



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

**Professional
Master of
Education
Handbook
2024–2025**

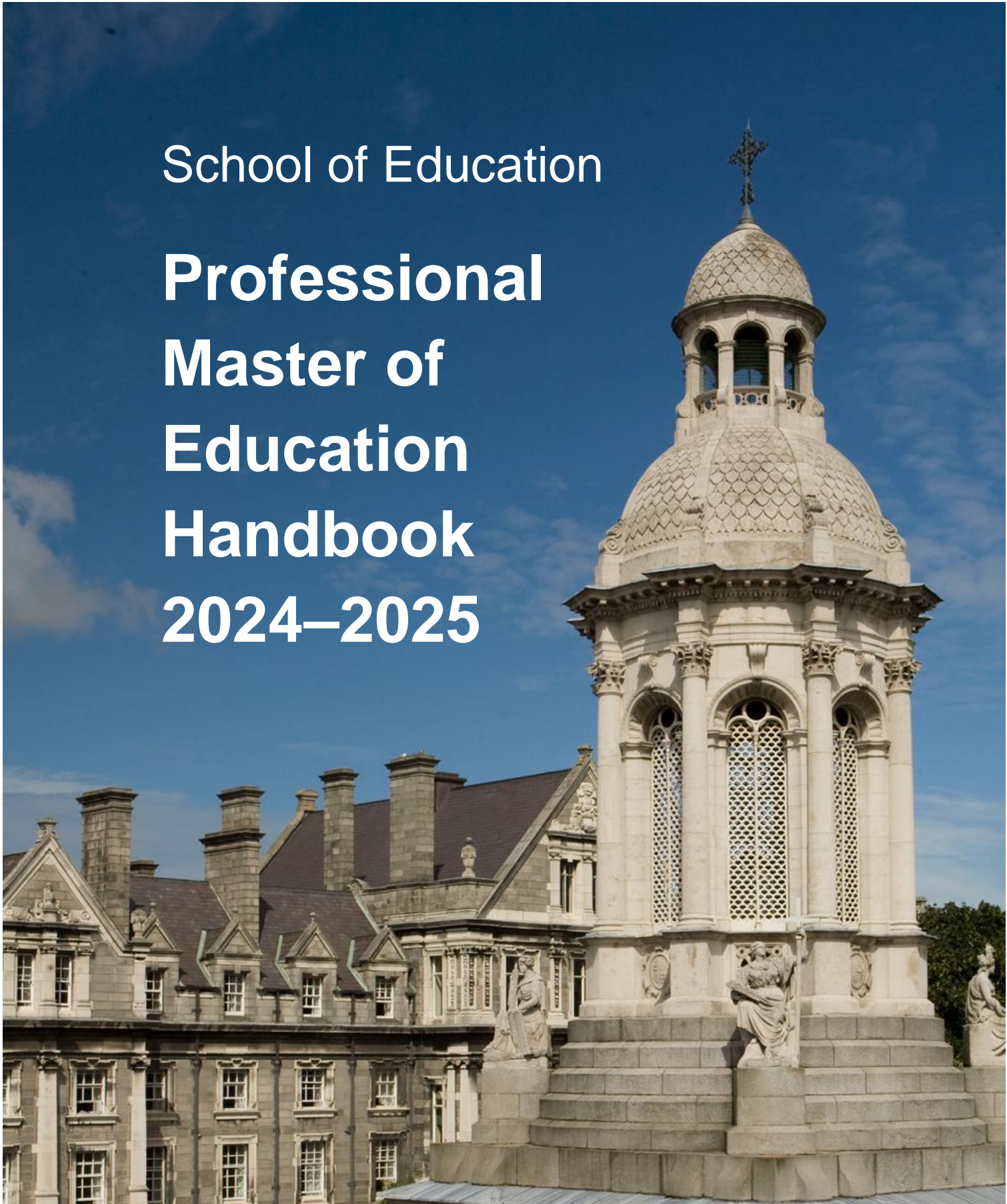


Table of Contents

A Note on this Handbook	5
Welcome from the Head of School	6
Welcome from the PME Registrar	8
School of Education	9
General Information	11
Staff Contacts	11
Academic Integrity	13
Artificial Intelligence Policy	14
Programme Structure	16
Orientation	16
Year 2 Modules and Assessment (60 ECTS credits)	18
PME Programme Calendar 2024/25	20
PME Submission and Examination Calendar 2024/25	21
Foundation tutorials	22
Programme Overview	23
Programme Aims	23
Programme Learning Outcomes	23
Programme Structure	26
Course Credits (ECTS)	27
Programme Regulations	27

Proof of Graduation	27
Fees	27
Fitness to Practise	27
Attendance at College	28
Major and Minor Pedagogy Subjects	28
Assessment Procedures and Regulations	29
Assessment Components and Weightings	29
Grade Bands	31
Requirements and Compensation	31
Examination Procedures	34
Appeals Process	35
External Examiner	35
Submitting Assignments	35
Prizes	36
School Placement	37
Supports for Students with Disabilities	38
Examination accommodation and deadlines	38
Professional Learning Education Needs Summary - PLENS	38
More detailed text on placement planning and supports can be found at the following link:	39
School Placement Structure Year 2	40
General Guidelines	41
Referencing	41
Registration with the Teaching Council	42

Information on Academic Resources	43
Library Facilities	43
IT Facilities	43
Student Supports	44
Students with Disabilities	44
Student Counselling	44
Student Learning Development Services	45
Postgraduate Advisory Service	45
Careers Advisory Service	46
College Health Service	46
Graduate Students Union	46
College Chaplaincy	47
Inclusive Curriculum Project	48
Module Descriptors	49
Advanced School Placement	49
Hurdle Tasks (Prior to going on Advanced School Placement)	56
During Teaching Weeks	57
Planning Requirements	57
Other Important Points to Note:	59
Diversity of Placement Settings	59
Foundation modules	64
Educational Philosophy and Theory	64
Anthologies	66
Introduction to Philosophy and Education	66
Ethics and the educator	67
Philosophies of education and society	68
Education in a time of transformation	69

Sociology of Education	71
Pedagogy modules	77
Advanced Pedagogy and Research (Thesis)	77
Elective modules	85
Irish Traditional Music	85
Global Citizenship Education	92
Arts Education	98
Drama in Education	104
History of Education	109
General History of Western Education	114
General Philosophy/History of Ideas	114
General Socio-Political History	114
Methods/Historiography/Application of HoE	114
Reference	114
Ancient: Greek	115
Ancient: Roman	115
Medieval	115
Renaissance/Early Modern	115
Reformation/Counter-Reformation	116
Enlightenment/Romanticism/Nineteenth Century	116
1900-1945/progressive education	116
Recommended History of Education Journals	116
Bibliography/Finding Aid	116
Citizenship and Democracy	118
Social, Personal and Health Education and Well-being	124

A Note on this Handbook

This handbook applies to Year 2 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 (August 2024).

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 back 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 this year. 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 back to the PME Programme at Trinity College Dublin!

As you continue on this exciting journey of becoming a teacher, we're thrilled to have you in our community at the School of Education. The dual role you're undertaking over the past and forthcoming 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 Year 2 of your programme, 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 the remainder of 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 DES, the NCCA, NCSE, PDST, the subject area teacher associations, teacher unions, teacher education centres, the ESRI, the Arts Council, and contributes at policy-level to issues in Irish education and further

afield. The staff of the School are also involved at various levels in national and international bodies dealing with various aspects of education and are actively engaged in high quality educational research. Details of the School research groups and centres are available on the School website:

<http://www.tcd.ie/education/>

General Information

Staff Contacts

Office: Room 3087, Arts Building
 Telephone: +353 1 896 1488 / 3492
 Opening hours: 10.00am-12.00pm and 2.00-4.00pm

Role	Name	E-mail
Head of School	Ann Devitt	HeadofEducation@tcd.ie
Director of Postgraduate Teaching & Learning	Noel Ó Murchadha	Noel.omurchadha@tcd.ie
PME Registrar	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 Johnston	keith.johnston@tcd.ie
Irish Educational History and Policy	John Walsh	walshi8@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
English	Una Murray	murrayun@tcd.com
Computer Science (minor only)	Jake Byrne	BYRNEJ40@tcd.ie
Drama, film and theatre studies (minor only)	Susanne Colleary	collears@tcd.ie

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	sheeriai@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	collears@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

Academic Integrity

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.

Programme Structure

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

Orientation

Year 2

PME 2 Orientation			
Tuesday 27 Aug (online)		Wednesday 28 Aug (on campus) Thomas Davis	Thursday 29 Aug (on campus) Regent House
<p>10.30am <i>Welcome to PME 2</i> Prof Ann Devitt and Dr Gavin Murphy</p>	<p>10am</p>	<p><i>Overviewing PME 2</i> Dr Gavin Murphy and Dr Louise Heeran-Flynn</p>	<p>10am-5pm <i>PME Thesis</i> Dr Keith Johnston</p>
<p>11am <i>Voice Management for Placement</i> Dr Ciaran Kenny</p>			
<p>12pm <i>Expanding Understandings of 'Behaviour' for Placement</i> Dr Aoife Lynam</p>	<p>10.30am - 1pm</p>	<p><i>Advanced School Placement</i> Dr Louise Heeran-Flynn</p>	
<p>1pm-3pm One to one appointments – either online or in- person – need to be booked in advance</p>	<p>1pm-2pm</p>	<p>Lunch</p>	
	<p>2pm</p>	<p><i>High Leverage Practices</i> Dr Gavin Murphy</p>	

<p>Rooms: 3098, 4101</p>	<p>3pm</p>	<p><i>Reviewing Inclusive Education for Advanced Placement</i></p> <p>Dr Joanne Banks and Dr Emily Barnes</p>	
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PME Thesis		
Time	Topic	
<p>10- 11.30am</p>	<p>Introduction to the PME thesis (to include discussion of readings)</p>	<p>Dr Keith Johnston</p>
<p>11.30am-12 noon: Break</p>		
<p>12-1pm</p>	<p>Overview of research approaches and methods</p>	<p>Dr Keith Johnston</p>
<p>1-2pm: Lunch</p>		
<p>2-3pm</p>	<p>Research ethics and the PME thesis</p>	<p>Prof Joseph Roche</p>
<p>3-4pm</p>	<p>Developing your PME thesis proposal</p>	<p>Dr Keith Johnston</p>
<p>4-5pm</p>	<p>Lightening sessions from School of Ed staff regarding possible thesis topics</p>	<p>School of Education staff</p>

Year 2 Modules and Assessment (60 ECTS credits)

Year 2 Semester 1	
<p>1) Advanced School Placement (25 ECTS): Compulsory</p>	<p>Structured Observation week: Monday 2nd – Friday 6th September 2024 (inclusive)</p> <p>Teaching Weeks Block Placement: Monday 9th September to Friday 6th December 2024 (inclusive)</p> <ul style="list-style-type: none"> • 12 weeks Block Placement • 1 un-assessed visit from School of Education Tutor • 2 assessed visits from School of Education Tutors • Taisce <p>Structured Reflection & Action Planning Week Monday 9th – Friday 13th December 2024 (inclusive)</p> <p>Assessment: Taisce (20%), School Placement visits* (80%).</p> <p>*Advanced School Placement visits will assess the class observed plus students' planning and reflection tasks in their Advanced School Placement Folder/Portfolio.</p> <p>Evening sessions online every two weeks.</p>

Year 2 Semester 2

<p>1) Foundation Disciplines: (5 ECTS each) Compulsory</p>	<p>10 x 1 hour lecture, 3x1 hour tutorials</p> <ul style="list-style-type: none"> • Educational Philosophy and Theory • Sociology of Education <p>Assessment: Assignments, essays</p>
<p>2) Advanced Pedagogy & Research (Major teaching subject): (20 ECTS) Compulsory</p>	<ul style="list-style-type: none"> • Individual supervision and pedagogy group meetings <p>One option to be chosen from research specifications across pedagogy and foundation disciplines</p> <p>Assessment: Research Thesis</p>
<p>3) Specialist Electives (5 ECTS): Compulsory</p>	<ul style="list-style-type: none"> • 10 x 1 hour <p>Assessment: Group work, assignments, presentations, exam</p> <p>One option to be chosen:</p> <ul style="list-style-type: none"> • Irish Traditional Music • Global Citizenship Education • Arts Education • Drama in Education • History of Education • Citizenship & Democracy • Youth Mental Health

PME Programme Calendar 2024/25

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

PME Submission and Examination Calendar 2024/25

Year 2

Date	Event
Friday 13 th September 2024	Submission of Thesis proposal
Friday 10 th January 2025	Taisce
Friday 28 th March 2025	Electives
Friday 28 th March 2025	PME Thesis
Friday 4 th April 2025	Sociology of Education Assignment
Friday 11 th April 2025	Philosophy of Education Assignment
Week of 21 st April 2025 (During Examination period) [Additional contingency days may be required outside of the formal assessment week]	History of Education Examination

Foundation tutorials

Year 2

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

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

All Tutorials are on Tuesdays. Group names are titled after significant educationalists. Please note that this timetable may change. A final (i.e. non-provisional) timetable will be issued to Year 2 students at a later date.

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

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 masters level;
- over half of the course is spent on placements in schools.

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

Year 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-practise-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

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 further information, see 'Registration with the Teaching Council' section later in this handbook.

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:

- 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 Year 2 programme is made up of the following components as shown in the table below.

Assessment type and ECTS Year 2

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

For full details on School Placement assessment and relevant dates, please see School Placement Handbook 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 an equitable manner. In February/March of each year a number of students will be selected to be seen on School Placement by the External Examiner. These visits do not contribute to students' final mark on School Placement. Following the end of year assessments in May, a number of students will be selected to meet the External Examiner to discuss the programme. In both cases, the students will be selected to provide a representative sample of the whole range of abilities and levels on the course.

Submitting Assignments

Assignments must be submitted through Blackboard on or before the last date specified on the Programme calendar. Course work handed in after the due date may be subject to a reduction of 10% of the mark awarded unless adequate grounds have been indicated in advance by a student to the module leader and/ or Programme Coordinator. If the work is not handed in 14 days after the final due date (unless a medical certificate is produced within that timeframe) the student will be regarded as 'incomplete'. Where a medical certificate is issued, in addition to any other relevant information, it should confirm that you are unfit to submit your assessment during the specified period. If, for medical reasons, you are permitted to resubmit, you may be

required to present a certificate of fitness before being permitted to do so and/ or to continue school placement.

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 and approvals for all extensions, while agreed with the relevant module coordinator approximately 3-5 days prior to the original submission date, must be logged on the PME Extension to Submission Date for Assignment Application Form. The [link to this form is here](#). For extensions of 2 weeks, supporting evidence is required to grant such extensions at programme level and the PME Registrar will review such extensions via the form submission. 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.

Please be advised that should Year 2 students need to defer to Supplementals, that this situation has implications for timely registration with the Teaching Council on completion of the programme. In such cases, students must assume individual responsibility to register themselves with the Teaching Council after the Supplemental Court takes place. Note: to be eligible for appointment to an incremental salaried teaching position in a secondary school, a teacher must be registered.

Prizes

There are three prizes given to graduating students on the PME programme. The Crawford Memorial prize is to the student with the highest overall grade. The ASTI prize is awarded to the student with the highest grade on School Placement. The John O'Connor Award for Excellence in Business Studies Teaching is awarded to the student majoring in Business Studies with the highest overall School Placement result. These prizes are awarded to students at the end of the PME programme and not at the end of Year 1.

School Placement

We advise all PME students to download the full booklet *Codes of Professional Conduct for Teachers* from www.teachingcouncil.ie. (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.

Notification of School Placement Visits

It is the current policy of the School of Education that you will be notified in advance of any visit while on School Placement. You are expected to make due preparation for every class that you teach: hence you ought never to be 'caught out'.

Please see School Placement Handbook 2024/25 for further details.

Supports for Students with Disabilities

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

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year 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>

School Placement Structure Year 2

First Semester: Observation	2 nd – 6 th September 2024 (inclusive)	<p>Structured Observation & Preparation Week</p> <p>Student teachers will observe a wide range of teaching and non-teaching activities.</p>
Block Placement	9 th September – 6 th December 2024 (inclusive)	<p>12 Teaching weeks</p> <p>Student teachers must teach a minimum of 9 hours per week in their Major Pedagogy subject.</p> <p>Students are required to teach at least one ‘class’ (i.e. whatever length a class is in the school) in their Minor Pedagogy subject (on top of the above).</p> <p>Students compile an Advanced School Placement Planning & Preparation Folder/Portfolio during this period which contains all lesson plans and Units taught during this Advanced School Placement block. Students will use this as the basis for their Taisce, submitted at the end of the Advanced School Placement.</p>
Reflection week	9 th – 13 th December 2024 (inclusive)	<p>Structured Reflection & Action Planning Week</p> <p>Students use this week to reflect upon their Advanced School Placement. Students create an Action Plan for their Induction as a Newly Qualified Teacher (NQT).</p>

		Students collate their Taisce during this period.
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* Amendments to students' timetables must be communicated to Pedagogy strand leaders as soon as possible. Amended timetables should always be uploaded to Blackboard and clearly marked and dated as amended timetables.

General Guidelines

Referencing

Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 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.

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

Students with Disabilities

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

Supports for Postgraduate Students includes:

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

An application can be made through my.tcd.ie via the 'My Disability Service' tab.

Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

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

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

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

Student Counselling

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

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](http://www.tcd.ie/Careers/) 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](http://www.tcd.ie/College_Health/) 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

Advanced School Placement

1. Module Code

EDPT8911

2. Entry Requirements (if applicable)

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

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

Postgraduate

4. Module Size (hours and number of weeks)

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

625 hours of total student effort

5. ECTS Value

25 ECTS

6. Rationale and Aims

Aims

This Advanced School Placement module incorporates the concepts, principles and core values of Initial Teacher Education, particularly in terms of its focus on research-led and research-informed professional standards and practice in post primary schools. Principles of empowerment, partnership, inclusion and a respect for the uniqueness and identity of each pupil and colleague in the school environment and wider school community underpin the approach to this module. The practice of education is accountable, ethical, inclusive, proactive and responsive to the holistic needs of pupils, effecting a positive contribution or transformation by responding to the individual, class, school community and wider society. Professional placement practice in this advanced module is underpinned by a dynamic knowledge base,

grounded in evidence and inclusive of contributions from the social sciences, humanities and arts traditions. The block placement provides an environment from which new educational knowledge develops and is nurtured by school staff, peers and College tutors in the domains of foundation and professional studies.

Careful consideration has been given to the educational processes and progression from the first School Placement module in year 1 to this advanced module, which will facilitate students' learning throughout the Professional Master of Education.

Students are facilitated to develop both professionally and personally so as to acquire the necessary knowledge, skills, competencies and professional dispositions which will prepare them to function as post primary school teachers. This module builds on the School Placement module and aims to prepare students to become actively involved in all aspects of the assessment, planning, implementation and evaluation of their pupils' learning experiences in partnership with teaching staff, and to engage fully in the day-to-day life of a school.

7. Learning Outcomes

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

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

Planning and Practice

- plan and run lessons: devise and (safely) implement individual class plans and Units of Learning/Units of Learning that are inclusive by design, are appropriate to their pupils' abilities and interests, are coherent with the syllabus, and make use of a range of appropriate teaching methods and technology;
- plan, teach and assess students' learning in diverse classes: demonstrate an awareness of the needs of both the whole class and the individual pupil and an ability select and employ appropriate knowledge, skills and techniques to monitor students' learning, using established protocols for both summative and formative assessment;
- establish the context of their teaching subject: demonstrate an enthusiasm for their subject which will enliven and enrich their classroom teaching and an

understanding of the relevance and importance of their subject in society and in the general education of young people;

- use a variety of media for teaching and learning: demonstrate knowledge and use of information and communications technologies, artistic and scientific media in the classroom where appropriate and critique relevant available resources for inclusive and engaging teaching and learning;
- establish and maintain a positive classroom environment and foster good relationships with and among pupils, thereby assisting in the facilitation of the development of positive self-esteem to counter/prevent bullying, through good class management techniques.

Professional Relationships

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

Research and Reflection

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

- have due regard to the ethical values and professional standards set out in the Teaching Council's Code of Professional Conduct for Teachers and the School of Education's School Placement Handbook.

8. Module Content and Structure

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

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

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

- **Inclusive Education:** With reference to Inclusive Education as outlined in the Glossary, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability

to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.

- **Global Citizenship Education:** to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.
- **Professional Relationships and Working with Parents:** (to include working with parents, pupils, peers, external agencies and others; preparing for school placement; the school as a learning community; and legislation relevant to the school and classroom).
- **Professional Identity and Agency:** to include support for the development of the teacher as a self-reflective autonomous professional who demonstrates the four values outlined in the Code of Professional Conduct for Teachers, and the teacher as a lifelong learner (and Treoraí) in relation to the continuum of teacher education.
- **Creativity and Reflective Practice:** (to include fostering a creative mindset among student teachers, teachers as reflective practitioners; teachers as innovators; teachers as researchers; teachers' relationship with the school as a learning community and the development of Taisce to support the process of portfolio-based learning).
- **Literacy and Numeracy:** Programme design shall ensure that student teachers are afforded opportunities to enhance their own literacy and numeracy and are required to demonstrate an acceptable level of proficiency in literacy and numeracy. Students shall be required to demonstrate their competence in teaching and assessing literacy and numeracy appropriate to their curricular/subject area(s).
- **Digital Skills, to include Digital Literacy:** the use of digital technologies to support teaching, learning and assessment for all learners; the integration of digital skills across the programme including opportunities for student teachers to explore new and emerging technologies.

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

Semester 1: Welcome Back Orientation & Preparation for Advanced School

Placement

Before the students begin their Advanced School Placement, Year 2 students return to campus for a four-day Welcome Back Orientation & Preparation for Advanced School Placement. During these four days, students revisit key threshold concepts from their programme and prepare to begin their Advanced School Placement. In addition to preparing students for the challenges of assuming full responsibility for all aspects of planning, assessment, implementation and evaluation of their pupils' work during their Advanced School Placement, the Welcome Back Orientation & Preparation for Advanced School Placement module in year 2 will support, extend and develop students' professional growth as a student teacher, through a series of workshops and sessions.

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

Students will also meet with the PME Thesis coordinator for a two-day workshop where they focus their attention on their PME thesis. Research-oriented activities are designed to prepare students for their Taisce and associated portfolio work, which will feed directly into all aspects of their professional and academic studies, and potentially providing the basis for their research project in Year 2. Specific sessions on research methods will be featured during the programme to prepare students to think critically about their own and their pupils' performance in certain areas, and to equip them to

build on this knowledge as part of their research project and subsequent professional and academic studies in year 2 of the course.

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

Semester 1: Taught Element of Advanced School Placement

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

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

The taught element of the Advanced School Placement module is led by the School Placement Coordinator. Utilising a Partnership model, during the School Placement module, student teachers will also hear from a wide variety of stakeholder voices, including school leaders, practicing post primary teachers, students and parents. Advanced School Placement sessions continue on a bi-weekly basis for the duration of the first semester (10 weeks). These seminars take a spiral approach to learning, building on students' capacity to plan, implement and evaluate structured teaching, learning and assessment episodes that are inclusive by design. This process will begin with the revisiting of several key concepts, as well as allowing students to request revision of specific areas of content. Sessions also afford students the opportunity to reflect in a collaborative manner and voice their shared experiences of Advanced School Placement.

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

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

9. Teaching and Learning Methods

Online and in-person teaching

10. Required Equipment and Resources (if applicable)

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

Special features: occasional guest lectures and professional inputs from such organisations and bodies as the Careers Advisory Service, Teaching Council, NCCA, Teacher Unions, Trinity Access Programme (TAP), NIPT.

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

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

Hurdle Tasks (Prior to going on Advanced School Placement)

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

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

During Teaching Weeks

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

Planning Requirements

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

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

Reflective Writing Requirements

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

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

Advanced School Placement Visits

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

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

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

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

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

Assessment in the Advanced School Placement module is as follows:

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

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

Other Important Points to Note:

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

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

Diversity of Placement Settings

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

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

12. Pass Requirement

40%

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

13. Recommended Reading Materials / Indicative Resources

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

- Britzman, D. P. (2003). *Practice Makes Practice: A Critical Study of Learning to Teach*. State University of New York Press.
- Byrne, D. V. & Smyth, E. (2011). *Behind the Scenes? A Study of Parental Involvement in Post primary Education*. Liffey Press/ESRI. Available at: https://www.researchgate.net/publication/275640100_Behind_the_Scenes_A_Study_of_Parental_Involvement_in_Post_primary_Education.
- Capel, S., Leask, M., and Turner, T. (Eds.) (2022). *Learning to Teach in the Secondary School: A Companion to School Experience*. 5th edition. Routledge.
- Center for Research on Learning and Teaching, University of Michigan (n.d.). *How can you incorporate active learning into your classroom?* https://crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf.
- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. Jossey-Bass.
- Department of Children, Equality, Disability, Integration and Youth, Hub na nÓg and Professor Laura Lundy of Queens University, Belfast (2017). *Participation Framework. National Framework for Children and Young People's Participation in Decision-making*. Available at: https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf.
- Ellis, P. Kirby, A. & Osborne, A. (2023). *Neurodiversity and Education*. Corwin.
- Epstein, J. L, Sanders, M. G., Simon, B. S., Salinas, K. C, Jansorn, N. R., & Van Voorhis, F. L. (2009). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Ghaye, T. (2010). *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*. 2nd Edition. Routledge.
- Hagger, H. and McIntyre, D. (2013). *The Management of Student Teachers' Learning: A Guide for Professional Tutors in Secondary Schools*. Routledge.
- Hargreaves, A. and Dennis, S. (Eds.) (2009). *The Fourth Way: The Inspiring Future for Educational Change*. Corwin Press.
- Hargreaves, A. and Sahlberg, P. (2012). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Teachers' College Press.

- Hattie, J. A. C., & Anderman, E. (2013). *Handbook on Student Achievement*. Routledge.
- Kyriacou, C. (2009). *Effective Teaching in Schools Theory and Practice*. 3rd edition. Nelson Thornes.
- Littleton, K. & Mercer, N. (2013). *Interthinking: putting talk to work*. Routledge.
- Lubicz-Nawrocka, T. (2019). *An introduction to students and staff-co-creation*. Teaching Matters Blog. Available at: <https://www.teaching-matters-blog.ed.ac.uk/an-introduction-to-student-and-staff-co-creation-of-the-curriculum/>
- Lubicz-Nawrocka, T. (2018). Students as partners in learning and teaching: The benefits of co-creation of the curriculum. *International Journal for Students as Partners*, 2(1).
- Lubicz-Nawrocka, T., & Bunting, K. (2018). Student perceptions of teaching excellence: An analysis of student-led teaching award nomination data. *Teaching in Higher Education*, pp. 1-18.
- McDonagh, C., Roche, M., Sullivan, B. and Glenn, M. (2012). *Enhancing Practice through Classroom Research: a teacher's guide to professional development*. Routledge.
- McNiff, Jean (2013). *Action Research: Principles and practice*. 3rd edition. Routledge.
- Moon, J. (2000). *Reflection in Learning and Professional Development: Theory and Practice*. Routledge.
- National Council for Curriculum and Assessment (2017). *Junior Cycle Wellbeing Guidelines*. NCCA.
- Neelands, J. & Goode, T. (2015). *Structuring Drama Work: 100 Key Conventions for Theatre and Drama 3rd Edition*. Cambridge University Press.
- Nolan A. (2018). *Spotlight school-based relationships and sexuality education (RSE): lessons for policy and practice*. Oireachtas Library & Research Service, Ireland.
- O'Reilly, A., Tibbs, M., Booth, A., McKeague, B. & Moore, J. (2020). *A rapid review investigating the potential impact of a pandemic on the mental health of young*

people aged 12–25 years. *Irish Journal of Psychological Medicine*, 38(3), pp. 192-207.

Pasternak, D. L., & Rigoni, K. K. (2015). Teaching reflective writing: thoughts on developing a reflective writing framework to support teacher candidates.

Teaching/Writing: the Journal of Writing Teacher Education, 4(1), 5.

Pearce, J. (2022). *What every teacher needs to know. How to embed evidence-informed teaching and learning in your school*. Bloomsbury.

Pollard, A. (2002). *Readings for Reflective Teaching*. Continuum.

Professional Development Service for Teachers (2022). *Active Learning Methodologies*.

Available at:

https://www.pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%200%20keyskills_0.pdf

Robinson, Ken (2022). *Imagine If...* Penguin.

Rossouw, J., Carey, E., Doyle, E., O'Brien, G., Cullinan, S. & O'Reilly, A. (2022). A year in perspective: The impact of the COVID-19 pandemic on engagement with Jigsaw youth mental health services. *Early Intervention in Psychiatry*, 16(7), pp. 792– 799.

Rushton, K. (2017) 'Instructional Leadership: The Art of Asking Questions to Promote Teaching Effectiveness' In P. Preciado Babb, L. Yeworiew, & S. Sabbaghan

(Eds.). *Selected Proceedings of the IDEAS Conference: Leading Educational Change*, pp. 131-139. University of Calgary.

Sahlberg, P. (2009). "Creativity and Innovation Through Lifelong Learning." *Lifelong Learning in Europe*, 14(1), pp. 53–60.

Schleppegrell, Mary J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. Erlbaum.

School of Education Trinity College Dublin (2022). *PME Programme Handbook*. School of Education Trinity College Dublin (2022). *School Placement Handbook*. School of Education Trinity College Dublin (2022). *PME Thesis Handbook*.

Smith, D., Fisher, D. and Frey, N. (2015). *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. ASCD.

Sobel, D. and Alston, S. (2022). *The Inclusive Classroom*. Bloomsbury.

William, D. (2017). *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning) (The New Art and Science of Teaching)*. Solution Tree Press.

UNESCO (2018). *International Technical Guidance on Sexuality Education: An evidence-informed approach*. UNESCO.

Webster University, Institute for Excellence in Teaching and Learning (2009). *Active Learning Handbook*. Available at:

https://admin.umt.edu.pk/Media/Site/UMT/SubSites/ctl/FileManager/GetStarted_ActiveLearningHandbook.pdf

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

14. Evaluation

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

15. Module Coordinator

Dr. Louise Heeran Flynn

16. Module Teaching Team

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

Foundation modules

Educational Philosophy and Theory

1. Module Code

ET8926

2. Entry Requirements (if applicable)

None

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

Postgraduate

4. Module Size (hours and number of weeks)

10 x 1 hours of lectures

Total student effort of 100 hours

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

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

Aims

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

7. Learning Outcomes

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

- To examine and evaluate modern concepts of knowledge, particularly subject knowledge
- To identify, compare and contrast models of the human learner
- To summarise, argue coherently for and defend or refute different models of education employing educational theory literature
- To construct a personal professional ethical position based on an informed ethics and the Code of Professional Conduct for Teachers
- To construct a personal philosophy of education that might be applied to practice, based on research evidence and/or philosophical argument from academic literature.

8. Module Content and Syllabus

The lectures are divided into 5 sections:

- The concept of knowledge in historical and contemporary understandings (2 lectures);
- Models of the human learner: Platonic, Aristotelian, Enlightenment, Postmodernist (2 lectures);
- The aims of education: human flourishing, modernist autonomy, feminist care (2 lectures);
- The philosophical principles of feminist and critical pedagogies (2 lectures);
- The ethics of education, teaching and learning (2 lectures).

9. Teaching and Learning Methods

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

10. Required Equipment and Resources (if applicable)

None

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

Summative

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

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

12. Pass Requirement

40% on essay assessment

13. Method of Supplemental Assessment

Re-submission of assignment

14. Recommended Reading Materials / Indicative Resources

Anthologies

Available on the ground floor of the Lecky Library.

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

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

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

the Philosophy of Education. Blackwell.

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

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

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

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

Introduction to Philosophy and Education

Baggini, J. (2018). *How the World Thinks: A Global History of Philosophy*. Granta.

[A good, and very readable general introduction to philosophy from around the world]

- Biesta, G. (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57(1), pp. 1–22. <http://doi.wiley.com/10.1111/j.1741-5446.2006.00241.x>
- Dunne, J. (2005). An Intricate Fabric: understanding rationality of practice. *Pedagogy, Culture and Society*, 13(3), pp. 367-389.
- Gallie, W. B. (1956). Essentially Contested Concepts. *Proceedings of the Aristotelian Society*, 56, pp. 167–198.
- Hansen, D. T. (1995). Teaching and the Moral Life of Classrooms. *Journal for a Just and Caring Education*, 2(1), pp. 59–74.
- Hogan, P. (2005). The Integrity of Learning and the Search for Truth, *Educational Theory*, 55 (2), pp 185-200.
- Millett, S. (2017). Why teach philosophy in a world dominated by science? *Budhi: A Journal of Ideas and Culture*, 21(3), pp. 65–81.
- Mulcahy, D. (2011). Assembling the ‘Accomplished’ Teacher: The performativity and politics of professional teaching standards. *Educational Philosophy and Theory*, 43(S1), pp. 94- 113.
- Seery, A. (2011). Philosophy of Education. In B. Walsh (Ed.), *Education Studies in Ireland* (pp. 5–33). Gill and Macmillan.
- Siegel H. (2003). Cultivating Reason in R. Curren (Ed.) *A Companion to the Philosophy of Education* (pp. 305-319). Blackwell.
- Park, P. K. J. (2013). *Africa, Asia, and the History of Philosophy*. State University of New York Press.
- Rorty, R. (1999). Education as Socialization and as Individualization. In *Philosophy and Social Hope*. Penguin.
- Van Norden, B. W. (2017). *Taking Back Philosophy: A Multicultural Manifesto*. Columbia University Press. [see also some of his blog posts on this area]
- Ethics and the educator**
- Aristotle. (2020). *The Nichomachean Ethics*, trans. Adam Beresford. Penguin.
- Annas, J. (2004). Being Virtuous and Doing the Right Thing. *Proceedings and Addresses of the American Philosophical Association*, 78(2), pp. 61–75.
- Biesta, G. J. J. (2016). *Beautiful Risk of Education*. Routledge.

Daston, L. (2022). *Rules: A Short History of What We Live By*. Princeton University Press. Higgins, C. (2011). *The Good Life of Teaching: An Ethics of Professional Practice*. Wiley-

Blackwell. [really worth reading in its entirety – and its available online open source!] MacIntyre, A. (2002). *A Short History of Ethics*. Routledge. [chapters 1 and 10 if nothing else] Reeve, C. D. C. (1998). Aristotelian Education, in A. O. Rorty (ed.), *Philosophers on Education*. (pp. 51-65), Routledge.

Sim, M. (2017). The Phronimos and the Sage. *The Oxford Handbook of Virtue*, May, 1–19. <https://doi.org/10.1093/oxfordhb/9780199385195.013.33>

Strike, K. A. (2003). The Ethics of Teaching in R. Curran (Ed.) *A Companion to the Philosophy of Education* (pp. 509-524). Blackwell.

Philosophies of education and society

Althusser, L. (2020/1971). *On Ideology*. Verso.

Arendt, H. (2006). The Crisis in Education. In *Between Past and Future*.

Penguin. Dewey, J. (1900). *The School and Society*. Chicago: University of Chicago Press.

Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. <http://www.gutenberg.org/ebooks/852> [A dull read, but such an important book. Try a chapter!]

Freire, P. (1973). *Pedagogy of the Oppressed*. Penguin. [A short read, but important] Freire, P. (1995). *Pedagogy of Hope. Reliving Pedagogy of the Oppressed*. Continuum.

Galloway, S. (2012). Reconsidering Emancipatory Education: Staging a conversation between Paolo Freire and Jacques Rancière. *Educational Theory* 62 (2), pp. 185-201.

ooks, bell. (1994). *Teaching To Transgress*. Routledge.

Kazepides, T. (2012). Dialogue in the Shadow of Ideologies. *Educational Philosophy and Theory*. 44 (9), pp. 959-965.

Parker, M. (2015). Critical and revolutionary pedagogies for today's education and society. In

J. Haynes, K. Gale, & M. Parker (Eds.), *Philosophy and education: An introduction to key questions and themes* (pp. 34–46). Routledge.

Selwyn, N. (2023). The modern classroom chair: Exploring the 'coercive design' of contemporary schooling. *Power and Education*, <https://doi.org/10.1177/17577438231163043>

Spring, J. (1994). *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Paulo Freire*. McGraw-Hill.

Standish, P. (2003). The Nature and Purposes of Education. In R. Curren (Ed.) *A Companion to the Philosophy of Education* (pp. 221-231). Blackwell.

Education in a time of transformation

Bakewell, Sarah (2016). *At the Existentialist Café*. Vintage. [A more general read, but good insight into the personalities and history of C20th European philosophy]

Collins, P. H. (2019). *Intersectionality as Critical Social Theory*. Duke University Press.

Crenshaw, Kimberlé W. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, pp. 139–167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>

Du Bois, W. E. B. (Aug 1897). "Strivings of the Negro People", *The Atlantic*. <https://www.theatlantic.com/magazine/archive/1897/08/strivings-of-the-negro-people/305446/>

Du Bois, W. E. B. (1903/2018). *The Souls of Black Folk*. Penguin.

Dunn, F. (1993). The Educational Philosophies of Washington, DuBois, and Houston: Laying the Foundations for Afrocentrism and Multiculturalism. *The Journal of Negro Education*, 62(1), p. 24. <https://doi.org/10.2307/2295397>

Haraway, D. (2016). "A Cyborg Manifesto" in *Manifestly Haraway*. University of Minnesota Press. [Search online for this, and you'll find it]

Kuhn, T. (2012). *The Structure of Scientific Revolutions*. (4th ed.). University of Chicago Press. Latour, B. (2018). *Down to Earth: Politics in the New Climatic Regime*. Polity.

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

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

Nagel, T. (1974). "What is it like to be a bat?". *The Philosophical Review*. LXXXIII(4), pp. 435-

450. <http://www.philosopher.eu/others-writings/nagel-what-is-it-like-to-be-a-bat/>

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

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

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

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

15. Evaluation

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

16. Module Co-ordinator

Dr Andrew Gibson

17. Module Teaching Team

Dr Andrew Gibson

Sociology of Education

1. Module Code

ET8927

2. Entry Requirements (if applicable)

None.

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

Postgraduate

4. Module Size (hours and number of weeks)

1 hour lecture x 10 weeks

100 hours of total student effort

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

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

The module will firstly introduce students to the main theoretical perspectives in a deliberate chronological order of their 'appearance' within the discipline. We will begin with the structural-functionalism of for example Emile Durkheim and Talcott Parsons, followed by the re-discovery in the early 1970s of Marxism, Weber and Critical Theory and the emergence of feminist critiques. Lastly, we will introduce the various ideas associated with postmodernism and poststructuralism & education. The second aim is to build on this introduction to explore a range of contemporary social issues additional ones (such as gender, socio-ethnic linguistics, ethnicity, inclusion and social disadvantage) as they relate to schooling and education.

Aims

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

7. Learning Outcomes

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

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

8. Module Content and Syllabus

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

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

9. Teaching and Learning Methods

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

10. Required Equipment and Resources (if applicable)

PowerPoint display for presentations and internet connection in room.

11. Method of Assessment

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

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

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of assignment

14. Recommended Reading Materials / Indicative Resources

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

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

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

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

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

Brown, P. (2013) 'Education, Opportunity and the Prospects for Social Mobility', *British*

Journal of Sociology of Education, 34(5-6), pp. 678-700.

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

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

Giddens, A. & Sutton, P. (2021). *Sociology: Introductory Readings (4th Edition)*. Polity Press.

Giddens, A. & Sutton, P. (2021). *Sociology (9th Edition)*. Polity Press.

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

Giroux, H. and McClaren, P. (1994). *Border Crossings and Cultural Workers and the Politics of Education*. Routledge.

Gerwitz, S. & Cribbb, A. (2009). *Understanding Education: A Sociological*

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

France and the USA. Macmillan.

Grenfell, M. (2008). *Pierre Bourdieu: key concepts*. Acumen.

Halsey, A., Lauder, H., Brown, P. and Wells, A. (2001). *Education, Culture, Economy and Society*. Oxford University Press.

Harvey, D. (2011). *A Brief History of Neoliberalism*. Oxford University Press.

- Kennedy, M. and Power, M. (2010) 'The Smokescreen of meritocracy: Elite Education in Ireland and the Reproduction of Class Privilege'. *Journal for Critical Education Policy Studies*, 8(2), pp. 222-248.
- Lynch, K. (1999). *Equality in education*. Gill & MacMillan.
- Lynch, K. & Creen M. (2018). Economic inequality and class privilege in education: Why equality of economic condition is essential for equality of opportunity in Ireland in
J. Harford (ed.) *Education for All? The Legacy of Free Post-Primary Education in Ireland*. Peter Lang.
- Lynch, K. (2022). *Care and Capitalism: Why Affective Equality Matters for Social Justice*. Polity Press.
- McLaren, P. (1993). *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures*. Routledge.
- Morais, A., Neves, I., Davies, B. & Daniels, H. (Eds.) (2002). *Towards a sociology of pedagogy: The contribution of Basil Bernstein to Research*. Peter Lang Publishing.
- Rabinow, P. (1991). *The Foucault Reader: An introduction to Foucault's thought*. Harmondsworth.
- Torres, C.A. & Antikainen, A. (Eds.) (2003). *The international handbook on the sociology of education: an international assessment of new research and theory*. Rowman and Littlefield.
- Savage, M. (2000). *Class analysis and social transformation*. OUP.
- Share, P, Tovey, H. & Cochoran, M. (2012). *A sociology of Ireland (4th Edition)*. Gill & MacMillan.
- Skeggs, B. (2004). *Class, self, culture*. Routledge.
- Thomas, G. and Loxley, A. (2022). *Deconstructing Special Education Reconstructing Inclusion (3rd Edition)*. OUP.

15. Evaluation

As per PME requirements

16. Module Coordinator

Prof. Andrew Loxley

17. Module Teaching Team

Prof. Andrew Loxley

Pedagogy modules

Advanced Pedagogy and Research (Thesis)

1. Module Code

ET8901-8910 (related to pedagogy major)

2. Entry Requirements (if applicable)

This is a mandatory module for all PME students

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

Postgraduate

4. Module Size (hours and number of weeks)

Intensive Research methods at the end of Year 1 (3 days of lectures, tutorials, tutorials and guided study and research practice);

Including seminars and workshops.

500 hours of total student effort

5. ECTS Value

20 ECTS

6. Rationale and Aims

Rationale

This module focuses on the development of a critical grounding in the principles and practices that inform evidence-informed practice, with a specific focus on a specific research area of pedagogy or theory as identified by the student within programme guidelines and provision of supervisory expertise.

This module has been designed to provide students with a critical grounding in the principles and practices that underpin the generation of research-based evidence and/or the exploration of theory, with a specific focus on how it informs policy and/or practice, as relevant, in the domain of education. The knowledge, skills and understanding and in particular, the competences to engage critically with empirical and non-empirical

research which students will gain from this section of the module, will be directly transferable to their pedagogical studies as developing subject experts. More generally, the development of educational practitioners' abilities to critically reflect on and deconstruct secondary research has long been a core set of competencies in the area of continuing professional development since the late 1960s. In developing this tradition, it is intended to provide students with the capacity to undertake their own research, and to do so from a theoretically and methodologically informed practitioner perspective. It also essential that this is situated within the reflective and reflexive practitioner tradition, to provide a meaningful link between theory, research, policy and practice within the post-primary school context.

Aims

To provide students with a critical grounding in the key debates around research-based and evidence-informed practice as education professionals, and in professions more generally;

To introduce students to the range of research methodologies and research tools applied by researchers, including practitioner research;

To develop students' understanding of the analytical techniques (e.g. thematic analysis) applied while engaging with, using and/ or generating research evidence to inform practice;

To develop students' capacity to interpret and critique, from a methodological perspective, various forms of evidence, including empirical and non-empirical forms of evidence;

To sensitise students to the interpretation of evidence and how interpretation is a values-laden exercise about which practitioners must critically reflect as individuals and collaboratively;

To develop students' critical understanding of the reflexive dimensions associated with evidence-informed practice and practitioner research.

7. Learning Outcomes

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

show a critical understanding of the range of different research traditions (e.g. case study, action research, self-study, grounded theory, narrative, ethnography, life history, quasi-experimental, and evaluative traditions) that can be applied in the domain of educational research and their relevance to practitioners;

comprehend the epistemological, axiological, ontological axioms which underpin research-based evidence;

evaluate the interrelationship between research questions, approaches, methodologies and the generation of evidence;

appraise the range of research methods used in the generation of research evidence;

comprehend the ethical and political dimensions of research-based evidence;

deconstruct published educational research in its application to educational policy and practice;

construct a 10,000 word research thesis which critically applies a cohesive set, as appropriate, of the key concepts engaged in this module.

8. Module Content and Syllabus

Areas to be covered include:

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

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

B. Critically exploring the tools & techniques of data generation

Placed within the context of the range of methodologies discussed in section A of this module, students will explore the role of different research methods (numerical & non-

numerical) available to researchers. Additionally this will also include discussions concerning the construction of research designs built around the use of single and mixed methods and the implications of this for sampling, ethics, all forms of triangulation and sufficiency of evidence.

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

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

9. Teaching and Learning Methods

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

All research session materials are housed on Blackboard. Students are expected to engage with pre-lecture material, as prescribed, in order to maximise sessions. A key feature of this module is to build the content around key readings and reflections. In particular the use of published studies as material to be deconstructed via the students' critical use of the foundational concepts they will encounter. This process is intended to provide students with an understanding as to how research evidence is generated, analysed and reported, as well as how such research evidence is engaged with, used or generated by practitioners themselves. This will support them in their process of becoming critical readers of secondary research material.

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts,

photos, still images are used to increase flexibility and variety in teaching and learning methods and materials.

The thesis research and writing work will be conducted in collaboration with a supervisor. Students and supervisors will engage in dialogue to develop research ideas, implement these in practice, analyse data and develop the final thesis. Throughout the research journey, the individual supervisor will provide formative feedback to the student on their draft writing for their thesis.

10. Required Equipment and Resources (if applicable)

PowerPoint, audio-visual facilities, Zoom and Blackboard

A room with a screen, PowerPoint, Zoom, projector and whiteboard. The room should be bright and airy with flexible furniture that can facilitate group work.

11. Methods of Assessment

Summative Assessment

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

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

Criteria for Assessment

Students will be expected to:

plan, design and carry out relevant research in their chosen area, taking into account its relevance to teachers and pupils, and their own professional and academic development as educators;

critically evaluate the theoretical underpinnings of their chosen research area and selected methodology;

demonstrate a critical and skilled selection of material from the literature, professional practice and personal experience that allows for an in-depth examination of the topic;
demonstrate an excellent use of a theoretical framework to support the development of their discussion;

present, discuss and evaluate their study findings within the context of the existing literature;

extrapolate and address the ethical issues in their study, as relevant;

show an ability to reflect analytically upon their own practice, recognising both strengths and weaknesses;

highlight the wider implications of the study for the education profession, and identify possible future trends in policy, practice and research;

achieve a high standard in overall presentation.

Formative Assessment

Students will receive support from and be guided through the research process by their thesis supervisors. As some of the sessions will be workshop and task-based, the interaction between the lecturer and the student will provide opportunities to assess student learning, as well as interaction with peers and structured self-reflective activities.

12. Pass Requirement

40% overall

13. Method of Supplemental Assessment

Re-submission of failed component

14. Recommended Reading Materials / Indicative Resources

Biesta, P. G. (2020). *Educational Research: An Unorthodox Introduction*. Bloomsbury Academic.

Burke, J. & Dempsey, M. (2021). *Undertaking Capstone Projects in Education: A Practical Guide for Students*. Routledge. [recommended text available as an e-book from TCD Library]

- Firth, J. (2020). *The teacher's guide to research: Engaging with, applying and conducting research in the classroom*. Routledge.
- Gordon, N., & Conaway, C. (2020). *Common-sense evidence: The education leader's guide to using data and research*. Harvard Education Press.
- Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge.
- Kirschner, P. A., Hendrick, C., & Heal, J. (2022). *How teaching happens seminal works in teaching and teacher effectiveness and what they mean in practice*. Routledge.
- McDonagh, C. (2019). *Enhancing Practice through Classroom Research: A Teacher's Guide to Professional Development* (2nd edition). Routledge.
- Murphy, G. (2021). Putting research evidence into practice. Policy directions and professional futures. *Ireland's Yearbook of Education 2020| 2021 | Education Matters*. <https://irelandseducationyearbook.ie/irelands-education-yearbook-2020/research/putting-research-evidence-into-practice/>
- Pring, R. (2015). *Philosophy of Educational Research* (3rd edition). Bloomsbury Academic.
- Sullivan, B., Glenn, M., Roche, M., & McDonagh, C. (2016). *Introduction to Critical Reflection and Action for Teacher Researchers* (1st edition). Routledge.
- Thomas, G. (2017). *How to Do Your Research Project: A Guide for Students* (Third edition). SAGE Publications Ltd.
- Thomas, G. (2021). *How to Do Your Case Study* (Third edition). SAGE Publications Ltd.
- Williams, J. (2020). *How to Read and Understand Educational Research* (1st edition). SAGE Publications Ltd.
- Wilson, E. (Ed.). (2012). *School-based Research: A Guide For Education Students* (Second edition). Sage Publications Ltd.

15. Evaluation

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

16. Module Coordinator

Dr. Gavin Murphy

17. Module Teaching Team

Dr Gavin Murphy (Thesis Coordinator) and invited colleagues

Elective modules

Irish Traditional Music

1. Module Code

EDPT8912

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

3. Level (JF, SF, Postgraduate)

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

Students will consider the theoretical frameworks underpinning semi formal (master-apprentice) and informal (session) pedagogical models and their implications for educational practice. Students will be introduced to contemporary scholarship in the field of traditional music education, as well as broader issues in traditional music studies, music education and ethnomusicology. The module will enable students to explore how people learn traditional Irish music, what methods facilitate learning music in semi-formal and informal environments and how to apply this knowledge to a variety of activities in the classroom.

Practical engagement with traditional Irish music on the tin whistle offers students the opportunity to reflect on their own, as well as their pupils', learning and creative development in and through music.

Aims

The elective aims to introduce students to the following topics:

- The Instrumental Tradition
- The Dance Tune Tradition
- The Sean Nós Singing Tradition
- The Uilleann Pipe Tradition
- The Harping Tradition
- Major Collectors of Irish Music
- Regional Styles
- Notable Exponents of Traditional Music
- The Development of Irish Traditional Music over the Past Century
- Teaching methodologies specific to Irish music Semi-formal and informal learning.

7. Learning Outcomes

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

- interpret and describe Tune Types, Instruments, Regional Styles, Collectors, exponents and aspects of the singing tradition from aural examples as required in the Junior and Leaving Cycle Syllabus;
- perform a number of exemplary tunes from each of the aforementioned categories on the tin whistle, enabling students through experiential learning and practical engagement to transfer relevant knowledge and skills in the classroom and through reflection, develop the student's knowledge of how music is learnt in order to inform and begin to critically assess their own teaching practices;
- explore the music classroom as a site for developing literacy and aural skills through inclusive legitimate peripheral participation, synthesizing personal and peer experiences of music learning to generate an evidence-based understanding of the nature and processes of music learning;
- illustrate practical methodologies for assessing their own students' work in the
- various aspects of Irish music relevant to the curriculum by devising and implementing class plans for the post primary music classroom that are

appropriate to the range of pupils in their class, coherent with the syllabus and make use of a range of appropriate teaching and learning methods;

- explore current best practice and relevant theory in traditional Irish music teaching
- and learning in order to explore alternate music teaching styles and methods and critically assess their strengths and weaknesses within the context of the student's practice as teachers;
- actively engage in classroom interaction with applied thinking about Irish Traditional
- Music informed by current theory in ways that allow for seamless integration into each student's teaching practice;
- develop a self-reflective approach to their own teaching, reflecting on and improving
- their practice, and taking responsibility for identifying and meeting their developing academic and professional needs.

8. Module Content and Syllabus

This module considers contemporary discussion in ethnomusicology around enculturation and its role in the transmission of Irish music, and methodologies for the promotion of authenticity and inclusivity through life-long peripheral participatory practice. The dual roles of orality and literacy in traditional music learning are considered, and students are introduced to a range of alternate mnemonic visual aids used to facilitate aural learning including those by O'Keefe, Mulkerre and Cooney. Consideration of the online teaching of Irish music is also incorporated to consider the ways in which teachers and students adapted to digital learning during the COVID-19 pandemic, developing a pre-existing global online community of players, and drawing upon the digital learning and archival resources available to teachers and students through organisations such as Comhaltas, ITMA. Students will develop an understanding of core aspects of Irish Traditional Music relevant to the second level curriculum and be able to practically apply this knowledge to formal classroom and informal extra-curricular contexts.

9. Teaching and Learning Methods

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

10. Required Equipment and Resources (if applicable)

N/A

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

Students are required to complete one assignment in line with elective requirements. Prepare a detailed teaching resource pack based around a topic of interest in Irish traditional Music. Performance should be used as one of the central teaching and learning methods.

The pack should contain a brief introduction to include rationale and teacher guidelines on how to use the resource pack) an outline scheme of work, lesson plans, strategies for evaluation and appended resource materials to support and extend students learning in this area.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the written component

14. Recommended Reading Materials / Indicative Resources

Bunting, E. (1840). *The Ancient Music of Ireland*. Hodges and Smith. Carson, C. (1986). *Pocket Guide to Irish Traditional Music*.

Appletree.

Carolan, N. (1997). *A Harvest Saved: Francis O'Neill and Irish Music in Chicago*.

Ossian. Cawley, J. (2021). *Becoming an Irish Traditional Musician. Learning and Embodying Musical*

Culture. Routledge.

Cooper, D. (2005). *The Petrie Collection of the Ancient Music of Ireland*. Cork University Press.

Conaghan, D. (2022). Instrumental music education in Ireland: how subsidiarity and choice can perpetuate structural inequalities. *Irish Educational Studies*, DOI: [10.1080/03323315.2022.2093255](https://doi.org/10.1080/03323315.2022.2093255)

Dowling, M. (2007). 'Rambling in the Field of Modern Identity: Some Speculations on Irish Traditional Music'. *Radharc: The Journal of Irish and Irish-American Studies* 5(7), pp. 107-134.

Fleischman, A. with Ó Suilleabhain, M. and McGettrick, P. (Ed.) (1998). *Sources of Irish Traditional Music*. Garland.

Grattan F. and William H. (1905). *A History of Irish Music, Library Ireland*. <http://www.libraryireland.com/irishMusic/IV.php>

Henebry, R. (1928). *A Handbook of Irish Music*. Cork University Press.

Henebry, R. (1903). *Irish Music: Being an Examination of the Matter of Scales, Modes and Keys with practical Instructions and Examples for Players*. An Cló-Chumann.

Keegan, N. (2006). *Language and Power in Traditional Irish Music*. (O Riada Memorial Lecture 16) Traditional Irish Music Archive and Irish Traditional Music Society, UCC.

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

MacAoidh, C. (1994). *Between the Jigs and The Reels*. Drumlin.

MacAoidh, C. (2006). *The Scribe: The Life and Works of James O'Neill*. Drumlin.

McCoy, S., Quail, A., and Smyth, E. (2014). "The Effects of School Social Mix: Unpacking the Differences." *Irish Educational Studie*, 33(3), pp. 307–330.

Moloney, C. (2000). *The Irish Music Manuscripts of Edward Bunting (1773-1843): An Introduction and Catalogue*. Irish Traditional Music Archive.

Moore, G. (2014). "Mind the Gap: Privileging Epistemic Access to Knowledge in the Transition from Leaving Certificate Music to Higher Education." *Irish Educational Studies*, 33(3), pp. 249–268.

Moore, G. (2021). "Fish Out of Water? Musical Backgrounds, Cultural Capital, and Social Class in Higher Music Education." In Geir Johansen, Ruth Wright, Panagiotis

A. Kanellopoulos, and Patrick Schmidt (Eds.), *The Routledge Handbook to Sociology of Music Education*. Routledge.

Motherway, S. H. (2013). *The Globalisation of Irish Traditional Song Performance*.

Routledge. Ó Canainn, T. (2003) *Seán Ó Riada: His Life and Work*. Collins.

Ó hAllmhuiráin, G. (1998). *A Pocket History of Irish Traditional Music*.

O'Brien. Neill, F. (1913). *Irish Minstrels and Musicians*. Regan Printing House.

Ó Riada, S. (1982). *Our Musical Heritage*. Dolmen.

Ó Súilleabháin, M. (1981). 'Irish Music Defined'. *The Crane Bag*, 5(2), pp. 83-87.

Parfitt, R. (2019). *Musical Culture and the Spirit of Irish Nationalism 1848-1972*.

Routledge. Smyth, E. (2016). "Arts and Cultural Participation among Children and

Young People." ESRI. Smyth, G. (2019). *Music and Irish Identity. Celtic Tiger Blues*.

Routledge.

Sullivan, D. (2001). *Carolan: The Life, Times and Music of an Irish Harper* Cork:

Ossian. Sullivan, D. (1969). *Irish Folk Music, Song and Dance*. Cork.

Sullivan, D. (1949). 'Some Aspects of Irish Music and Poetry'. *Journal of the Royal Society of Antiquaries of Ireland* 79(1), pp. 91-99.

Patterson, A.W. (1920). 'The Folk Music of Ireland: Its Past, Present and Future Aspects' in

The Musical Quarterly 6(3), July, pp. 455-467.

Patterson, A.W. (1910). 'The Harp and Irish Music'. *Journal of the Ivernian*

Society 3(9), October-December, pp. 35-43.

Rimmer, J. (1969). *The Irish Harp*. Mercier.

Vallely, F. (Ed.) (2011). *The Companion To Traditional Irish Music*. Cork University

Press. Vallely, F. (2008). *Tuned Out – Traditional Music and Identity in Northern*

Ireland. Cork

University Press.

White, H. (2005). *The Progress of Music in Ireland*. Four Courts.

White, H., & Boydell, B. (2013). *Encyclopaedia of Music in Ireland*. University College Dublin Press.

15. Evaluation

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

16. Module Coordinator

Dr. Robert Harvey

17. Module Teaching Team

Dr. Robert Harvey

Global Citizenship Education

1. Module Code

EDPT8913

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

The Global Citizenship Education (GCE) elective will encompass a series of lectures and workshops using active learning methodologies, building critical media literacy skills, and enabling creative approaches to delivering issue-based content in the classroom with the aim of inspiring their students to act for change. The student teacher will explore themes of social injustice, inequality, human dignity, cultural and environmental concerns framed within the context of GCE.

Aims

The module will equip the student teachers with essential strategies and creative and imaginative methodological approaches that will enable them to introduce these themes into their curriculum subjects while constructively meeting the specific need of the subject area.

7. Learning Outcomes

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

- identify and apply theories and concepts relating to GCE themes to critically assess issues of social justice, inequality and sustainable development;
- identify visual references for imaginative and creative interpretation of GCE themes, research relevant support studies to underpin these themes and facilitate the learner to engage in critical analysis of issue-based images;
- design a safe, welcoming and challenging learning environment inside and outside the classroom which is inclusive by design;
- review Department of Education, Teaching Council and other relevant policies on integrating Global Citizenship Education into the post primary curriculum as well as other sources of support such as NGOs, government bodies and GCE organisations;
- identify opportunities where an action component can be introduced to encourage and endorse activism, a key component of GCE;
- create a scheme of work containing three lessons that presents a focused and engaged exploration of a GCE theme specific to their subject area;
- evaluate the concept of the school as a 'learning community' and reflect on how GCE themes may be integrated across the school and subjects.

8. Module Content and Syllabus

Areas to be covered include:

- 'Learning to read the world': what is Global Citizenship Education (GCE)
- Brief historical framing and rationale
- The relevance for teachers and teaching of issues such as global injustice, inequality, and climate/environmental destruction
- Current policy and practice. Irish stakeholders including Irish Aid, DES, Teaching Council, NCCA, Ubuntu, International Development NGOs...
- Introduction to International Development, its evolution and Ireland's involvement
- Theories of Development
- Development institutions/ actors
- Structuring a learning framework for GCE within NCCA curriculum specifications

- Critical analysis of the Sustainable Development Goals (SDGs)
- Application of SDGs to curriculum subjects e.g. Food Systems, Climate and Environment, Gender Inequality...
- GCE as an educational process: critical pedagogy and practice
- Engaging the student, methodologies that enable an experiential learning environment
- Rationale for group work
- Going beyond the charity model, Action for change.
- Role of the teacher
- Critical skills and digital media literacy
- Verifying sources of information
- Global digital citizenship
- Identifying and selecting a bank of resources relevant to curriculum subject, including voices from the Global South
- Critical visual literacy skills: reading imagery. Ethical concerns when exploring imagery in a classroom context
- Collaborative Mind mapping
- Further applying of GCE themes to student teachers' individual subject specific lessons.
- Group assignments: structuring collaborative GCE scheme of work.

9. Teaching and Learning Methods

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

Inclusive visual aids are used in sessions as appropriate, taking account of font type, size, use of colour and contrast, layout and number of points/paragraphs on each slide, and use of left alignment to ease reading. Handouts are made available in advance, as relevant, and a variety of teaching materials such as concrete visuals, copies of texts, photos, still images, and drama and role play scenarios are used to increase flexibility and variety in teaching and learning methods and materials.

Special features: a visit by local secondary school pupils for a team teaching session, whereby the pupils teach the College students, and discuss their experiences of teaching and learning methods in secondary schools.

10. Required Equipment and Resources (if applicable)

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

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

11. Methods of Assessment

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate classroom in a subject of their choice. (Note: students do not need to have actually conducted this in the classroom.)

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

The presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10.

Group Assignment:

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

A completed Reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the written component

14. Recommended Reading Materials / Indicative Resources

Akari, A. and Maleq, K. (Eds.) (2020). *Global Citizenship Education*. Springer.

Bamber, P. (2019). [Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment](#). Routledge.

Bosio, E. (2022). *Conversations on Global Citizenship Education*. Routledge.

Davies, I., Sant, E., Shultz, L. and Pashby, K. (2018). *Global Citizenship Education: A Critical Introduction to Key Concepts and Debates*. Bloomsbury.

Kubow, P.K., Webster, N., Strong, K., Daniel Miranda, D. (2022). [Contestations of Citizenship, Education, and Democracy in an Era of Global Change: Children and Youth in Diverse International Contexts](#). Routledge.

Lillo Kang, S. and McIntosh, S. (2022). [Enacting Equitable Global Citizenship Education in Schools: Lessons from Dialogue between Research and Practice](#). Routledge.

Wiksten, B. (2023). [Centering Global Citizenship Education in the Public Sphere: International Enactments of GCED for Social Justice and Common Good](#). Routledge.

1. The Ubuntu Network primary aim is to build capacity of teacher educators and student teachers to engage with and promote Development Education in post primary ITE. The web site has a range of resources including subject specific resources for post primary education and an extensive listing of web links to a range of DE/Human rights organisations <http://www.ubuntu.ie>.
2. DevelopmentEducation.ie: a dedicated website with cartoons, images, articles, icebreakers, stimulus sheets and lots of other resources relating to DE/ESD issues.
3. 80:20 Educating and Acting for a Better World: promotes education on human development and human rights; includes free extracts from the book *80:20 Development in an Unequal World. 6th Edition*.

4. Irish Development Education Association: an umbrella association that represents organisations and individuals engaged in the advancement of DE throughout the island of Ireland; website includes useful information, resources, publications, and links.
5. DICE Project: Development & Intercultural Education within initial primary education.
6. Amnesty International Ireland: the country's largest human rights organisation with over 15,000 members and supporters, and part of a global movement of more than 3.2 million people working in more than 150 countries around the world.
7. Human Rights Education Module (Transition Year): Voice Our Concern is a human rights education project devised by Amnesty International. The resource enables senior cycle students to learn about and discuss human rights in a creative, participatory and empowering way.

15. Evaluation

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

16. Module Coordinator

Dr. Susan Pike

17. Module Teaching Team

Dr Susan Pike

Arts Education

1. Module Code

EDPT8915

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

'Being Creative' is one of the key skills in the Junior Cycle curriculum, described as imagining, exploring options and alternatives, implementing ideas and taking action, learning creatively, stimulating creativity using digital technology. This module aims to foster a creative mindset among student-teachers, equipping them with the necessary understanding, experience and confidence to be able to 'be creative' in their post primary teaching contexts.

The module provides an overall introduction into the nature and importance of creativity in the classroom, featuring both a theoretical and practical introduction to the notions of creativity, reflective practice, teaching as an art, the artistry of teaching, the teacher as artist and student agency. It uses an experiential mode of teaching to offer an insight into embodied teaching and learning.

The module is inclusive by design as it is taught through a range of arts-based strategies that cater for all learning needs and students from diverse backgrounds. Specifically, it aims to generate awareness of the factors involved in creating a short course in artistic performance, a component introduced by the 2015 Junior Cycle curriculum.

Aims

- To foster a creative mindset among students, nourishing the belief that that any subject can be taught creatively through a range of arts-based strategies that foster agency and inclusion.
- To understand the connection between reflective practice and creativity in education.
- To develop students' ability to provide for the learning needs of all pupils through a range of strategies that are inclusive by design, specifically recognising which arts- based activities can support pupils with learning and intellectual disabilities.
- To develop students' ability to recognise the intercultural nature of their classrooms as an asset, and understand which arts-based activities can best support an intercultural dialogue.
- To re-engage students, who are experts in the field of creative thinking, with the challenges, excitement and frustration of novice learners who may feel they are not 'artistic enough' to engage in arts-based strategies, so orient students to a learner- centred perspective on the classroom where the focus is on the artistic process, not the product.
- To encourage students to collaborate with one another in their practices, planning an art-based activity that they can integrate in the curriculum.
- To prepare students for planning and teaching Short Courses in Artistic Performance, within the framework of the Junior Cycle syllabus.

7. Learning Outcomes

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

- understand the importance of a creative mindset in the classroom;

- actively promote creativity and imagination in the curriculum through a range of strategies that are inclusive by design;
- view teaching as an art form, with learner agency and reflective practice as its core elements;
- identify the factors to be considered when developing a Short Course in Artistic Performance, as a curriculum component in the new Junior Cycle;
- be familiar with a range of arts in education projects that integrate different art forms, including drama, media, dance, music, visual and digital arts;
- develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students with learning and intellectual disabilities;
- develop an awareness of the potential of the arts in education to foster inclusivity in the classroom, supporting the learning needs of students coming from diverse cultural background;
- engage in critical reflective practice on their own practice as teacher-artists.

8. Module Content and Syllabus

Areas to be covered include:

- The role and value of the arts in education;
- The difference between Arts Education and Arts in Education;
- Embodied learning and engagement in arts-based approaches;
- The experience of art and experiential learning;
- Teaching as an art; the artistry of teaching; the teacher as artist;
- Creating and delivering Short Courses in Artistic Performance, as per Junior Cycle curriculum;
- Developing curricular approaches using the arts as a pedagogy, in particular drama, media, dance, music, visual arts, media arts, visual and digital arts;
- The arts in education with students with Learning and intellectual Disabilities and diverse cultural groups;
- Planning, assessing and evaluating through the arts.

9. Teaching and Learning Methods

In-person teaching: practical workshops

10. Required Equipment and Resources (if applicable)

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

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

11. Methods of Assessment

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

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

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

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

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

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the written component

14. Recommended Reading Materials / Indicative Resources

Alexandrowicz, C., & Fancy, D. (Eds.) (2021). *Theatre Pedagogy in the Era of Climate Crisis*.

Taylor and Francis.

Barton, G. (2019). *Developing Literacy and the Arts in Schools*. Routledge.

Baxter, V., & Low, K. E. (2017). *Applied Theatre: Performing Health and Wellbeing*. Bloomsbury Methuen.

Branscombe, M. V. (2019). *Teaching through embodied learning. Dramatizing key concepts from informational texts*. Routledge.

Braund, M. R., Saglam, M., & Abrahams, I. (2011). *Performing Science: Teaching Chemistry, Physics and Biology Through Drama*. Continuum Publishing Corporation.

Bresler, L. (2007). *International Handbook of Research in Arts Education*.

Springer. Burgoyne, S. (Ed.) (2019). *Creativity in Theatre: Theory and Action in Theatre/Drama*

Education. Springer.

Burnard, P. & Hennessy, S. (Eds.) (2010). *Reflective Practices in Arts Education*.

Springer. Connery, C., John -Steiner, V. & Marjanovic-Shane, A. (Eds.) (2018).

Vygotsky and Creativity:

A Cultural-historical Approach to Play, Meaning Making, and the Arts. Peter Lang.

Csikszentmihalyi, M. (2014). *Applications of Flow in Human Development and Education: The*

Collected Works of Mihaly Csikszentmihalyi. Springer.

Dewey, J. (1934). *Art as Experience*. Perigee.

Eisner, E. (1979). *The Educational Imagination: On the Design and Evaluation of School Programs*. MacMillan Publishing.

Fleming, M. (2012). *The Arts in Education. An Introduction to Aesthetics, Theory and Pedagogy*. Routledge.

Fleming, J., Gibson, R., & Anderson, M. (2016). *How Arts Education Makes a Difference: Research Examining Successful Classroom Practice and Pedagogy*. Routledge.

Greene, M. (1995). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. Jossey Bass.

- McGuinn, N., Ikeno, N., Davies, I. & Sant, E. (Eds.) (2021). *International Perspectives on Drama and Citizenship Education: Acting Globally*. Routledge.
- O'Connor, P. (Ed.) (2016). *The Possibilities of Creativity*. Cambridge Scholars Publishing.
- O'Toole, J. (2010). *Educational Research: Creative Thinking and Doing*. Oxford University Press.
- Sawyer, K. (2011). *Structure and Improvisation in Creative Teaching*. Cambridge University Press.
- Sinclair, C., Jeanneret, N. & O'Toole, J. (2009). *Education in the Arts: Teaching and Learning in the Contemporary Curriculum*. Oxford University Press.
- Smith, J. (2019). *Puppetry in Theatre and Arts Education: Head, Hands and Heart*. Methuen.
- Wright, S. (2003). *Children, Meaning-Making and the Arts*. Pearson Education Australia.

15. Evaluation

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

16. Module Coordinator

Dr Erika Piazzoli

17. Module Teaching Team

Dr Erika Piazzoli, Prof. Carmel O'Sullivan and Dr Susan Mc Cormick

Drama in Education

1. Module Code

EDPT8916

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

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

Aims

Specifically, the elective aims to:

- introduce students to the role of drama in the second-level school classroom as a structured learning experience and also as an art form;
- equip students with the appropriate skills and confidence necessary to use drama in the teaching of a variety of subjects;
- provide students with practical experiences of using the art form collaboratively to enrich and extend the study of other subjects;

- provide students with opportunities to plan and evaluate learning episodes for students arising from meaningful engagement with the art form in applied settings;
- enable students to engage in reflective practice about the teaching of drama at secondary school level.

7. Learning Outcomes

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

- enact drama as a cross curricular pedagogy, through participation in and experience of practical drama-based workshops;
- create, plan for, and deliver effective episodes using drama for their own teaching needs;
- apply innovative practice in the area of arts in education and display leadership in future school planning in arts in education;
- identify and synthesise the skills and competencies to engage in a wide range of dramatic activity in interdisciplinary contexts;
- critically reflect on the value of using drama as a cross curricular pedagogy as well as a subject in its own right.

8. Module Content and Syllabus

Areas to be covered include:

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

9. Teaching and Learning Methods

In-person teaching: practical workshops and seminars.

10. Required Equipment and Resources (if applicable)

N/A

11. Methods of Assessment

The assessment for this elective is a group presentation and an accompanying individual assignment.

Students will be allocated a group (maximum of six members).

Group Presentation:

Groups are asked to create a drama-based performance which illustrates an example of the integration of the content of drama in education in action in a Junior Cycle classroom in a subject of their choice.

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

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

Individual Assignment

The presentation must be accompanied by an individual assignment (1,500 words) which asks the student to consider the role and value of drama in education and reflect upon and critically evaluate a lesson plan which used drama as a key teaching and learning method in their classroom.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the written component

14. Recommended Reading Materials / Indicative Resources

Anderson, M. (2011). *Masterclass in Drama: Transforming Teaching and Learning*.

Continuum.

- Anderson, M., & Dunn, J. (Eds.). (2015). *How Drama Activates Learning*. Bloomsbury Academic.
- Boal, A. (1992). *Games for Actors and Non-Actors*. Routledge.
- Baldwin, P., & John, R. (2012). *Inspiring Writing Through Drama: Creative Approaches to Teaching Ages 7-16*. Continuum.
- Baldwin, P., & Galazka, A. (2021). *Process Drama for Second Language Teaching and Learning: A Toolkit for Developing Language and Life Skills*. Bloomsbury Publishing.
- Bowell, P., & Heap, B. (2017). *Putting Process Drama into Action: The Dynamics of Practice*. David Fulton.
- Fleming, M. (2017). *Starting Drama Teaching*. 4th edition. Routledge.
- Fleming, M. (2018). *The Art of Drama Teaching*. 2nd edition. David Fulton Publishers.
- Lewis, M., & Rainer, J. (2012). *Teaching Classroom Drama and Theatre: Practical Projects for Secondary School*. Routledge.
- Maley, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers*. Cambridge University Press.
- McAvoy, M., & O'Connor, P. (Eds.) (2022). *The Routledge Companion to Drama in Education*. Taylor & Francis.
- Neelands, J., & Goode, T. (2001). *Structuring Drama Work. A handbook of available forms in theatre and drama*. 2nd edition. Cambridge University Press.
- Nicholson, H., & Kempe, A. (2001). *Learning to Teach Drama 11-18*. Continuum.
- Piazzoli, E. (2018). *Embodying Language in Action: The Artistry of Process Drama in Second Language Education*. Palgrave Macmillan.
- Riley, J. (2021). *Teaching Drama With, Without and About Gender: Resources, Ideas and Lesson Plans for Students 11–18*. Routledge.
- Winston, J. (Ed.) (2012). *Second Language Learning through Drama: Practical techniques and applications*. Routledge.

15. Evaluation

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

16. Module Coordinator

Susanne Colleary

17. Module Teaching Team

Susanne Colleary

History of Education

1. Module Code

EDPT8917

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme.

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

Postgraduate

4. Module Size (hours and number of weeks)

Lectures over one semester: 1 hour x 10 weeks

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale:

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

Aims:

The module aims to:

- equip students with a suitable knowledge of facts and issues in history of education in western Europe, especially the inclusion of increasingly many people in the ambit of formal education over time;

- prepare students to conduct research, whether purely historical or simply informed by history;
- leave the students better able to contribute to the future of education of Ireland by being well-informed as to its development in its European context;
- provide research-informed insights to support students' understanding of the practices of teaching, learning and assessment for all contemporary pupils by explaining the origins of various teaching and assessment practices;
- provide the basis of a strong professional ethic in teaching and to offer understanding of the Irish education system in its European context;
- enable students to think critically about key dimensions of the context in which the thinking and actions of teachers are carried out.

7. Content and Syllabus

- Educational practices in western Europe in the classical Greek period and the cultural context of those practices
- Educational practices in western Europe in the Roman Republican and Imperial periods and the cultural context of those practices
- Educational practices in western Europe in the Medieval period and the cultural context of those practices
- Educational practices in western Europe in the Renaissance period and the cultural context of those practices
- Educational practices in western Europe in the Reformation period and the cultural context of those practices
- Educational practices in western Europe in the Counter-Reformation period and the cultural context of those practices
- Educational practices in western Europe in the Enlightenment period and the cultural context of those practices
- Educational practices in western Europe in the Romantic period and the cultural context of those practices
- Educational practices in western Europe in the mid-C19 to mid-C20 period and the cultural context of those practices

- Introduction to historiography: traditions of interpretation applied to the history of education in western Europe

8. Teaching and Learning Methods

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

9. Required Equipment and Resources (if applicable)

None

10. Methods of Assessment

Summative assessment:

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

11. Pass Requirement

40% in examination

12. Method of Supplemental Assessment

Supplemental examination in the same format as the annual examination.

13. Recommended Reading Materials/Indicative Resources

Selected primary sources (indicative purposes only):

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

- Anonymous/corporate author: *A Compendious Old Treatyse: Shewynge Howe That We Ought to Haue the Scriptures in Englyffhe Ratio Studiorum*
- Aristophanes: *The Frogs*
- Aristotle: *Nicomachean Ethics Politics Rhetoric*
- Augustine: *Confessions*
- Francis Bacon: *The Advancement of Learning*
- Andrew Bell: *The Madras School or Elements of Tuition: Comprising the Analysis of an Experiment in Education*
- John Calvin: *Institutes of the Christian Religion*
- Baldesar Castiglione: *The Book of the Courtier*
- Charlemagne: *Admonitio Generalis*
- Cicero: *De Oratore On Duties*
- Comenius: *Orbis Sensualium Pictus*
- William Dunbar: *Remonstrance to the King*
- Erasmus: *Praise of Folly*
- John Foxe: *Actes and Monuments/Foxe's Book of Martyrs*
- Friedrich Froebel: *The Education of Man*
- Francois Guizot: *The History of Civilization in Europe*
- Herodotus: *The Histories* Horace: *The Art of Poetry*
- Jerome: *Epistle to Heliodorus*

- Immanuel Kant: *An Answer to the Question: What is Enlightenment? Critique of Pure Reason*
- Thomas a Kempis: *The Imitation of Christ*
- John Knox et al: *First Book of Discipline*
- Ignatius Loyola: *Spiritual Exercises*
- Martin Luther: *Ninety-Five Theses, To the Councilmen of all Cities in Germany, That They Establish and Maintain Christian Schools*
- Niccolo Machiavelli: *The Prince*
- Maria Montessori: *The Montessori Method*
- Robert Owen: *A New View of Society*
- William Paley: *Natural Theology*
- Johann Heinrich Pestalozzi: *How Gertrude Teaches Her Children*
- Plato/Socrates: *The Apology, The Gorgias, The Politics, The Republic, The Symposium*
- Quintilian: *Institutes of Oratory or, Education of an Orator*
- Jean-Jacques Rousseau: *Confessions, Discourse on Inequality Emile*
- Adam Smith: *The Wealth of Nations*
- Geoffroy de Villehardouin: *Chronicle of the Fourth Crusade*
- Mary Wollstonecraft: *A Vindication of the Rights of Woman*

Secondary (recommended)

Gender/Feminist History of Western Europe

Anderson, B. S. & Zinsser, J. P. (1988). *A History of Their Own: Women in Europe from Pre- History to the Present*. Penguin.

Hufton, O. (1997). *The Prospect Before Her: A History of Women in Western Europe*. Collins/Fontana.

McDermid, J. (2012). *The Schooling of Girls in Britain and Ireland, 1800-1900*. Routledge.

General History of Western Education

Bantock, G. H. (1987). *Studies in the History of Educational Theory*. George Allen & Unwin. Bowen, J. (1981) *A History of Western Education*. Methuen.

Boyd, W. & King, E. J. (1921/1995). *The History of Western Education*. Bloomsbury/A & C Black.

Lawton, D. & Gordon, P. (2002). *History of Western Educational Ideas*. Woburn.

General Philosophy/History of Ideas

Hamlyn, D. W. (1987). *Penguin History of Western Philosophy*. Penguin.

General Socio-Political History

Davies, N. (2001). *Europe: A History*. Macmillan/Papermac.

Methods/Historiography/Application of HoE

Aldrich, R. (2008). *Lessons from History of Education*. Routledge.

Cunliffe-Lagemann, E. (2005). 'Does history matter in educational research?' *Harvard Educational Review*, 75(1).

Kristjanson, K. (2004). 'Education and society: A plea for a historicized approach'. *Journal of Philosophy of Education*, 33(2).

Popkewitz, T. S. (Ed.) (2013). *Re-Thinking the History of Education*. Palgrave.

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

Reference

Chamblis, J. J. (Ed.) (1999). *Philosophy of Education: An Encyclopedia*. Garland.

McCulloch, G. & Crook, D. eds. (2008). *Routledge International Encyclopedia of Education*. Routledge.

Peterson, P. et al. eds. (2009). *International Encyclopedia of Education*. Sage.

Provenzo, E. (Ed.) (2008). *Foundations of Educational Thought*. Sage.

Provenzo, E. F. (Ed.) (2009). *Encyclopedia of the Social and Cultural Foundations of Education*. Sage.

Woolf, D. R. (Ed.) (1999). *A Global Encyclopedia of Historical Writing*. Garland.

Ancient: Greek

Burckhardt, J. (1872/1998). *The Greeks and Greek Civilisation*.

HarperCollins. Bury, J. B. (1900/2010). *A History of Greece*. Macmillan.

Laes, C. (Ed.) (2020). *A Cultural History of Education in Antiquity*.

Bloomsbury Academic.

Ancient: Roman

Bloomer, M. W. (2009). *The School of Rome: Latin Studies and the Origin of Liberal Education*. University of California Press.

Gibbon, E. (1776-1788/2005). *The History of the Decline and Fall of the Roman Empire: Abridged Version*. Penguin.

Morgan, T. (1998). *Literate Education in the Hellenistic and Roman Worlds*.

Cambridge University Press.

Medieval

Orme, N. (2006). *Medieval Schools*. Yale University Press.

Moran-Cruz, J. H. A. (Ed.) (2020). *A Cultural History of Education in the Medieval Age*.

Bloomsbury Academic.

Rashdall, H. (1936/1986). *The Universities of Europe in the Middle Ages*. Oxford University Press.

Renaissance/Early Modern

Dekker, J. J. H. (Ed.) (2020). *A Cultural History of Education in the Renaissance*.

Bloomsbury Academic.

Feros Ruys, J. (Ed.) (2013). *The Classics in the Medieval and Renaissance*

Classroom. Brepols. Pollnitz, A. (2015). *Princely Education in Early Modern Britain*.

Cambridge University Press.

Reformation/Counter-Reformation

Ozment, S. (2001). *Flesh and Spirit*. HarperCollins/Fontana.

Wedgwood, C. V. (1938/2010). *The Thirty Years War*. Folio Society, 1938/2010.

Enlightenment/Romanticism/Nineteenth Century

Schmidt, J. (Ed.) (1996). *What is Enlightenment? Eighteenth-Century Answers to Twentieth-Century Questions*. University of California Press.

Thompson, N. & Williams, C. (Eds.) (2011). *Robert Owen and His Legacy*. University of Wales Press.

Tröhler, D. (Ed.) (2020). *A Cultural History of Education in the Age of Enlightenment*. Bloomsbury Academic.

1900-1945/progressive education

Darling, J. (1994). *Child Centred Education and its Critics*. Paul Chapman.

Ecclestone, K. & Hayes, D. (2009). *The Dangerous Rise of Therapeutic Education*.

Routledge. Ellis, H. (Ed.) (2020). *A Cultural History of Education in the Age of Empire*. Bloomsbury. Academic.

Howlett, J. (2013). *Progressive Education: A Critical Introduction*.

Bloomsbury. Postman, N. (1985). *Amusing Ourselves to Death*. Penguin.

Stewart, W. & McCann, W. (2000). *Educational Innovators*. Macmillan.

Recommended History of Education Journals

History of Education

History of Education Quarterly

History of Education Researcher

History of Education Review

Paedagogica Historica

Bibliography/Finding Aid

<https://www.hes-exelibris.org.uk/> (keyword-searchable list of published work in the field from 1939)

14. Evaluation

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

15. Module Coordinator/Teaching Team

Dr. David Limond

Citizenship and Democracy

1. Module Code

EDPT8918

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of total student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

Rationale

This module in Citizenship and Democracy Education prepares students to support young people to become critically aware of the role they can play in society as young citizens and later as adults. When young people engage with citizenship education they learn how to iterate, think and innovate. They learn how to read the world; they learn to develop the capacity to critically reflect on their active engagement with society and serve the community in meaningful ways. Being well-informed and appropriately skilled allows all citizens, including youth, to have a sense of agency in a changing world, and to identify meaningful avenues to exercise that agency in a democracy.

Citizenship Education is complex – it takes place in so many locations within society – within families, neighbourhoods, faith communities, other communities, in interpersonal relationships, within schools within the State and on the global stage. In an increasingly complex global and multicultural society it is essential that school provides an education that will enable students to understand and participate actively in the world in which they

live. This elective will focus on developing in students the skills, attitudes and knowledge needed to integrate citizenship education into their teaching and to deliver the type of education needed in today's world.

The course will be informed by a focus on aspects of living in, and engaging with, a democratic society, together with a fundamental awareness and understanding of human rights and social responsibility. These rights and responsibilities extend beyond humans to the more-than-human inhabitants of our planet, considering the care of other species, and the ethics and governance of materials, technology and space. An introduction to critical pedagogies will also allow students to examine and question issues of power and oppression in society, and to consider how these issues affect the schools they teach in.

This elective module will be of particular value to students who will teach Junior Cycle CSPE and SPHE and Leaving Certificate Politics and Society; however, the wide-arching, active and critical approach to teaching and learning will benefit student teachers across disciplines to embed democratic principles and tenets of citizenship education into their teaching practice.

Aims

- To connect citizenship and democracy education with the development of the key skills identified for students in the Junior and Senior Cycle; in this way to provide future teachers with the knowledge, skills, methods and approaches needed to engage their students in an effective experience of citizenship and democracy education.
- To have students expand their own knowledge and skills; to explore their own attitudes and disposition to citizenship and democracy education so that they can empower their students as informed, agentic and participatory citizens.
- To enable students to integrate citizenship and democracy education dimensions into their teaching.
- To connect post-primary classrooms with the wider world.

7. Learning Outcomes

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

- identify the core principles and practice of citizenship and democracy education;
- evaluate, recognise and respond to a range of opportunities for the promotion of global citizenship education and democracy education within the Junior and Senior Cycles and Transition Year, across a range of subject areas;
- design, plan and assess, in a range of appropriate and creative ways, an effective Unit of Learning that centres citizenship and democracy education;
- apply active learning methodologies and collaborative approaches to learning;
- demonstrate the ability to integrate research evidence with practice to plan an inclusive environment for the teaching and learning of citizenship and democracy.

8. Module Content and Syllabus

Areas to be covered include:

- Theory, history and rationale for citizenship and democracy education.
- Exploring key content areas as outlined in the Junior Cycle Specifications for short courses in Civic, Social and Political Education (NCCA, 2021), and Politics and Society in Leaving Certificate (NCCA, 2019). [Please note, eligibility to teach Politics and Society at Leaving Certificate level is determined by the Teaching Council; taking this module does not confer eligibility]
- Understanding culture and identity, exploring difference (human-human, human-nature, human-technology) and an introduction to related critical pedagogies and critical theories.
- Understanding key concepts of data and media literacy; examining the power of the media, including digital and social media, in shaping "thick" and "thin" democracies.
- Teaching and learning about human rights and children's rights.
- Theme-based and active learning approaches to learning about the citizen as individual, the citizen as a member of communities, the citizen in democratic society and as a global, world citizen.

- Assessing the role of citizenship and democratic perspectives within disciplinary specialisms, including but not limited to: English (literature); Geography (trade and development issues); Business Studies (fair trade, carbon footprint, volunteerism); Science (ecology, genetics, astronomy); History (Cultural difference, slavery, conflict); SPHE (ethical decision making, the well-citizen).
- Accessing, assessing and adapting relevant teaching and learning resources for citizenship and democracy education, using critical thinking to assess the veracity and validity of sources of data.
- The role of citizenship and democracy in the inclusive school and classroom - examining wider issues such as obstacles to inclusion, discrimination and racism. Exploring global examples of radical models of democratic education.
- Active participatory citizenship and youth activism – cultivating the disposition that will enable students to become agentic individuals in their communities, and to take action on local, national and international issues of interest to them as citizens.

9. Teaching and Learning Methods

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

10. Required Equipment and Resources (if applicable)

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

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

11. Methods of Assessment

The assessment for this elective is a group presentation and an accompanying group assignment.

Students will be allocated a group (maximum of three members).

Group Presentation:

Groups are asked to make a presentation which illustrates an example of the integration of the content of Global Citizenship Education in action in a Junior Cycle, Transition Year or Leaving Certificate classroom in a subject of their choice. (Note: students do not need to have actually conducted this in the classroom.)

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

The presentations, which must be attended by all group members, will take place in final elective lecture of the term in Teaching Week 10.

Group Assignment:

The presentation must be accompanied by a group portfolio which includes a copy of the presentation slides and an artifact of learning created by the team.

A range of digital media will be accepted as the artefact of learning, including:

a 1,500-word written submission

an audio or video submission of e.g., a presentation, a mini-documentary, an original production

a digital multimedia gallery (created using e.g., Spatial.io) with accompanying documentation - this may be used to submit evidence in multiple forms, e.g., photo, video, and audio, etc.

An original artwork or political campaign.

A completed individual 500 word written reflection piece, attendance at lectures, and engagement with 'Discussion Activities' on Blackboard are requirements for this elective. A written and appropriately formatted list of suitable references are required for the group assignment, regardless of the format of submission.

12. Pass Requirement

40%

13. Method of Supplemental Assessment

Re-submission of the written component

14. Recommended Reading Materials / Indicative Resources

Recommended Reading Lists to be provided at a later date.

15. Evaluation

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

16. Module Coordinator

Dr Mairéad Hurley

17. Module Teaching Team

Dr Mairéad Hurley and Dr Máirín Wilson.

Social, Personal and Health Education and Well-being

1. Module Code

EDPT8919

2. Entry Requirements (if applicable)

This is an optional module for Year 2 students on the PME programme

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

Postgraduate

4. Module Size (hours and number of weeks)

Second Semester: 1 hour per week (1 x 10 weeks)

125 hours of student effort

5. ECTS Value

5 ECTS

6. Rationale and Aims

The rationale for this module is deeply rooted in the recognition of the pivotal role that Social, Personal, and Health Education (SPHE) and Well-being play in the holistic development of students within the context of contemporary postprimary education. In this context, the module serves several critical purposes. Firstly, it acknowledges that students' development extends beyond academic achievement and encompasses their emotional, social, and physical well-being. SPHE and Well-being, therefore, are fundamental in equipping students with the necessary life skills to thrive in both their personal and academic lives. By focusing on these areas, the module seeks to ensure that future educators are well-prepared to guide their students towards becoming well-rounded, emotionally resilient individuals. Furthermore, the module recognises the need to address and engage with contemporary challenges. This includes issues related to mental health, diversity, equality, and personal safety. By exploring topics such as relationships, self-esteem, and well-being, this module will equip student

teachers with the knowledge and skills needed to effectively guide their students in navigating these complexities. This module ensures that teachers are not only academic mentors but also sources of support and guidance in students' personal growth, whilst also being aware of the boundaries of their role. The module also places a strong emphasis on enhancing teaching pedagogy by recognising that "one-size-fits-all" teaching approaches are inadequate. This module will equip future educators with a diverse range of teaching strategies and pedagogical approaches. This flexibility ensures that they can adapt their teaching methods to engage students effectively, fostering active and meaningful learning experiences in SPHE and Well-being. Inclusivity, equality, and intercultural education are fundamental principles underpinning this module. It will create teachers who can foster an inclusive and diverse learning environment, recognising and valuing the unique needs, backgrounds, and perspectives of every student. Furthermore, the module emphasises the importance of critical thinking. Critical reflection, dialogue, and the ability to think critically are skills that are increasingly relevant in today's contemporary world. The module ensures that student teachers are empowered to encourage their students to think critically, make informed decisions, and navigate the everexpanding media and information available to them. Acknowledging that education is not confined by national borders, the module draws from national and international curricula and policy. This international perspective ensures that future educators are well-versed in global best practices in SPHE and Well-being education, providing a more comprehensive and diverse approach to teaching. Equally, the use of technology is paramount in education. The module recognises the need to equip student teachers with the skills to effectively use technology for teaching SPHE and Well-being and enables them to stay current and engage students in innovative and impactful ways. Finally, this module covers a wide range of topics, from child protection and bullying to relationships, sexuality education, health, and well-being. By exploring these subject areas, we can ensure that future educators are empowered to have a well-rounded understanding of the key issues facing students today. This module will prepare future educators to guide students in becoming well-rounded, informed, and emotionally robust individuals who can navigate the complexities of the modern world with confidence and competence. It recognises the multifaceted role of educators and

equips them with the knowledge, skills, and pedagogical tools necessary to fulfil this role in shaping future generations of post-primary students.

Aims of the Module

The aim of this SPHE and Well-being module is to provide student teachers with a comprehensive understanding of the principles, concepts, and practices related to Social, Personal, and Health Educa[on (SPHE) and Well-being policy. This includes a deep appreciation of the subjects' significance in the holistic development of young individuals. The module will equip student teachers with a diverse range of pedagogical approaches and teaching strategies that are tailored to the unique needs of SPHE and Well-being education. This module will prepare student teachers to guide students' development by nurturing their emotional, social, and physical well-being. This includes helping students acquire essential life skills and resilience to navigate the complexities of the modern world. This will enable student teachers to effectively address and engage with contemporary challenges, such as mental health, diversity, equality, and personal safety, within the context of SPHE and Well-being education whilst promoting inclusivity and critical thinking.

7. Learning Outcomes

On successful completion of the module students will be enabled to:

1. Have a comprehensive understanding of the principles, concepts, and practices related to Social, Personal, and Health Education (SPHE) and Well-being Policy, including their significance in the holistic development of post-primary students. To recognise and appreciate the distinctive characteristics of SPHE (Céim1: Inclusive Education; Céim Global Citizenship Education).
2. Advocate for students' rights as stipulated in the United Nations Convention on the Rights of the Child (UNCRC) and uphold their entitlement to voice, agency, equity, participation, and diversity within the context of SPHE and Well-being (Céim1: Inclusive Education; Céim 2: Global Citizenship Educa[on).
3. To have a comprehensive understanding of the core principles of SPHE such as inclusivity, participation, self-esteem, democratic practices, equality, intercultural education, human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within this module.

4. 4: Embrace transformative and experiential teaching methods to empower students and enhance their ability to apply knowledge, skills, and concepts in real-life situations, addressing areas such as personal safety, emotional regulation, and conflict resolution (Céim 4: Professional Identity and Agency; Céim 5: Creativity and Reflective Practice; Céim 3: Professional Relationships and Parental Collaboration).
5. Understand the importance of boundaries and self-care and implement appropriate self-care strategies to look after their own mental health as teachers.
6. Develop well-planned lessons that demonstrate a deep understanding of the fundamental principles, key concepts, relevant content, and skill development associated with SPHE (Céim1: Inclusive Education, Céim 2: Global Citizenship Education).
7. 7 Critically assess a range of literature related to SPHE and apply key concepts and ideas through effective written communication (Céim 4: Professional Identity and Agency; Céim 5: Creativity and Reflective Practice). Select appropriate pedagogical approaches and utilise effective, high-quality resources for the effective teaching of SPHE post- primary school seangs (Céim1: Inclusive Educa[on, Céim 2: Global Citizenship Education)

8. Module Content and Syllabus

This module equips student teachers to effectively teach Social, Personal, and Health Education (SPHE) and Well-being subjects. It explores various aspects of teaching and learning, fostering an understanding of SPHE significant for the well-being, learning, and agency of young students. Core principles such as inclusivity, participation, self-esteem, democratic practices, equality, intercultural education, human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within this module. SPHE explores vital concepts like development, diversity, migration, globalisation, and sustainability through interactive lectures. Student teachers are empowered to employ diverse pedagogical approaches to foster the acquisition of essential life skills, including critical thinking and creative problem-solving.

The module draws inspiration from curricula and educational programmes and policy in the field, both national and international. The SPHE and Well-being content for post-primary SPHE includes an exploration of the structure and objectives of the curricula, focusing on aspects such as inclusivity and self-esteem, the development of students'

skills (e.g., emotional management, decision-making, self-confidence, self-awareness), nurturing healthy relationships (within families and friendships), effective communication, conflict resolution, establishing ground rules and classroom contracts, child protection, addressing issues like bullying and personal safety (covering fire, road, water, and online safety), relationships and sexuality education, addressing LGBTQIA+ topics in post-primary education, media literacy, health and well-being (e.g., body care and nutrition), substance misuse and education, teaching methodologies specific to SPHE, integration, planning, and assessment strategies, as well as resource exploration and evaluation.

Throughout the course, students will critically engage with a variety of resources and textbooks, engaging in debates regarding what constitutes crucial "knowledge" for students' understanding of their environment. Students will actively participate in the collaborative design of inquiry based SPHE lessons, exploring the curriculum while critically assessing a wide range of resources related to SPHE and Well-being education. Collaborative activities aimed at nurturing critical thinking skills among students will be introduced.

Furthermore, pedagogic content knowledge will be cultivated through the demonstration and discussion of exemplary activities. Each seminar will exemplify and explore various issues and opportunities for creative, inquiry-led planning in post-primary classrooms. The use of ICT and digital resources suitable for teaching SPHE and Well-being will complement the course content.

10-week plan:

Week 1: Introducing SPHE and Well-being

- Defining SPHE and Well-being and identify key concepts and goals.
- Exploring policy and research relating to SPHE and Well-being
- Explore the role of SPHE and Well-being in post-primary student development.
- Teacher Self-Care and boundaries.
- Assignment Overview.

Week 2: SPHE and Well-being Curriculum in Ireland and Global Perspectives

- Well-being frameworks and approaches in Junior and Senior Cycle
- International models and best practices
- National policies and frameworks
- Cross-cultural approaches to SPHE and Well-being

Week 3: SPHE and Well-being in Post-Primary Schools

- Current perspectives on SPHE and Well-being in Ireland.
- Addressing stress and anxiety in students
- Designing whole-school approaches for SPHE and Well-being
- Advocate for young people's rights as stipulated in the United Nations Convention on the Rights of the Child (UNCRC) and uphold their entitlement to voice, agency, equity, participation, and diversity within the context of SPHE and Well-being

Week 4: Applying SPHE and Well-being in the Classroom

- Research-based practices in SPHE and Well-being education
- Integrating well-being into academic subjects
- Strategies for promoting emotional well-being and developing coping skills
- Strength-based approaches in SPHE and Well-being

Week 5: SPHE Curriculum at Junior Cycle •

- Exploring the Junior Cycle Curriculum
- Lesson planning
- Understanding of the core principles of SPHE such as inclusivity, participation, self-esteem, democratic practices, equality, and intercultural education.

Week 6: SPHE Curriculum at Senior Cycle

- Exploring the Senior Cycle Curriculum
- Lesson planning
- Understanding of the core principles of SPHE such as human rights, citizenship, critical reflection, and dialogue guide the selection of both the process and content within this module.

Week 7: Self-Care and Addressing Sensitive Topics

- Addressing sensitive topics in SPHE (Relationships and sexuality)

- The importance of teacher self-care and recognising and managing teacher stress and burnout
- Strategies for self-care and developing a personal self-care plan.

Week 8: Addressing Sensitive Topics

- Addressing sensitive topics in SPHE (bereavement, separation, and Divorce)
- Critical Incident policy

Week 9: Strategies for Supporting Student Well-being and Lesson Planning

- Exploring and evaluating Well-being programmes
- Lesson planning
- Guest Speaker (practicing post-primary SPHE teacher)

Week 10: Empowering Future Educators: Reflecting on SPHE and Well-being

- Revision of 10-week session. Review of self-care approaches.
- Engage students in a discussion about how they plan to apply what they have learned in their future teaching careers.
- Encourage students to share their ideas for implementing SPHE and Wellbeing in various educational settings.
- Case Studies

9. Methods of Assessment

Assignment (100%)

Individual Written Assignment (50%) and Lesson Plan for a Sensitive Subject (50%):

Discuss and analyse the role of SPHE and Well-being in enhancing post-primary student well-being and academic success and create a lesson plan for a sensitive curricular subject including technology and concrete resources (MLO1-5)

10. Pass Requirement

40%

11. Method of Supplemental Assessment

Re-submission of the written component

12. Module Coordinator

Dr Aoife Lynam

13. Module Teaching Team

Dr Aoife Lynam

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