational History and Policy	John Walsh	walshj8@tcd.ie
Educational Philosophy and Theory	Andrew Gibson	andrew.gibson@tcd.ie
Applied Psychology in Education	Aoife Lynam	aolynam@tcd.ie
Sociology of Education	Andrew Loxley	loxleya@tcd.ie
Inclusive Education	Joanne Banks	banksjo@tcd.ie
Modules in Pedagogy of Teaching Subjects		
Business	Rachel Keogh	rakeogh@tcd.ie

Computer Science (minor only)	Jake Byrne	byrnej40@tcd.ie
Drama, film and theatre studies (minor only)	Dr Susanne Colleary	collearys@tcd.ie
English	Una Murray	murrayun@tcd.com
Geography	Susan Pike	Susan.pike@tcd.ie
History	David Limond	limondd@tcd.ie
Irish	Noel Ó Murchadha	noel.omurchadha@tcd.ie
Maths	Aibhín Bray	brayai@tcd.ie
Modern Languages	Aisling Sheerin	Sheerina@tcd.ie
Music	Susan Mc Cormick	mccorms5@tcd.ie
Science	Mairead Hurley	mairead.hurley@tcd.ie
Modules in Elective Subjects		
Arts Education	Erika Piazzoli	Erika.piazzoli@tcd.ie
Citizenship and Democracy	Mairéad Hurley	mairead.hurley@tcd.ie
Drama in Education	Susanne Colleary	collearys@tcd.ie
Global Citizenship Education	Susan Pike	susan.pike@tcd.ie
History of Education	David Limond	limondd@tcd.ie
Irish Traditional Music	Robert Harvey	harveyrs@tcd.ie
Social, Personal and Health Education and Well-being (SPHE)	Aoife Lynam	aolynam@tcd.ie

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 29th and Friday 30th August 2024

Year 1 Modules and Assessment (60 ECTS credits)

Year 1 Semester 1	
1) School Placement (25 ECTS for Year 1): Compulsory	<ul style="list-style-type: none"> • Classes every week • 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. • Structured Observation period: Monday, 2nd December 2024 – Friday, 20th December 2024 (inclusive)
2) Foundation Disciplines (20 ECTS for Year 1): Compulsory	<p>5 ECTS each, 10 x 1 hour lecture, 3 x 1 hour tutorials</p> <ul style="list-style-type: none"> • Applied Psychology in Education • Inclusive Education • Irish Educational History and Policy • Introduction to Assessment and Examinations in Post-Primary Education • Assessment: assignments, essays & coursework
3) Major Pedagogy	<ul style="list-style-type: none"> • 10 x 2 hour session <p>Assessment: assignments, essays and contribution to Portfolio/Taisce</p>

<p>(5 ECTS): Compulsory</p>	
<p>4) Minor Pedagogy (5 ECTS): Compulsory</p>	<ul style="list-style-type: none"> • 10 x 2 hour session <p>One option to be chosen:</p> <ul style="list-style-type: none"> • Business Studies • Computer Science • Drama • English • Geography • History • Irish Language • Mathematics • Modern Languages • Music • Science
<p>5) Digital Learning (5 ECTS): Compulsory</p>	<ul style="list-style-type: none"> • 10 x 1 hour session <p>Assessment: assignments, essays, and contribution to Portfolio</p>

Year 1 Semester 2

1) School Placement

(25 ECTS for Year 1), continued from Semester 1: Compulsory

- Observation Period - Monday, 2nd December 2024 – Friday, 20th December 2024 (inclusive)
- 12 Teaching Weeks Block Placement: Monday, 6th Jan. 2025 - Fri. 4th April, 2025 (inclusive)
- Structured Reflection & Action Planning Week: Monday, 7th April, 2025 – Friday, 11th April, 2025 (inclusive)

Assessment:

- Required Observation, Planning and Reflection tasks throughout the School Placement*
- 2 assessed supervisions whilst on School Placement from School of Education Tutors
- 1 formative supervision whilst on School Placement from School of Education tutor
- Taisce (20%)
- School Placement visits (80%)*

*School Placement visits will assess the class observed plus students' planning and reflection tasks in their School Placement Folder/Portfolio.

PME Programme Calendar 2024/25

Date	Event
27 th , 28 th and 29 th August 2024	Year 2 Orientation
29 th and 30 th August 2024	Year 1 Orientation
2 nd – 6 th September 2024	Year 2 Advanced School Placement Observation period
9 th September 2024	Year 2 Advanced School Placement Teaching weeks begin
9 th September 2024	Semester 1 lectures start
21 st – 26 th October 2024	Reading Week (no lectures)
28 th October – 1 st November 2024	School mid-term (no lectures)
6 th December 2024	Year 2 Advanced School Placement Teaching Weeks end
9 th – 13 th December 2024	Year 2 Advanced School Placement Reflection & Action Planning period
29 th November 2024	Semester 1 lectures end
2 nd – 20 th December 2024	Year 1 School Placement Observation period 1
16 th December 2024 – 6 th January 2025	College closed
6 th January 2025	Year 1 School Placement Teaching Weeks start
20 th January 2025	Semester 2 lectures start
17 th – 21 st February 2025	School mid-term (no lectures)
3 rd – 7 th March 2025	Reading Week (no lectures)
11 th April 2025	Semester 2 lectures end
4 th April 2025	Year 1 School Placement Teaching Weeks end
7 th – 11 th April 2025	Year 1 School Placement Reflection & Action Planning period

PME Submission and Examination Calendar 2024/25

Year 1

Date	Event
Friday 29 th November 2024	Inclusive Education Assignment
Friday 6 th December 2024	Major or Minor Pedagogy Assignment*
Friday 13 th December 2024	Major or Minor Pedagogy Assignment*
Friday 10 th January 2025	Intro to Assess & Exams Assignment
Friday 31 st January 2025	Digital Learning
Friday 21 st February 2025	Applied Psychology in Education Assignment
Friday 21 st March 2025	Irish Ed. History & Policy Assignment
Friday 25 th April 2025	Taisce

***Please submit either major OR minor pedagogy one on 6th December and the other on 13th December. The order of submission i.e. whether you submit major or minor first or second, is the choice of the student.**

Foundation tutorials

Year 1

Students will be assigned to one tutorial slot of the four available. Tutorials begin in week 2.

There are 6 tutorials in total over Semester 1. These 6 tutorials comprise three tutorials each for 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 from the module leader at a later date.

The Year 1 tutorial timetable in Semester 1 is as follows, with each group name taken from a significant educationalist:

Group	Time	Week of 16 Sep (wk4)	Week of 23 Sep (wk 5)	Week of 30 Sept (wk6)	Week of 7 Oct (wk7)	Week of 14 Oct (wk8)	Week of 4 Nov (wk11)	Week of 11 Nov (wk12)	Week of 18 Nov (wk13)	Week of 25 Nov (wk14)
Grp Vygotsky	12pm (Tues)	Psych Room 4035	Policy Room 4035	NO CLASS	Psych Room 4035	Policy Room 3105	NO CLASS	Psych Room Synge	Policy Room 3105	NO CLASS
Grp Dewey	10am (Wed)	Policy Room 3106	NO CLASS	Psych Room Synge	Policy Room Synge	NO CLASS	Psych Room Synge	Policy Room Synge	NO CLASS	Psych Room Synge
Grp Noddings	1pm (Wed)	NO CLASS	Psych Room 4035	Policy Room 4035	NO CLASS	Psych Room 4035	Policy Room 4035	NO CLASS	Psych Room 4035	Policy Room 4035
Grp Hook	10am (Thurs)	Psych Room 4035	Policy Room 4035	NO CLASS	Psych Room 4035	Policy Room 4035	NO CLASS	Psych Room 4035	Policy Room 4035	NO CLASS

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 thesis 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 Master's 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 Academic Registry website: <http://www.tcd.ie/academicregistry/fees-payments/>

Fitness to Practise

The full text of the Fitness to Practise Policy can be found on the College website and can be accessed here <https://www.tcd.ie/about/policies/fitness-to-practice-policy.php>

All students are expected to read this policy, as it pertains to their fitness to practise professions during their studies and after graduation. The policy also covers students' fitness to participate in placements, which are essential components of their courses.

Additionally, students should familiarise themselves with the [Teaching Council's Code of Professional Conduct \(2016\)](#) and the [Graduate Teacher Standards as set out in *Céim: Standards for Initial Teacher Education* \(Teaching Council, 2020\)](#). These documents will guide any deliberations on student teachers' fitness to practise.

Please note that the School of Education's Fitness to Practise policy is currently being updated and may change in the 2024/25 academic year.

Attendance at College

The Professional Master of Education (PME) is a professional qualification accredited by the Teaching Council of Ireland. All students are required to attend **at least three-quarters** of each module. University regulations also mandate that lecture and tutorial attendance is compulsory for professional courses (University of Dublin Calendar Part II). **Non-attendance may be**

considered a fitness to practise concern, and the PME will not be awarded to any student with an unsatisfactory attendance record.

As PME students, you are not supernumerary teachers, and should not undertake any tasks in your school on designated 'College days.' **School duties will not be accepted as valid excuses for absence or late submission of assignments.** Additionally, when required to sign in for lectures, **you must only sign in for yourself.** Signing in on behalf of another student is considered dishonest and unethical and may also be treated as a fitness to practise concern.

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.

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, but are not limited to:

- 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 in year one and in a similar table shown in the year 2 handbook.

Assessment type and ECTS Year 1

Subject	ECTS Year 1 Total=60 ECTS	Assessment Type
Foundation Disciplines		
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
Pedagogy		
Major Pedagogy	5	Assignment

Minor Pedagogy	5	Assignment
Professional Studies		
Digital Learning	5	Assignments
School Placement		
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.

For full details on School Placement assessment and relevant dates, please see School Placement Handbook 2024/25.

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, First Division
50 – 59%	Second Class Honors, Second Division
40 – 49%	Third Class
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 this module.

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. Thesis:

Students are required to pass their thesis. 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 thesis, 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 thesis.
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/).

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 a robust and 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 and Extensions

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, while agreed with the relevant module coordinator approximately one week prior to the original submission date, must be logged on the PME Extension to Submission Date for Assignment Application Form. The [The link to this form is here](#) . For extensions of 2 weeks, supporting evidence is required to grant such extensions at programme level. Supporting evidence, as advised on the form, should be emailed to the PME Administration Team with a relevant subject line e.g. Extension Request Supporting Evidence: pme.admin@tcd.ie . Exceptional and rare cases of extenuating circumstances for longer extensions will be considered by the programme team on a case by case basis.

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 (i.e. Year 2) 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. (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 policy of the School of Education that you will be notified in advance of any visit while on School Placement.

School Placement Structure Year 1

Structured Observation Period		Teaching Weeks		Structured Reflection Period	
No. of Observation Weeks	Dates of Observation	No. of Teaching Weeks	Dates of Teaching	No. of Reflection Weeks	Dates of Reflection
3	Monday, 2 nd December 2024 – Friday, 20 th December 2024 (inclusive)	12	Monday, 6 th Jan. 2025 – Fri. 4 th <u>April</u> , 2025 (inclusive)	1	Monday, 7 th <u>April</u> , 2025 – Friday, 11 th April, 2025 (inclusive)

General Guidelines

Academic Integrity

Academic integrity can be described as a commitment to, and compliance with: "*ethical and professional principles, standards, practices and consistent system of values, that serve as guidance for making decisions and taking actions in education, research and scholarship*" (NAIN Lexicon, p.3)

The development of the following resources is supported by the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education (SATLE), a National Forum and Higher Education Authority initiative designed to drive teaching and learning innovation and enhancement across the Irish higher education sector.

[Academic Integrity - Academic Affairs, Trinity Teaching and Learning - Trinity College Dublin \(tcd.ie\)](#)

A link to the Library Guidelines on Academic Integrity and a link to the declaration text for submitted assignments

[complete-part-III.pdf \(tcd.ie\)](#)

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>

Artificial Intelligence Policy

Students are reminded that the use of Artificial Intelligence (AI) tools for generating or completing academic work must adhere to the highest standards of academic integrity. Utilising AI to produce work that is then submitted as your own is considered a form of plagiarism and will be treated as such under the university's academic misconduct policies. It is essential that students clarify and understand the specific guidelines and expectations regarding the use of AI within each module with the module leader. If AI tools are utilised in any capacity, this must be clearly reported and acknowledged in an open and ethical manner, ensuring transparency in your academic submissions. Failure to do so can result in serious academic consequences.

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), 7th Edition. The full APA 7th Edition guide can be found on our website here:

<https://www.tcd.ie/media/tcd/education/Referencing-Guide-School-of-Education.pdf>

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 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.

To be eligible for appointment to an incremental salaried teaching position in a secondary school, a teacher must be registered. It is the Teaching Council of Ireland alone that has the authority to determine what constitutes adequate qualifications for registration purposes.

Information on Academic Resources

Library Facilities

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

IT Facilities

Information Systems Services (IS Services) is responsible for the provision and support of computer systems, networking, and audio visual and media services in Trinity College.

The central point of contact for all services should be the Helpdesk (<http://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

Disability Services

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 or visit the Disability Service [Contact page](#).

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

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

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 should they be undertaking formal closed book examinations.

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>

Student Counselling

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

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

Student Learning Development Services

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

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

Postgraduate Advisory Service

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

Who?

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

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

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

Phone: 8961417

Email: pgsupp@tcd.ie

What?

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

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

Careers Advisory Service

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

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

College Health Service

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

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

Graduate Students Union

Website: <http://www.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, or 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.

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
- 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*. 5th 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 2nd 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.

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+R+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, 8th 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.i

e

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., Shipps, D., & Crowson, R. L. (Eds.) (2017). *Shaping Education Policy*. 2nd 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.heai.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

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

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 (6th 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 (8th 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 (7th Edn)*. McGraw-Hill.
- Snowman, J., & McCown, R. (2015). *Psychology applied to teaching (14th Edn)*. Wadsworth Publishing Co.
- Stassen Berger, K. (2022). *The developing person through the lifespan (12th 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 (2nd 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>
- **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
- **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.

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 (3rd 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/3342_d8a2-1e22-4f17-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

www.examinations.ie

www.skool.ie

www.bized.co.uk

www.scoilnet.ie

www.pdst.ie

www.business2000.ie

www.bstai.ie

www.nca.ie

ec.europa.eu/Ireland/education

europa.eu/teachers-corner/

15. Evaluation

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

16. Module Coordinator

Ms. Rachel Keogh

17. Module Teaching Team

Ms. Rachel Keogh, guest lecturers and School Placement team

Computer Science Pedagogy

1. Module Code

EDPT1012

2. Entry Requirements (if applicable)

Core module for students taking computer science as minor

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

Postgraduate

4. Module Size (hours and number of weeks)

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

125 hours of total student effort

5. ECTS Value

5 ECTS for minor students

6. Rationale and Aims

Rationale

Computer Science Pedagogy is a one-semester module taken in the first semester of the Professional Masters in Education course by students with a Computer Science minor. It sets out practical and theoretical perspectives on teaching, learning and assessment in computer science. Students will develop knowledge and understanding of the national curriculum guidelines for Computer Science. Specific attention is paid to the Senior Cycle requirements and curriculum for Computer Science in this module. The module will enable students to explore how people learn computational skills and coding, what methods facilitate developing computational literacies and computer science domain knowledge, particularly in a collaborative project based learning environment, and how to apply this knowledge in activities in diverse classrooms.

In-class tasks, staged group assignment and alignment with the other professional modules and the foundation disciplines in the Professional Masters in Education course, facilitate students to reflect on their own as well as their future pupils' learning and development in and with computing technologies. In this module, practical investigation of pedagogical and professional educational issues through experiential learning is integrated with wider reading of relevant research and literature in the subject area of Computer Science education. In line with the primary and post-primary coding curricula and digital strategy for schools, this module adopts an integrated perspective on computer science learning, valuing and leveraging the relevancy and impact of computing technologies on the students themselves as well as wider society.

Aims

- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Senior Cycle syllabus for Computer Science.
- To develop the students' knowledge of how programming and coding can be learnt in order to inform their own teaching practices.
- To explore the computer science classroom as a site for developing pupils' digital literacy skills.
- To embed global citizenship education within the computer science classroom focusing in particular the impact and role technologies play in the modern world.
- To explore current accepted best practice and relevant theory in computer science 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 computer science teaching and learning.

7. Learning Outcomes

On successful completion of the PME modern languages pedagogy module, the students will be able to:

- devise and implement individual class plans and schemes of work for computer science, computational thinking and/or coding 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;
- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the computing classroom, in particular in relation to working in an inclusive classroom
- demonstrate a critical and respectful perspectives on the ethical use and impacts of technologies in the modern world in order to develop both the pupils digital competence and their critical understanding of the potential impact of their technical solution at both a local and global level;
- critically evaluate a range of teaching methods and pedagogical tasks and materials for computing teaching which are inclusive by design, in particular in relation to building opportunities for multi-ability collaborations in a classroom context and for developing pupils' key skills;
- develop a research-informed approach to teaching and learning, drawing on an integrated view of computing education learning;
- synthesise past and present, personal and peer experiences of computing education to generate an evidence-based understanding of the nature and processes of computing education;
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.

8. Course Content and Syllabus

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

- Inclusion by design: Considering pupil perspectives in diverse and inclusive classrooms
- Computing education: developing empathy and focusing on the learners perspective in computing project-based learning contexts
- 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
- Introduction to programming language use in the classroom
- ICT for authenticity and digital competency development in the classroom – resources and methods
- Teaching/Learning block-based coding
- Teaching/Learning text -based coding
- Developing digital competence, considering local and the global perspectives on the impact of technology on society

9. Teaching and Learning Methods

The teaching and learning strategies on the course aim to embody the principles of computer science teaching and learning which the course espouses. The module takes a Universal Design for Learning approach, aiming to be inclusive by design.

Provide multiple means of engagement:

Through the application of assessment as and for learning methodologies, optimise personal relevance and autonomy of students; develop self-assessment and reflection skills linked to explicit goal-setting.

Through the use of cooperative learning methodologies, foster collaboration and community in the class group while drawing on the diverse perspectives of the full class cohort

Provide multiple means of representation:

Where possible offer options for perception and comprehension:

offer video, audio and text sources for class reading list; use digital as well as tactile tools and materials as appropriate to the topic and the class medium and preferences; offer some online and some face to face classes with recordings of online; provide and discuss glossaries of key terminology for sessions; use cooperative methodologies for in-class development, discussion and synthesis of material; use online tools (e.g. miro) for visual synthesis and record of activity.

Provide multiple means of action and expression:

Progressively build planning competence through in class and online collaborative planning and staged assignment submissions with presentation and feedback moments through the semester.

Use assessment as and for learning methods to develop and guide goal-setting for students for planning and practice.

Offer alternatives for assignment submission (text or video options).

10. Required Equipment and Resources (if applicable)

Micro-computers/controllers (i.e. Arduino, Raspberry Pis, micro:bits etc.)

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

Summative assessment

All students complete a minor assignment in this module.

Sample Assignment Outline

Evidence-based practice in the computer science (or subject aligned) classroom – Group, staged assignment. This assignment submission draws together a set of incremental submissions with their group over the semester. Feedback provided through the semester.

Assignment Specification

What do you submit ?

This final team submission is a planning artefact. You should be able to share this with another teacher and they should be able to run the planned set of 2-4 lessons based on the description and resources you provide.

You can use any format and any medium: text, audio, video, graphics, infographics, web page, prezi. You can include links to online materials (e.g. youtube video, shareable pdf) in your submission file.

What should the submission contain?

1. Your team profile

2. Your summary of the research article that you read (for a teacher audience)

3. 3 different learner personas (you can take these from any of the different personas presented in class or you can make up new ones)

4. What you want your students to learn (learning intentions and curriculum learning outcomes)

5. How you will know that your students achieve the learning intentions (success criteria)

6. How you will scaffold their learning

- Provide the set of activities that will scaffold the learners to reach the learning intentions
- Provide the resources you would need to run these activities or at least samples of them.
- These activities must include plenty of opportunities for learners to encounter and practice new language
- The full set of activities must include at least one activity where students use the language for meaningful communication. This cannot be a scripted role play as this is not meaningful. It can be a task, an information gap activity, a communicative opportunity with other users of the language

Final Individual Submission (300 words): 300 word individual reflection

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 and is part of the structured staged group assignment.

In addition, the final module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the assignment

14. Recommended Reading Materials / Indicative Resources

The reading list is provided on the TCD library MyReadingList platform linked to module ET____ and is continuously updated.

15. Evaluation

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

16. Module Co-ordinator

Dr Jake Byrne

17. Module Teaching Team

Dr Jake Byrne, School Placement team and occasional invited speakers.

Drama, Film and Theatre Studies Pedagogy

1. Module Code

EDPT1013

2. Entry Requirements (if applicable)

This is a core module for Drama, Film and Theatre Studies as a minor

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

Postgraduate

4. Module Size (hours and number of weeks)

2 hours per week over one semester (2 x 10 weeks) for minor students

125 hours of total student effort

5. ECTS Value

5 ECTS for minor students

6. Rationale and Aims

Rationale

Drama, Film and Theatre Studies is a one-semester module taken in the first semester of the Professional Master of Education. It sets out practical and theoretical perspectives on teaching, learning and assessment in Drama, Film and Theatre Studies. Students will develop knowledge and understanding of the national curriculum guidelines in Drama, Film and Theatre Studies. Specific attention is paid to the Senior Cycle requirements and curriculum for Drama, Film and Theatre Studies in this module. Students will explore and experience the world of drama, film and theatre; how it can inform their own work and their creative and critical choices, helping them become more aware of their own place in a wider society.

In-class tasks, staged group assignment 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 future pupils' learning and development in Drama, Film and Theatre Studies. In this module, practical investigation of pedagogical and professional educational issues through experiential learning is integrated with wider reading of relevant research and literature in the subject area of Drama, Film and Theatre Studies. This module adopts an integrated perspective on Drama, Film and Theatre Studies learning, and is aligned with the Leaving Certificate Drama, Film and Theatre Studies Specification.

Aims

- To prepare students for planning, teaching and assessing pupils' learning which is inclusive by design within the framework of the Senior Cycle syllabus for Drama, Film and Theatre Studies.
- To develop the students' knowledge of how Drama, Film and Theatre Studies can be learned in order to inform their own teaching practices.
- To explore best practice and relevant theory in Drama, Film and Theatre Studies 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 Drama, Film and Theatre Studies teaching and learning.

7. Learning Outcomes

On successful completion of the PME Drama, Film and Theatre Studies module, the students will be able to:

- devise and implement individual class plans and units of learning for Drama, Film and Theatre Studies 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;

- distinguish the philosophical underpinnings and theoretical frameworks/perspectives of educational research on behaviour and classroom management, and analyse how these influence the Drama, Film and Theatre Studies classroom, in particular in relation to working in an inclusive classroom.
- evaluate a range of practical teaching methods and creative pedagogical tasks for use in the Drama, Film and Theatre Studies which are inclusive by design
- demonstrate practical knowledge of learning through creative and collaborative immersive experiences
- demonstrate knowledge of practitionership and scholarship in Drama, Film and Theatre Studies, supported by relevant creative and critical processes
- develop a research-informed approach to teaching and learning, drawing on Drama, Film and Theatre Studies praxis as arts education
- develop a self-reflective approach to their own teaching, reflecting on and improving their practice, and taking responsibility for identifying and meeting their developing academic and professional needs;
- examine their own thinking and practices, recognizing the limits of their own knowledge and practice and reform these practices in light of new knowledge and insight.

8. Course Content and Syllabus

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

- Inclusion by design: Considering pupil perspectives in diverse and inclusive classrooms
- 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
- Introduction to Drama Film and Theatre studies use in the classroom
- Teaching/Learning - Creative Process
- Teaching/Learning - Critical and Creative Response Process
- Teaching/Learning – Applied Creative Tasks

9. Teaching and Learning Methods

The teaching and learning strategies on the course aim to embody the principles of Drama, Film and Theatre Studies teaching and learning which the course espouses. The module takes a Universal Design for Learning approach, aiming to be inclusive by design.

Provide multiple means of engagement:

Through the application of assessment as and for learning methodologies, optimise personal relevance and autonomy of students; develop self-assessment and reflection skills linked to explicit goal-setting.

Through the use of cooperative learning methodologies, foster collaboration and community in the class group while drawing on the diverse perspectives of the full class cohort

Provide multiple means of representation:

Where possible offer options for perception and comprehension:

offer video, audio and text sources for class reading list; use digital as well as tactile tools and materials as appropriate to the topic and the class medium and preferences; provide and discuss glossaries of key terminology for sessions; use cooperative methodologies for in-class development, discussion and synthesis of material; use online tools (e.g. miro) for visual synthesis and record of activity.

Provide multiple means of action and expression:

Progressively build planning competence through collaborative planning and staged assignment submissions with presentation and feedback moments through the semester.

Use assessment as and for learning methods to develop and guide goal-setting for students for planning and practice.

10. Required Equipment and Resources (if applicable)

Flat Space, audio/video resources, interactive whiteboards

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

Summative assessment

All students complete a minor assignment in this module.

Sample Assignment Outline

Evidence-based practice in Drama, Film and Theatre Studies (or subject aligned) classroom – Group, staged assignment. This assignment submission draws together a set of incremental praxis submissions with their group over the semester. Feedback provided through the semester.

Assignment Specification

What do you submit ?

This final team submission is a planning artefact. You should be able to share this with another teacher and they should be able to run the planned set of 2-4 lessons based on the description and resources you provide. You can use any format and any medium: practice, text, audio, video, graphics, infographics, web page, Prezi. You can include links to online materials (e.g. YouTube video, shareable pdf) in your submission file:

What should the submission contain?

1. Your team profile

2. Your summary of the research article that you read (for a teacher audience)

3. Different learner personas (you can take these from any of the different personas presented in class or you can make up new ones)

4. What you want your students to learn (learning intentions and curriculum learning outcomes)

5. How you will know that your students achieve the learning intentions (success criteria)

6. How you will scaffold their learning

- Provide the set of activities that will scaffold the learners to reach the learning intentions

- Provide the resources you would need to run these activities or at least samples of them.
- These activities must include plenty of opportunities for learners to encounter and practice selected drama, film and theatre processes
- The full set of activities must include at least one activity where students use Drama, Film and Theatre Studies to meet curriculum learning intentions. (Creative Processes, Critical Response, Applied Creative Tasks)
- **Final Individual Submission (300 words): 300 word individual reflection**

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 and is part of the structured staged group assignment.

In addition, the final module assignments offer formative feedback on a clear rubric of success criteria provided through blackboard.

[Pass Requirement](#)

40%

[12. Method of Supplemental Assessment](#)

Re-submission of the assignment

[13. Recommended Reading Materials / Indicative Resources](#)

The reading list is provided on the TCD library My Reading List platform linked to module ET____ and is continuously updated.

[14. Evaluation](#)

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

[15. Module Co-ordinator](#)

Dr Susanne Colleary

16. Module Teaching Team

Dr Susanne Colleary, School Placement team and occasional invited speakers.

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>

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

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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.

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- at: <http://www.curriculumonline.ie/Junior-cycle/Junior-CycleSubjects/English>
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- 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.
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- 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.
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- 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 (Association for English teachers)
<https://www.rsc.org.uk/shakespeare-learning-zone/>
www.poetryireland.ie
www.ifi.ie www.bfi.org.uk
www.tes.co.uk www.ncte.org/
<https://www.twinkl.ie/>
www.usingenglish.com/teachers.html 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

Dr Una Murray

17. Module Teaching Team

Dr 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*. 2nd 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
PDST Geography 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). 'Do chum 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).
- Wilmott, 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://ifiplayer.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-Cycle-/Syllabuses-Guidelines/jc_history_sy.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-History-Specification.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

TY

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

SC/LC

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 Mathúna and Dr David Limond (School Placement supervision and administration only).

Irish Language Pedagogy

1. Module Code

ET7905

2. Entry Requirements (if applicable)

This a core module for Irish subject majors and minors on the PME 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 hIfeárnáin & 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

Prof. Noel Ó Murchadha

17. Module Teaching Team

Dr Emily Barnes, Prof. Noel Ó Mhurchadha, 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 (6th 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.

Jeffes, J., Jones, E., Wilson, M., Lamont, E., Straw, S., Wheeler, 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*. 5th Edition. Nelson Thornes Ltd.

Lee, C., & Ward-Penny, R. (2020). *A Practical Guide to Teaching Mathematics in the Secondary School*. 2nd 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.ict.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.

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

National Council for Curriculum and Assessment: www.ncca.ie

Examinations: www.examinations.ie

Irish Mathematics Teachers' Association: www.imta.ie

<http://ie.ixl.com>

www.artofproblemsolving.com

www.coolmath4kids.com

jmathpage.com www.mathssupport.ie

www.mathplayground.com

www.amathsdictionaryforkids.com

www.shodor.org

nlbm.usu.edu/en/nav/vlibrary.html

15. Evaluation

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

16. Module Coordinator

Dr Aibhín Bray

17. Module Teaching Team

Dr Aibhín 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
- 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

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 Aisling Sheerin

17. Module Teaching Team

Dr Aisling Sheerin 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

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).

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 7th 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*. 3rd 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* (2nd edition). Routledge.
- Dymoke, S. (Ed.) (2012). *Reflective teaching and learning in the secondary school* (2nd 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* (2nd 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

Contacts:

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Keith Johnston kjohnsto@tcd.ie (Thesis)

Aibhin Bray Aibhin.bray@tcd.ie (Pedagogy coordinator)