

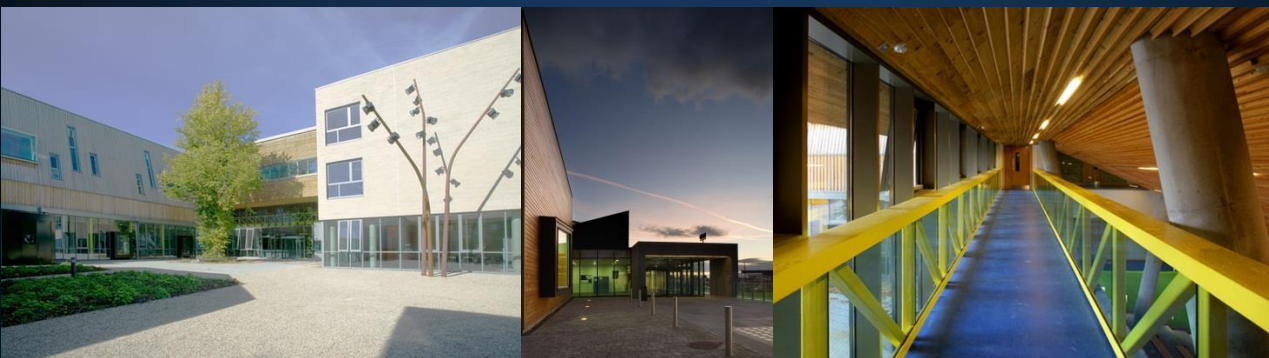


# **Bachelor of Education**

## **Year One, Semester One**

### **Course Handbook**

### **Autumn 2016**



## WELCOME FROM THE DEAN OF EDUCATION/ FÁILTE Ó DHÉAN AN OIDEACHAIS



Dear Student,

On behalf of my colleagues I extend a warm welcome to you to the Faculty of Education at Mary Immaculate College. As the provider of education for almost forty per cent of all the state-funded primary teachers in Ireland, we are particularly aware of the significance of the BEd programme in developing, promoting and sustaining a high quality Irish primary education experience for all children. We are also cognisant of our special responsibility to educate teachers for the twenty-first century who share a professional belief in, and moral commitment to, working towards excellence, equity, diversity and social justice within the nation's schools and communities.

As a student within the Faculty of Education you are part of a vibrant and innovative community which continues to design and develop new programmes. The BEd degree programme is an attractive and exciting four-year programme which reflects the College's well-established reputation for excellence in teacher education. During Year 1 of the programme you will follow a core programme which focuses on 'the Student as Learner'. If you have any feedback in relation to this academic year, please engage with your course leader Dr. John O'Shea.

The Faculty is also involved in the provision of many other programmes. The Professional Master of Education is a two year teaching qualification for graduates who already possess a Level 8 degree and who wish to pursue primary school teaching. The Faculty contributes to an extensive range of postgraduate programmes in SEN, ICT, Mentoring and Teacher Development, Early Childhood Studies, Adult and Continuing Education, the Education and Well-being of the Older Person, the Masters in Education (by Research and Thesis) and the Structured PhD in Education. We offer the Teacher Education Access Programme (TEAP), which is aimed at adult learners who wish to gain access to the BEd programme. Táthar ag leanúint ar aghaidh i mbliana lenár gclár iarchéime nuálaíoch, M. Oid. san Oideachas Lán-Ghaeilge, ag freastal go sonrach ar oideoirí tumoideachais agus ar ghairmithe eile a bhíonn ag obair i réimse an oideachais lán-Ghaeilge. Our Professional Diploma in Education (Further Education, Level 8) has been accredited by the Teaching Council and our Professional Doctorate in Educational and Child Psychology will be offered for the first time in September 2016. Through the incorporation of St Patrick's College in Thurles, from September our Faculty will also provide four second-level teacher education programmes.

Our lecturers are very approachable and are dedicated to providing you with a top quality educational experience. Please engage with them and with your fellow students to enrich your own learning and to broaden your understanding of what it means to be a teacher. Participate in the life of the College, join clubs and societies, and enjoy the many sporting, social, cultural, and personal development opportunities available to you. In closing, I wish you well in your studies and I hope that your time at Mary Immaculate College will prove both enjoyable and rewarding.

Guím gach rath ort i rith na bliana,

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Professor Teresa O'Doherty, Dean of Education

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## FACULTY OF EDUCATION – A BRIEF OVERVIEW

The academic work of the College is divided into two faculties: the Faculty of Education and the Faculty of Arts, both of which contribute to the BEd Programme. The Faculty of Education at Mary Immaculate College is proud of its tradition of teacher education and of the high standards achieved by graduates since its establishment in 1898. The Faculty is one of the largest education faculties in Ireland, with a staff of more than 65 full-time academic staff and a further 50 associate members. The Faculty is strongly student-centred and is committed to excellence in its teaching and research.

The Faculty offers programmes at certificate, diploma, undergraduate and postgraduate levels. Our flagship undergraduate honours programmes include the following:

[BEd](#), which is a full-time four-year programme and is the professional qualification required for teachers in primary schools.

[BEd in Education and Psychology](#), this four-year full-time programme prepares graduates to be recognised primary school teachers while also holding a degree in Psychology, which is recognised by the Psychological Society of Ireland.

[BA in Early Childhood Care and Education](#), which focuses on the development of educators, professional leaders in the provision of care and education for children from birth to six years in a variety of educational settings.

The Faculty also offers a number of postgraduate programmes. The academic year 2016/16 heralds the introduction of the [Professional Master of Education \(Primary Teaching\)](#) which is a new two year teaching qualification for graduates who already possess a Level 8 degree and who wish to pursue primary school teaching. In addition, a suite of postgraduate and masters programmes is available. The Faculty also provides a range of postgraduate research options and the numbers of students engaging in masters and doctoral studies by research and thesis within the Faculty continue to grow. The research work of the Centre for Research in Education and Teacher Education (CREaTE), Centre for Early-Childhood Research at Mary Immaculate College (Ceramic), the [Curriculum Development Unit](#) and the [Centre for Transforming Education through Dialogue](#) reflect the commitment of Faculty to researching aspects of curricular interest, but also issues of equity and justice within education on local, national and international levels.

Faculty members cover a wide range of expertise and professional interests. Many are qualified primary teachers and bring to their students a wealth of professional knowledge and experience. An internationally recognised standard of excellence has been achieved in the areas of professional development, curriculum design and educational research. The Faculty of Education has close links with many of the primary schools in Limerick city and the wider mid-west region. These connections facilitate an on-going professional relationship between the Faculty and the schools. The Faculty is greatly facilitated by the schools and teachers who make their classes available to student teachers for school placements, a crucial aspect of Mary Immaculate College's BEd programme.

## **MISSION STATEMENT OF THE FACULTY OF EDUCATION**

To foster the social, emotional and intellectual development of our students; to promote and enhance their well-being during their time in college, and to provide opportunities for them to access a range of cultural activities.

To encourage students to aspire to standards of excellence in their professional lives compatible with their individual potential.

To promote reflective, creative, open-minded, sensitive, competent and committed practice among teachers in the national primary schools system. To empower such teachers to deal not alone with pupils and in-school colleagues but with parents, local communities, colleagues generally, other professionals.

To engender in our graduates a commitment to the full, social, emotional, intellectual development, and cultural diversity of the children they teach so that as citizens of the future they are competent, assured and caring members of society.

To promote and develop educational research and the application of existing research for the benefit of schools and of the community.

To promote among our graduates an openness to research and methodological innovation and to help them to foster a sense of ongoing professional and personal development.

To engender in students and graduates a positive, critical attitude to change in their professional lives and the capacity to develop skills and competences to deal with changing needs and demands.

To promote and develop educational thought and practice for the benefit of the community, both local and national.

## TRÉIMHSÍ FOGHLAMA SA GHAELTACHT

Tá dhá Thréimhse Foghlama sa Ghaeltacht éigeantach chun Baitsiléir san Oideachas agus Baitsiléir Oideachais san Oideachas agus sa tSíceolaíocht a bhaint amach. Ní mór do gach mac léinn B.Oid. agus gach mac léinn B.Oid. san Oideachas agus sa tSíceolaíocht dhá thréimhse Foghlama sa Ghaeltacht a dhéanamh agus a chríochnú go sásúil sular féidir leo dul isteach i mbliain a ceathair den B.Oid. nó den B.Oid. san Oideachas agus sa tSíceolaíocht. Tugtar Tréimhse Foghlama sa Ghaeltacht 1 agus Tréimhse Foghlama sa Ghaeltacht 2 ar na tréimhsí seo.

Tá na siollabais agus eolas faoi na Coláistí éagsúla ar fáil ar [www.treimhsefoghlamasaghaeltacht.com](http://www.treimhsefoghlamasaghaeltacht.com)

Tá sé riachtanach go mbeadh na mic léinn i láthair ar feadh tréimhse iomlán na gcúrsaí, i.e. dhá bhloc, 13 lá agus 14 oíche faoi seach - sin 26 lá agus 28 oíche ar an iomlán. Tá na tréimhsí ag na deireadh seachtainí san áireamh chomh maith. 35 uair in agaidh na seachtaine atá i ngach cúrsa le 20 uair múinteoireachta agus 15 uaire d'imeachtaí idir thráthnóna agus oíche.

Moltar go láidir do gach mac léinn B.Oid. agus mac léinn B.Oid. san Oideachas agus sa tSíceolaíocht Tréimhse Foghlama sa Ghaeltacht 1 a déanamh ag deireadh sheimeastar a dó sa chéad bhliain (Bealtaine) agus moltar Tréimhse Foghlama sa Ghaeltacht 2 a dhéanamh roimh thús sheimeastar a sé (Eanáir) i mbliain a trí.

### Clárú

Ní mór do gach mac léinn clárú lena rogha choláiste. Moltar do mhic léinn labhairt leis na Coláistí Gaeilge éagsúla agus gach eolas a fháil amach roimh chlárú. Má tá riachtanais ar leith agat moltar duit labhairt le do rogha Choláiste Gaeilge roimh chlárú. De ghnáth lorgaítear earlais ag am cláraithe. Seo a leanas liosta na gColáiste Gaeilge atá aitheanta ag Coláiste Mhuire gan Smál faoi láthair:

- Coláistí Chorca Dhuibhne
- Coláiste na Rinne
- Coláiste Chamuis
- Coláiste Chiaráin
- Coláiste Gharumna
- Coláiste Ó Direáin
- Coláiste Naomh Éanna
- Acadamh na hOllscolaíochta Gaeilge

### Lá Earcaíochta

Eagraítear seisiún earcaíochta leis na Coláistí Gaeilge i gColáiste Mhuire gan Smál gach bliain chun gach eolas a thabhairt do na mic léinn faoi na Tréimhsí Foghlama sa Ghaeltacht. Cuirtear na dátaí seo in iúl do na mic léinn in am cuí. Tugtar cuireadh do gach coláiste atá aitheanta ag Coláiste Mhuire bheith i láthair ag na seisiúin earcaíochta. Bíonn deis ag na mic léinn labhairt le hionadaithe ó na Coláistí éagsúla.

### Costas

Titeann costas na gcúrsaí ar na mic léinn. Is iad na Coláistí Gaeilge amháin a leagann síos costas na gcúrsaí. Don bhliain acadúil 2016 – 2017, €750 an costas a bhí ar gach cúrsa a bhí aitheanta ag Coláiste Mhuire gan Smál. Cinntigh le SUSI an bhfuil tú i dteideal deontais a fháil do na Tréimhsí Foghlama sa Ghaeltacht.

## **Mic Léinn Ghaeltachta**

Is féidir le mic léinn Ghaeltachta atá ag déanamh cúrsa ina nGhaeltacht féin fanacht sa bhaile thar oíche agus mar sin ní thiteann costas lóistín agus béilí ar na mic léinn seo. Ba chóir do mhic léinn Ghaeltachta é seo a phlé leis na Coláistí Gaeltachta cuí.

## **Measúnú**

Bíonn an measúnú bunaithe ar thinreamh, ar rannpháirtíocht agus ar chomhlíonadh na dtascanna éagsúla. Ní mór do na mic léinn freastal ar na himeachtaí éagsúla agus na tascanna éagsúla a chomhlíonadh go sásúil. Caithfidh gach mac léinn síniú isteach do gach seisiún – maidin, tráthnóna agus oíche.

## **Polasaí Tinrimh**

Tá sé riachtanach go mbeadh na mic léinn i láthair ar feadh tréimhse iomlán an chúrsa, 13 lá agus 14 oíche. Ceadáíonn Coláiste Mhuire gan Smál do mhic léinn oíche amháin agus lá amháin ar a mhéid a chailleadh ar chúis réasúnta ach cead a bheith faighte acu roimh ré agus obair chúrsa a dhéanamh mar chúiteamh.

## **Taifead Tinrimh**

Maidir leis an taifead tinrimh ní mór do gach mac léinn an rolla a shíniú ag tús gach seisiúin. Cuireann Coláiste Mhuire gan Smál na foirmeacha caighdeánacha seo a leanas ar fáil do na Coláistí Gaeilge: (a) Foirm thinrimh (b) Foirm mheasúnaithe. Ní mór do gach Coláiste Gaeilge na foirmeacha seo a líonadh do gach mac léinn ag deireadh gach tréimhse.

## **Roghanna dóibh siúd nach gcomhlíonann an cúrsa**

Má chailleann mac léinn níos mó ná lá agus oíche amháin, caithfear na riachtanais seo a leanas a chomhlíonadh:

- Suas le 3 lá/4 oíche, ní mór na laethanta agus na hoícheanta a chailltear a chúiteamh
- Níos mó ná 3 lá/4 oíche ach níos lú ná 6 lá/7 oíche, caithfear 6 lá/7 oíche a chúiteamh
- Níos mó ná 6 lá/7 oíche caithfear an tréimhse iomlán a athdhéanamh (13 lá/14 oíche)

Ní mór don mhac léinn féin socrú a dhéanamh leis an gColáiste Gaeilge maidir leis an gcúiteamh seo. Glactar leis go dtabharfaidh na Coláistí Gaeilge cead do na mic léinn an t-am a chailltear a chúiteamh ar bhonn pro-rata, mar shampla, €375 in aghaidh na seachtaine nó €750 don tréimhse iomlán de réir tháillí na bliana acadúla 2016 - 2017.

Má bhíonn grád I ag mac léinn ó Choláiste Mhuire gan Smál beidh an Coláiste ag súil go dtabharfar cead don mhac léinn an t-am a chúiteamh gan aon chostas breise. Ní thugtar grád I do mhac léinn ach amháin sa chás go solathraítear fianaise go raibh an mac léinn as láthair ar bhonn eisceachtúil (m.sh., breoiteacht dheimhnithe, bás clainne, *force majeure*) agus ba chóir do mhic léinn iarratas a dhéanamh do ghrád I mar is gnách trí Shaoráidí do Mhic Léinn sa Choláiste.

## **Atriall**

Ní mór don mhac léinn socrú a dhéanamh le Coláiste Gaeilge maidir le ham agus le háit na hatrialach.

## **Grádú**

Don bhliain acadúil 2016 – 2017 déanfar an dá Thréimhse Foghlama sa Ghaeltacht a ghrádú mar G. Mar sin, beidh G nó NG ar do thras-scríbhinn tar éis duit an socrúchán a chríochnú. Má bhíonn “M” ar an tras-scríbhinn is léiriú é seo nach bhfuil an socrúchán comhlíonta go fóill ag an mac léinn ach ní chuireann sé cosc ar an mac léinn dul ar aghaidh, mar shampla, ó bhliain 1 go bliain 2. Mar atá mínithe thuas ní mór don mhac léinn an grád G a bhaint amach sa dá mhodúl seo sular féidir dul ar aghaidh go bliain a ceathair den B.Oid. nó den B.Oid. san Oideachas agus sa tSíceolaíocht. Baintear grád G amach ar thinreamh agus rannpháirtíocht shásúil chomh maith le comhlíonadh sásúil na dtascanna. Muna mbaintear grád G amach sa dá mhodúl seo roimh dheireadh Lúnasa de bhliain a trí cuirfear NG ar thaifead an mhic léinn agus cuirfear cosc bogadh ar aghaidh go bliain a ceathair den B.Oid. nó den B.Oid. san Oideachas agus sa tSíceolaíocht.

### **Aiseolas**

Maidir le haiseolas do na na mic léinn i rith an chúrsa moltar go leanfaí an próiseas seo a leanas:

- Aiseolas ginearálta a thabhairt do gach rang ar bhonn rialta
- Aiseolas sainiúil a thabhairt do mhic léinn áirithe ar bhonn aonair ag deireadh an tseisiúin, más cuí
- Má lorgaíonn mac léinn aiseolas tabharfar dó/di é.

### **Sampla**

#### **Rudaí a mholtar do mhic léinn a thabhairt leo chun na Gaeltachta**

Ríomhaire glúine/lpad (inmhianaithe)

Guthán póca

Maide Cuimhne

Éadaí compordacha atá feiliúnach do gach sórt aimsire agus do spórt

Bróga reatha compordacha

Cóta báistí

Tuáillí

Mála níocharáin

Bosca lóin

Uirlis Cheoil (inmhianaithe)

Eolas cruinn maidir le riachtanais speisialta bia

Uimhir chárta leighis / sonraí árachas sláinte (inmhianaithe)

Fillteán

Leabhar nótaí

### **TRÉIMHSÍ FOGHLAMA SA GHAELTACHT (AS BEARLA)**

There are two compulsory Gaeltacht placements as part of the Bachelor of Education and Bachelor of Education in Education & Psychology degree programmes. Each B.Ed. and B.Ed. in Education & Psychology student must complete these two Gaeltacht placements successfully before they may progress to year four of the B.Ed. or the B.Ed. in Education & Psychology courses. These placements are called Tréimhse Foghlama sa Ghaeltacht 1 and Tréimhse Foghlama sa Ghaeltacht 2.

All information on the various Gaeltacht colleges, including the syllabi, is available at:

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



It is essential that students are present for the whole duration of the courses, i.e two blocks of 13days and 14 nights respectively – that is 26 days and 28 nights in full. Weekends are included in the courses also. Each course contains 35 hours per week, which includes 20 hours of teaching and 15 hours of either afternoon or evening activities.

Students of the B.Ed. and B.Ed. in Education & Psychology courses are advised strongly to attend Tréimhse Foghlama sa Ghaeltacht 1 at the end of semester two in first year (i.e. in May), and are advised to attend Tréimhse Foghlama sa Ghaeltacht 2 before the beginning of semester six (i.e. in January) in third year.

### **Registration**

Each student must register with his/her chosen college. Students are advised to speak to the different colleges to get all the relevant information before registering. If you have a particular need it is advised to speak to your chosen college before registering. Normally a deposit is required when booking. Below is a list of the Gaeltacht providers that are recognised currently by Mary Immaculate College:

- Coláiste Chorca Dhuibhne
- Coláiste na Rinne
- Coláiste Chamuis
- Coláiste Chiaráin
- Coláiste Gharumna
- Coláiste Ó Direáin
- Coláiste Naomh Éanna
- Acadamh na hOllscolaíochta Gaeilge

### **Recruitment Day**

A recruitment session is organised with the Gaeltacht Providers to take place in Mary Immaculate College every year to provide all the necessary information about the Tréimhsí Foghlama sa Ghaeltacht. The dates are circulated to the students in advance. All Gaeltacht providers recognised by Mary Immaculate College are invited to attend the recruitment session. Students get the opportunity to speak to representatives from the various colleges.

### **Cost**

The cost of the courses is covered by the student. The Gaeltacht providers decide the cost of the courses. For the academic year 2016-2017, €750 is the cost of each course that was recognised by Mary Immaculate College. Please check with SUSI to ascertain if you are entitled to any grant in respect of the Tréimhsí Foghlama sa Ghaeltacht.

### **Gaeltacht Students**

Students who are from the Gaeltacht and who are attending a course in their own Gaeltacht may stay at home, and therefore are exempt from the cost of the accommodation and meals. Students should discuss this directly with the relevant Gaeltacht providers.

### **Assessment**

The assessment is based on attendance, participation and completion of the relevant tasks. Students must attend the various activities and fulfil the relevant tasks. Each student must sign in for every session – morning, afternoon and evening.

### **Attendance Policy**

It is essential students are present for the full duration of the course, 13 days and 14 nights. Mary Immaculate College allows students to be absent for a maximum of one day and one night for a reasonable cause, based on approval in advance from Mary Immaculate College and completion of compensatory coursework.

### **Attendance Record**

Students must sign the roll at the beginning of each session. Mary Immaculate College provides all Gaeltacht colleges with the following standardised forms: (a) attendance form (b) assessment form. The Gaeltacht colleges must fill out these forms for each student.

### **Options for those who do not complete the course**

Where a student misses more than 1 day and 1 night he/she will be expected to attend as follows:

- Up to 3 days / 4 nights: make up exact number of days missed
- Over 3 days / 4 nights but less than 6 days / 7 nights: make up 6 days / 7 nights
- Over 6 days / 7 nights re-take entire placement (13 days / 14 nights)

The student must make his/her own arrangements with the Gaeltacht College in relation to this compensation. Mary Immaculate College expects that the Gaeltacht Colleges will facilitate the taking of make-up dates on a pro-rata basis i.e. €375 for one week or €750 for the full placement according to the fees of the academic year 2016-2017.

For students who are in receipt of an I-grade from Mary Immaculate College, it is requested that these students are allowed to make up dates/retake placement at no additional cost. I-grades are issued only to students who can provide evidence of exceptional reason for absence (e.g. certified illness, family bereavement, force majeure) and students should apply for I-grades using the normal procedures through Student Services.

### **Repeat**

The onus is on the student to make arrangements with the Gaeltacht College in relation to when and where they attend their repeat placement.

### **Grading**

For 2016/17, both placement modules are G-graded, meaning either a G or a NG grade will appear on your transcript following completion of the placement. In addition, "M" grade may also appear denoting that the placement has not yet been completed but the student is not prevented at this time from progressing (e.g. from 1<sup>st</sup> year to 2<sup>nd</sup> year). As outlined above, students must achieve G grades on both modules prior to progression into year 4 of his/her programme. Achievement of a G grade is based on satisfactory attendance, satisfactory participation and successful completion of tasks. Failure to achieve a G grade by August of third year will result in a NG being entered on the student's record meaning that the student will not be able to progress to year 4.

## **Feedback**

In relation to feedback for the students during the course it is advised to adhere to the following process:

1. General feedback be given regularly to each class
2. Specific feedback be given to certain students on an individual basis at the end of the session, as appropriate
3. If a student requests feedback it will be provided to her/him.

## **Sample list of items the students are recommended to bring with them**

Laptop/Ipad (desirable)  
Mobile Phone  
Memory Stick  
Comfortable clothes suitable for all weathers and sports  
Shoes comfortable for walking/running  
Rain coat  
Towels  
Laundry bag  
Lunchbox  
Musical instrument (desirable)  
Precise details in relation to and specific dietary requirements  
Medical card / Health insurance details (desirable)  
Folder  
Notebook

### STUDY ABROAD/INTERNATIONAL PLACEMENT

The B.Ed programme offers students the opportunity to study abroad in Semester 5. The College has established partnerships with a number of premier Colleges and Universities worldwide and strongly encourages student mobility. Student mobility offers opportunities for significant academic, social and personal development. Exchanges are open to all students who have attained a QCA of 2.8 or above by the end of Semester 4. Students who have applied to study abroad during Semester 5 will be graded on a pass/fail basis for all selected modules in their host College/University. This means that upon successfully passing all modules, their QCA at the end of Semester 4 will be carried forward to Semester 6. Please contact: Richard Bowles, Co-ordinator of international placements, if you have any queries in relation to the Study Abroad/International Placement.

### ELECTIVE SPECIALISMS AND MULTIDISCIPLINARY ROUTE

Students begin their first Education Elective and second Liberal Arts Elective in Semester 5. Students have been allocated and informed of their first Education Elective and **must** attend and complete this Elective. Should you register incorrectly for an elective that has not been allocated to you or to an oversubscribed elective, your name will be removed from that list and you will be registered for your allocated elective by the College. Failure to register for the correct elective may result in disciplinary action.

Student may choose to exit their chosen Education Elective specialism **after** Semester 5 and may then follow the Multidisciplinary route.

### UNDERGRADUATE DISSERTATION OPTION

Students undertaking particular Elective Specialisms in either Education or Liberal Arts or who are taking the Multidisciplinary route may be offered the opportunity to undertake an Undergraduate Dissertation (completed and graded in Semester 8). The Undergraduate Dissertation option is equivalent to two taught modules. Students must indicate their preference to undertake the Undergraduate Dissertation by **Week 7 (Semester 5)**. It is important to note that students choosing this option **must also** successfully complete the Research Methods Module. Students who do not achieve C3 or higher in the Research Method Module will be subject to critical review. If you have any queries in relation to the Undergraduate Dissertation, please contact: Des Carswell, Co-ordinator of and tutor on the research methods and undergraduate dissertation modules for the B.Ed programme.

### PROGRESSION WITHIN THE PROGRAMME

In developing the programme, a focus has been maintained on ensuring progression within the programme in terms of students' learning and self-development and the understanding, knowledge and skills required to meet the learning and teaching needs of children in today's schools. Clear links are maintained between theoretical input and student teachers' school placements. Students must successfully complete all modules in order to progress to the next academic year of the programme.

## PROGRAMME SPECIFIC REGULATIONS

### 3.9 Mary Immaculate College

#### 3.9.1 *Bachelor of Education and Bachelor of Education in Education and Psychology*

- 3.9.1.1 A student who fails a school placement module shall be awarded an F grade or, in the case of Pass/Fail registration, an N grade.
- 3.9.1.2 The compensating fail grades D1 and D2 shall not be awarded for school placement modules.
- 3.9.1.3.1 Save in exceptional circumstances, where a student fails a school placement, s/he shall be afforded only one further opportunity to repeat that placement.
- 3.9.1.3.2 A student who fails a school placement module (i.e. who fails the first attempt and also fails the repeat attempt) will normally have their enrolment on their current programme of study terminated.
- 3.9.1.3.3 A student who fails a school placement module (i.e. who fails the first attempt and also fails the repeat attempt) in years 1, 2, 3 or 4 will be eligible for consideration, at the discretion of the relevant Examination Board, for an exit award or transfer to an appropriate exit programme, as listed below. The award type will depend on the number of credits accumulated by the student.
- Certificate in Education Studies (Minor Award (Level 7) [ $\geq 60$  +  $< 120$  ECTS])
  - Diploma in Education Studies (Minor Award (Level 7) [ $\geq 120$  +  $< 180$  ECTS])
  - BA Education Studies (Major Award (Level 7) [ $\geq 180$  +  $< 240$  ECTS])
  - BA Hons. Education Studies (Major Award (Level 8) [ $\geq 240$  ECTS. The ECTS requirements for students registered on the three-year Level 8 Bachelor of Education programme is  $\geq 180$  ECTS.]
- 3.9.1.3.4 A student who is eligible for an exit award may take the appropriate award based on accumulated credits or may link in to approved modules in an attempt to fulfil the requirements for the next higher award. The approved modules will be determined following consultation between the student, the relevant Dean(s) and the Vice President Academic Affairs.
- 3.9.1.4 Students who are due to start professional placement in the Spring semester of years 1, 2 and 3 of the programmes are subject to critical review. A student who has failed more than four modules or whose residual QCA following the Autumn semester is less than 2.00 will not be allowed to progress to the Spring semester and will be required to repeat the Autumn semester prior to progressing to the Spring semester.
- 3.9.1.5.1 Students who receive an F grade in the oral Irish component of the following modules shall be awarded an F grade both in that component of the module and in the overall module:

- *An Ghaeilge agus Múineadh na Gaeilge 2*

- Language and Literacy 5

3.9.1.5.2 Where the student has passed the other elements of the module, s/he repeats the oral Irish component only. The student is capped on the repeat of the module at grade C3.

3.9.1.5.3 The compensating fail grades D1 and D2 shall not be awarded for the oral Irish component of the module.

3.9.1.6.1 Students who receive an F grade in the *Scríobh na Gaeilge* component of the following modules shall be awarded an F grade both in that component of the module and in the overall module:

- *An Ghaeilge agus Múineadh na Gaeilge 2*

- Language and Literacy 5

3.9.1.6.2 Where the student has passed the other element(s) of the module, s/he repeats the *Scríobh na Gaeilge* component only. The student is capped on the repeat of the module at grade C3.

3.9.1.7.1 Students who receive an F grade in the *Múineadh na Gaeilge* component of the following modules shall be awarded an F grade both in that component of the module and in the overall module:

- *An Ghaeilge agus Múineadh na Gaeilge 3*

- Language and Literacy 4

3.9.1.7.2 Where the student has passed the other element(s) of the module, s/he repeats the *Múineadh na Gaeilge* component only. The student is capped on the repeat of the module at grade C3.

3.9.1.8.1 Students who receive an F grade in the *Teanga Scríofa na Gaeilge* component of the following module shall be awarded an F grade both in that component of the module and in the overall module:

- *An Ghaeilge agus Múineadh na Gaeilge 3*

3.9.1.8.2 Where the student has passed the other elements of the module, s/he repeats the *Teanga Scríofa na Gaeilge* component only. The student is capped on the repeat of the module at grade C3.

3.9.1.9.1 Students who receive an F grade in the English component of the following modules shall be awarded an F grade both in that component of the module and in the overall module:

- Language and Literacy 4

- Language and Literacy 5

- 3.9.1.9.2 Where the student has passed the other element(s) of the module, s/he repeats the English component only. The student is capped on the repeat of the module at grade C3.
- 3.9.1.10.1 To progress into the final year of their programme, students are required by the end of Year 3 of the programme to obtain an average quality point value (QPV) of at least 2.00 in the areas of English, *Gaeilge* and Mathematics in each of the three module groupings listed below:
1. Language and Literacy 1; Language and Literacy 2; Language and Literacy 3; Language and Literacy 4; Language and Literacy 5
  2. *An Ghaeilge agus Muineadh na Gaeilge* 1; *An Ghaeilge agus Muineadh na Gaeilge* 2; *An Ghaeilge agus Muineadh na Gaeilge* 3; Language and Literacy 4; Language and Literacy 5
  3. STEM 1; STEM 2; STEM 4; STEM 5
- 3.9.1.10.2 A student who does not obtain the minimum average QPV required in Mathematics following annual repeats in Year 2 but who is otherwise eligible to progress may do so and may link in on a capped basis to relevant modules in the following academic year to obtain the average minimum QPV of 2.00 in that module grouping.
- 3.9.1.10.3 A student who is not eligible to progress following the annual repeats in Year 3 on account of not having attained the minimum average QPV required in one or more of the English, *Gaeilge* or Mathematics groupings but who otherwise satisfies the general progression regulations may link in to relevant module/s in the following academic year subject to the current academic regulations whereby a maximum of two modules can be taken on a link-in basis in each semester.
- 3.9.1.11.1 The award and award classification shall be made on the basis of performance of candidates in part 2 only, commencing with Semester 3. For the BEd programme only, semesters 3 to 5 shall be assigned a relative weighting of 1 and semesters 6 to 8 shall be assigned a relative weighting of 2.
- 3.9.1.11.2 An absolute QPV of 2.60 across school placement modules SP4, SP5, SP6 and SP7 is required for the award of a first or second class honours degree.

## ACADEMIC INTEGRITY POLICY

### Preamble

Academic Integrity refers to honesty and responsibility in academic practice and scholarship. It values ethical academic behaviour and the avoidance of plagiarism, cheating, fraudulent representation of academic work and other dishonesty in academic endeavours.

### 1.0 Academic Dishonesty

1.1 Academic dishonesty includes:

- falsely representing the work of others as one's own in an assignment.
- copying of ideas or work of fellow students.
- copying from published works, in assignments, without proper acknowledgement, i.e. *plagiarism*.
- using co-authoring assistance in individual academic work, including the commissioning or purchasing of essay writing services, i.e. *syndication*.
- using technical assistance in assignments where it has not been authorised, e.g. using translation software in a translation assignment.
- signing attendance records on behalf of a classmate.
- fabricating results or research findings in an assignment.
- using false information to gain extensions to deadlines or i-grades.
- cheating in examinations by copying or using unauthorised materials.
- misrepresenting achievements on application forms.

### 2.0 Plagiarism

2.1 Plagiarism is defined as the use of either published or unpublished writing, ideas or works without proper acknowledgement.

2.2 Plagiarism is a form of academic dishonesty where, either intentionally or unintentionally, ideas or works are falsely presented as being those of the author for her/his benefit. It can include:

- the use of a part of a text without quotation marks and citation.
- the use of a part of a text, with minor paraphrase, without citation.
- the use of an image without citation or permission.
- the use of music without citation or permission.
- the use of computer code, mathematical work, research results, spreadsheets without citation or permission.
- the re-use of one's own work from a previous assignment without citation.

2.3 All writing, ideas or works quoted or paraphrased in an academic assignment in MIC must be attributed and acknowledged to the original source through proper citation.



- 2.4 To avoid plagiarism when quoting or paraphrasing, ideas or works must be referenced using the referencing system appropriate to the module under assessment or disciplinary area<sup>1</sup>.
- 2.5 Module and Programme Coordinators will provide guidance to students regarding the required referencing system for a given module or programme.
- 2.6 Written assignments will normally be submitted to the MIC plagiarism detection software and will be checked against and stored in the standard repository of the software. Students may submit only once to the plagiarism detection software for any one assignment.

### **3.0 Acceptable use of MIC teaching and assessment materials**

- 3.1 Assignments are the property of MIC and may not be made publicly available (e.g. online) without consent.
- 3.2 Recording of lectures on personal devices is not permitted, unless by special arrangement.
- 3.3 Lectures captured on livestreaming facilities, which are password protected, cannot be shared with anyone who is not registered for a given module.
- 3.4 Teaching materials made available for download in electronic format by MIC lecturers may not be shared with anyone who is not registered for a given module.

### **4.0 Acceptable use of ICT and digital identities**

- 4.1 When using MIC computers or network, films, music, books and other published works subject to copyright must not be downloaded.
- 4.2 Software licensed to MIC must not be downloaded to private devices or shared outside of MIC network, unless by prior agreement.
- 4.3 Digital identities should be respected and identity credentials should never be shared. Using the email or VLE identity of another (e.g. if not logged out on a device) is considered a theft of digital identity.
- 4.4 MIC's *Policy for Responsible Computing* must be adhered to at all times.

### **5.0 Data protection**

- 5.1 Assignments that involve the gathering and storing of personal data, including images, must adhere to the MIC data protection policy.

### **6.0 Sanction**

- 6.1 In accordance with MIC's Code of Conduct, it is a serious disciplinary offence to engage in academic cheating in any form whatsoever.
- 6.2 Section 4.2 of the MIC Code of Conduct states that "The College Discipline Committee shall be entitled to impose penalties including suspension or expulsion where, in its view, the gravity of the complaint or offence or the College disciplinary record of the offender shall so warrant".

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<sup>1</sup> Harvard, APA and numeric footnote systems are used in MIC, depending on the module or programme.

**Normally, the penalty for cheating is suspension for 12 months. A repeat of such conduct shall warrant expulsion.**

### **LECTURE AND TUTORIAL ATTENDANCE**

Attendance at lectures and tutorials is **mandatory**. Lecturers reserve the right to administer attendance checks at all/some lectures and tutorials. Except in exceptional circumstances and with the prior approval of both the academic year co-ordinator and lecturer, students must attend their assigned group lecture or tutorial. Lecturers reserve the right to refuse admittance to lectures/tutorials and/or mark a student absent if they do not attend their **designated** lecture/tutorial. Up to 10% of marks in a module may be **deducted** for poor attendance at lectures. In the case of tutorials (except in exceptional circumstances), 10% of marks will be deducted for poor attendance.

**Important:** Students are required to familiarise themselves with the Code of Conduct and to adhere to same (see <http://www.mic.ul.ie/adminservices/studentservices/Pages/StudentHandbook.aspx> for further information).

Please Note: In the case of EDU100 (SP1), attendance will be taken at all tutorials and *two or more* uncertified absences will result in an F grade being awarded for the module.

### **MODULE ASSESSMENT GUIDELINES**





Students are responsible for familiarising themselves with the assessment arrangements for each module. Where modules are assessed by examination, it is the responsibility of the student to register and present for the examination (see <http://www.mic.ul.ie/adminservices/studentservices/Pages/StudentHandbook.aspx> for further information).

In the case of coursework, students are responsible for ensuring that coursework adheres to the module assessment guidelines, that it is completed on time, and submitted on the designated date. Students are strongly advised to keep an electronic copy of all coursework. Except in exceptional circumstances, extensions **will not** be granted for coursework submission deadlines.

**Penalty for Late Submission of Coursework:** Except in exceptional circumstances, 10% of marks in a module will be deducted for late submission of coursework.

**Repeat Assessment Procedures:** Where Coursework is the repeat assessment (including both F and I - Grades) students will be notified of the repeat assessment and the repeat assessment guidelines by email. It is the responsibility of the individual student to comply with the repeat assessment guidelines which includes submission deadlines.

## KEY FACULTY OF EDUCATION CONTACTS

<p><b>Dean of Education</b>  Professor Teresa O Doherty  Contact: <a href="mailto:teresa.odoherty@mic.ul.ie">teresa.odoherty@mic.ul.ie</a>  Office: 304a  (061) 204995</p>	
<p><b>Director of School Placement</b>  Neil Ó Conaill  Contact: <a href="mailto:neil.oconaill@mic.ul.ie">neil.oconaill@mic.ul.ie</a>  Office: 306  (061) 204519</p>	
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<p>Fintan Breen  <b>Education Office Manager</b>  <b>Education Office</b>  Contact: <a href="mailto:fintan.breen@mic.ul.ie">fintan.breen@mic.ul.ie</a>  Office: (061) 204906</p>	

## **Faculty of Education Office**

Room 307 (Foundation Building)

Phone: 061-204906

Counter service to students is available:

Monday from 10.00 a.m. – 12.00 p.m. and 2.00 p.m. – 4.00 p.m

Tuesday – Friday from 10.00 a.m. – 12.30 p.m. and 2.00 p.m. – 4.00 p.m

## **Whom should I contact?**

If you have a general query please email the Education Office at [educationoffice@mic.ul.ie](mailto:educationoffice@mic.ul.ie) . You may also go to the Education Office, Third Floor, Main Building, if you have a general query.

If you have a concern or query in relation to general academic issues, please contact Dr Angela Canny. You can make an appointment to see her by email or via the Education Office.

If your concern specifically refers to School Placement, please contact the SP Office and/or Director of SP (061 204358/061 204924).

If you have a concern relating to examinations / repeats / link-ins etc. please contact the Assistant Dean, Dr Angela Canny.

Please give your mobile phone number to the Education Office or other members of staff when communicating with them, as if a matter is urgent, this will enable them to contact you directly.

## **Contacting Lecturers**

You can find contact details for all academic staff on the College website

<http://www.mic.ul.ie/welcome/Pages/staffdirectory.aspx>. Initial contact with a lecturer should be made by email and if required, the lecturer will arrange a meeting with you. Please remember that lecturers are very often in schools or engaged in other work, so it is important that you contact them by telephone or email. You are reminded that all communication should be conducted in a courteous manner.

## STAFF OF THE FACULTY OF EDUCATION

### Dean of Education

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There are five academic departments within the Faculty of Education:

- Department of Arts Education and Physical Education
- Department of Reflective Pedagogy and Early Childhood Studies
- Department of Learning, Society, and Religious Education
- Department of Language, Literacy and Mathematics Education
- Department of Special Education

## Department of Arts Education and Physical Education

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## Department of Reflective Pedagogy and Early Childhood Studies

### Head of Department

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## Educational Disadvantage

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## Social, Environmental and Scientific Education

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*(Pedagogy of History)*

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*(Science Education)*

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*(Science Education)*

## Development and Intercultural Education

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### Education Office

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*\* Indicates that the Faculty Member is currently on leave*

## MODULE MENU – BACHELOR OF EDUCATION 1

Module Code	Title	Credits	Semester
	<b>AUTUMN SEMESTER</b>		
EDU100	School Placement 1	6	1
EDU101	Language and Literacy 1	3	1
EDU102	An Ghaeilge agus Múineadh na Gaeilge 1	3	1
EDU103	STeM 1 Introduction to Mathematics and its Teaching	3	1
EDU104	Becoming a Student Teacher	3	1
EDU105	Supporting the Child as Learner 1: Developmental Psychology and Educational Psychology	6	1
EDU106	Schools and Society 1: Developing criticality around recent and contemporary issues in education	6	1
	Certificate in Religious Education		

# Module EDU100

## School Placement 1

AUTUMN SEMESTER, 2016-2017

Bachelor of Education 1; Bachelor of Education in Education & Psychology 1

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### INTRODUCTION:

There are two elements in this module: firstly, the School Placement Lectures and Tutorials, which run from weeks 1 - 12, and secondly, the School Placement, which runs each Monday from week 10-12. The placement, the first school placement on both 4 year programmes, is a non-teaching observation-based placement, focused on the 'student as a learner' - learning about primary pupils and their school learning environment; their rates of learning; what they learn and how they learn; where and from whom they learn. To engage in this module, students will be paired in Middle Classes (1<sup>st</sup> – 4<sup>th</sup>) on Mondays throughout the semester, starting in week 10 (November 7<sup>th</sup>) and continuing on each Monday thereafter until week 12 (November 21<sup>st</sup>).

The School Placement Lectures and Tutorials initially prepare students for their classroom-based School Placement. The module also facilitates the linking of theoretical models of developmental psychology, educational methodology and contemporary educational issues as delivered and exemplified in other Semester 1 modules. When the classroom-based School Placement begins in week 10, students will begin to engage in a series of observation tasks designed to develop their understanding of pupils as learners. A range of options will be provided and students select tasks in accordance with their school context and guidance from the class teacher. Students will engage with both their college tutor and the class teacher in analysis and discussion of their learning.

### LEARNING OUTCOMES:

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

- Relate theories of learning to classroom practice
- Recognise children's different learning styles and rates of learning
- Discuss teaching and learning approaches and classroom management approaches with the class teacher
- Identify appropriate teaching and learning strategies for engaging children in middle classes with the Primary School Curriculum.
- Appreciate the complexity and dynamics of the primary school as a learning environment
- Appreciate the significance of engaging with the School Placement in a professional manner
- Relate appropriately to all school and school placement personnel
- Discuss their observations and experiences with placement peers, tutor, class teacher and school personnel
- Document the development of their teacher identity

## MODULE CONTENT:

Before the School Placement begins, lectures and tutorials (weeks 1 – 9) will prepare the student for their placement and will address many issues as outlined in the table below:

Week 1 SP1 Lecture	Course Outline, Introduction to Moodle, School Placement 1 Requirements, the School Placement TUS system (covering Outreach/Local Placements)
Week 2 SP1 Lecture	The 4 year School Placement Continuum for the undergraduate B.Ed and B.Ed Psy degrees
Week 3 SP1 Lecture	Documentation for SP - Introducing the School Placement Handbook, Code of Professional Practice for Student Teachers on Placement, File-keeping, Cúntas Tinrimh, School Acceptance forms and Attendance Forms, Teaching Schedules, etc, Importance of Deadlines
Week 4 SP1 Lecture	School Partnership relationships – (teacher, student, principal, parents, peers, tutor...etc), classroom life, school day, school/classroom routines, teacher as 'in loco parentis', Lortie's Theory of Apprenticeship of Observation, conceptualising biographical memory of classrooms vs actual contemporary classrooms, active participation in the classroom, engaging with the co-operating teacher, centrality of discussion
Week 5 SP1 Lecture	Observing in the classroom – how/why/when to observe, priorities regarding the child as learner and the student as learner, child protection issues, ethics of classroom observation, online ethics for SP, recording data, ethics and anonymity
Week 6 SP1 Lecture	Files and Folders for School Placement – The Planning File and The Resource File
Week 7 SP1 Lecture	Assessment Guidelines for EDU100 - Learning logs and Summative Reflections for School Placement, guided reflective writing, how to keep an active learning log, importance of reflections and record keeping
Week 8 Tutorial Venues	Introductions with Tutor; Review of School Placement 1 requirements, health and safety on school placements
Week 9 Tutorial Venues	Preparing for Entering the Classroom – Professionalism and first impressions, dress code, active participation, students' expectations and perspectives for upcoming classroom placement experience, responsibility
Week 10 School setting AND Tutorial Venues	Tutorial Discussion on School Placement experiences and learning 1- School /Classroom environment
Week 11 School setting AND Tutorial Venues	Tutorial Discussion on School Placement experiences and learning 2– Classroom Management

Week 12 School setting AND Tutorial Venues	Tutorial Discussion on School Placement experiences and learning 3 - Small group interaction & Strategies for Teaching and Learning
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Once the Placement begins (from week 10) the tutorials' focus will change. Tutorial discussion will then be about the student's week by week classroom experiences. The School Placement module has specific observation tasks designed for the students which are complementary to the tasks set by Educational Methodology. Also, observation tasks and engagements will be designed by presenters of other semester 1 modules. All observation and engagement tasks may be discussed at the tutorials, and these tasks form the content of the tutorial discussions. Engaging with the class teacher is an essential element of this module and students are required to discuss the planned observation tasks and their observations prior to completing the weekly learning log with the class teacher.

### **MODULE ASSESSMENT:**

This module is assessed on a Pass/Fail basis. The assessment comprises of a compulsory attendance component at tutorials and school placement. Also, students must ensure assessment and attendance forms are completed. Students must complete and bring to tutorials (section a) Learning Logs for discussion and reflection purposes, whilst (section b) Summative Reflections must be completed after School Placement 1 concludes. These forms are located on Moodle, and all relevant sections must be completed during the School Placement from weeks 10 – 12. Together they will form Part 1 of each student's School Placement Reflective Practice Portfolio. See Moodle course for assessment criteria and grade descriptors.

No uncertified absence is permitted for the School Placement of weeks 10 – 12, and any such incompleteness of the School Placement will result in an F or NG grade. Attendance will be taken at all tutorials and two or more uncertified absences will result in an F grade being awarded for the module.

**Normally, students may repeat a School Placement module once.**

Coursework Submission Date:

- School Placement Attendance Form (to be submitted in signed hardcopy format to your tutor during your week 12 tutorial session (if student is completing a make-up day on Monday 28<sup>th</sup> November 2016, students must submit this form directly to the Education Office in hardcopy format FAO [For Attention Of] their SP1 Tutor by Wednesday 30<sup>th</sup> November at 5pm). Students must also keep an electronic copy (jpeg/pdf) of their SP1 Attendance Form and upload it to TUS no later than 5pm Wednesday 30<sup>th</sup> November 2016.
- School Placement Reflective Practice Portfolio (section b) Summative Reflections: to be submitted directly to Moodle (via Turnitin) in week 13. The online submission opens from 9am Monday 28<sup>th</sup> November 2016 until 5pm Wednesday 30<sup>th</sup> November 2016.

Coursework Submission Times: As above



Repeat Assessment:

- Repeat placement in a block week in January 2017 *or* May/June 2017, completion of Reflective Portfolio Part 1 (sections a & b) and an Essay on lecture/tutorial work content.

All assignments must be submitted with the appropriate cover sheet (see Moodle)

All students are required to familiarise themselves with **Appendix Three** (Coursework Guidelines) of the Student Handbook, particularly the section concerning cheating.

### FEEDBACK:

On-going feedback occurs throughout the semester on an informal basis in tutorials. Further feedback may be requested on an individual basis.

### STAFF:

Name	Title	Office Office Hour/s	Telephone	Email
Eamonn Mitchell	Lecturer in School Placement Co-ordinator of School Placement 1	G46 (meeting requests should be e-mailed in advance)	061 204 518	<a href="mailto:Eamonn.Mitchell@mic.ul.ie">Eamonn.Mitchell@mic.ul.ie</a>
Neil Ó Conaill	Director of School Placement	306 (meeting requests should be e-mailed in advance)	061 204 519	<a href="mailto:Neil.Oconaill@mic.ul.ie">Neil.Oconaill@mic.ul.ie</a>

### READING LIST:

#### Primary Readings

1. Bonfield, T. and Horgan, K. (2016) *Learning to Teach, Teaching to Learn*, Dublin: Gill.
2. Cohen, L. Manion, L., Morrison, K. & Wyse, D. (2010) *A Guide to Teaching Practice* 5<sup>th</sup> Edition, London: Routledge.
3. Government of Ireland (1999) *Primary School Curriculum*, Dublin: Stationary Office.
4. Mary Immaculate College (2016) *School Placement Handbook 2016/2017: Handbook for Students and Tutors*, Limerick: Mary Immaculate College

#### Supplementary Readings

1. Bolton, G. (2010, 3<sup>rd</sup> ed.) *Reflective Practice: Writing and Professional Development*, London: Sage.
2. Borich, G. (2011) *Observation Skills for Effective Teaching*, 6th edition, London: Pearson, pp. 8-20.
3. Denby, N. ed. (2012) *Training to Teach: A Guide for Students*, London: Sage.
4. Hayes, D. (2013) *A Student Teacher's Guide to Primary School Placement: Learning to Survive and Prosper*, London: Routledge
5. Hopkins, D. (2008) *A Teacher's Guide to Classroom Research*, Maidenhead: Open University Press.

# Module EDU101 – Language and Literacy 1

Autumn Semester 2016-2017

Bachelor of Education 1; Bachelor of Education in Education & Psychology 1

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This module will introduce students to the foundational competences required for the effective teaching of English Language and Literacy at primary level. The professional English component will focus on the development of the student teacher as a language user.

## LEARNING OUTCOMES

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

- Identify and understand the essential characteristics and components of language as a means of communication
- Understand the stages of language acquisition and development
- Become familiar with the theories of how language is acquired and developed
- Recognise the developmental trajectory of children's early reading and writing development
- Develop and apply a basic understanding of the principles and theory underpinning children's development as writers
- Reflect on and expand their own knowledge and use of language as a means of expression and communication

## MODULE CONTENT

The following areas may be addressed over the duration of the course. Due to bank holidays and other events impacting on scheduling, all topics may not be covered and are subject to change.

WEEK	TITLE/CONTENT/AREAS
1	Introduction to Language Development
2	Characteristics and Components of Language
3	Oral Language: A Rationale
4	Oral Language: Stages of Acquisition and Development (1)
5	Oral Language: Theories of Language Acquisition
6	Reading: The Reading Process
7	Reading: Understanding and Supporting Children's Phonological Development
8	GRADUATION
9	Reading: The Reading Comprehension Process
10	Reading: Effective Comprehension Instruction
11	Writing: The Writing Process
12	Writing: Teaching Writing Effectively: Research-based instructional approaches

**NB:** For logistical reasons you are requested to attend lectures only at the time and in the group indicated.

## FEEDBACK

Feedback on student work is given as appropriate during tutorial sessions.

Any student who wishes to consult a lecturer in relation to work submitted is encouraged to make an appointment with the lecturer.

**Office Hours:** lecturers are available by appointment to meet with students.

### STAFF: Lecturers

NAME	OFFICE	CONTACT DETAILS
Dr Martin Gleeson	G47, Foundation Building	204971 / martin.gleeson@mic.ul.ie
Dr Áine Cregan	C109, Foundation Building	204902 / aine.cregan@mic.ul.ie
Dr Fiodhna Gardiner-Hyland	R206, Foundation Building	204766/fiodhna.gardiner@mic.ul.ie
Mr. Patrick Burke	G44 Foundation Building	<a href="mailto:204393/patrick.burke@mic.ul.ie">204393/patrick.burke@mic.ul.ie</a>

## ASSESSMENT

Form of Assessment: The assessment for EDU101 is an end-of-semester exam. The exam will comprise three questions. Each question carries equal marks. Each question must be answered. The duration of the exam is two hours. The exam will be based on the content of the course.

Form of Repeat Assessment: The repeat assessment for EDU 101 is an exam. The exam will comprise three essay style questions. Each question must be answered. The duration of the Repeat exam is two hours. The repeat exam will be based on the content of the course.

All students are required to familiarise themselves with **Appendix Three** (Coursework Guidelines) of the Student Handbook, particularly the section concerning cheating.

**N.B.** Attendance at and participation in lectures and tutorials is a requirement of the course. Attendance will be recorded weekly. Email notification of absences is not accepted. **10% of marks in the module will be deducted for poor attendance.**

Student work will be examined using the following assessment criteria:

- Knowledge and understanding of key concepts (60%)
- Evidence of engagement with assigned readings (25%)
- Clarity and quality of presentation (15%)

## Marking Scheme

A1	90 – 100%	4.0	Excellent	First Class Honours
A2	80 – 89%	3.6	Excellent	First Class Honours
B1	75 – 79%	3.2	Very Good	Honours 2.1
B2	70 – 74%	3.0	Very Good	Honours 2.1
B3	65 – 69%	2.8	Good	Honours 2.2
C1	60 – 64%	2.6	Good	Honours 2.2
C2	55 – 59%	2.4	Satisfactory	Third Class Honours
C3	50 – 54%	2.0	Satisfactory	Third Class Honours
D1	47 – 49%	1.60	Weak	Compensating Fail
D2	45 – 46%	1.20	Weak	Compensating Fail
F	0 – 44%	0	Fail	Fail
NG Gan Ghrád		0		Fail
I Breoiteacht Dheimhnithe / Bás gaoil ghairid				

## READING LIST

(Please Note: **Mandatory readings will be assigned on a weekly basis. All readings will be available on Moodle and on the LAN**). Indicative readings include:

- Armbruster, B. et al. (2005). Put Reading First. Kindergarten through Grade 3. The Research Building Blocks for Teaching Children to Read. (3<sup>rd</sup> Edition). National Institute for Literacy. pp.11-17.
- Byrnes, J.P. & Wasik, B.A. (2009) Language and Literacy Development: What Educators Need to Know. New York: The Guilford Press.
- Dalton, B. & Grisham, D.L. (2011). eVoc Strategies: 10 Ways to use technology to build vocabulary. The Reading Teacher 64(5). pp. 306-317
- Dean, D. (2010). What Works in Writing Instruction: Research and Practices. USA: National Council of Teachers of English.
- Dickinson, D.K. & Neuman, S.B. (Eds.) (2011) Handbook of Early Literacy Research Volume 3. New York: The Guildford Press
- Fromkin, V., Rodman, R. & Hyams, N. (2011). An Introduction to Language, Ninth Edition, Wadsworth Cengage Learning.
- Graham, S., MacArthur, C.A., and Fitzgerald, J. (Eds.) (2013). Best Practices in Writing Instruction. New York: The Guildford Press.
- Hampton, S. and Resnick, L.B. (2009). Reading and Writing with Understanding. Washington, USA: International Reading Association.
- Hoff, E. and Shatz, M. (2009) The Blackwell Handbook of Language Development, Wiley-Blackwell.
- Honig, A. S. (2007) 'Oral language development', Early Child Development and Care, 177(6-7), 581-613.
- Kennedy, E. et al. (2012). Literacy in Early Childhood and Primary Education (3-8 years). Research Report No. 15. NCCA: Dublin
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.) (2006). Handbook of Writing Research. New York: Guilford.
- Mandel Morrow, L. & L. B. Gambrell (2011). Best Practices in Literacy Instruction. NY: Guildford Press.
- Mukherji, P. & P. O'Dea (2000). Understanding Children's Language and Literacy. Stanley Thornes Pub.
- Owens, R. E. J. (2012) Language Development. An Introduction, 8th edition ed., New Jersey, Pearson.
- Resnick, L.E. & Snow. C. E. (2009) 'Speaking and Listening' in Speaking and Listening for Pre-School through 3rd Grade (Revised Edition), International Reading Association.
- Saxton, M. (2010). Child Language Acquisition and Development. Sage Publishing.
- Staab, C. (1992). Oral Language for Today's Classroom. Pippin Publishing Ltd.
- Tracey, D.H. & Mandel Morrow, S. Reading: An Introduction to Theories and Models. (2<sup>nd</sup> Ed.) Parallel Distributed Processing Model (Adams, 1990). pp. 166-171.

Troia, G.A., Shankland, R.K., and Heintz, A. (Eds.) (2010). Putting Writing Research into Practice. New York: The Guildford Press.

Zumbrunn, S. & Krause, K. 92012). Conversations with Leaders. Principles of Effective Writing Instruction. The Reading Teacher 65(5). pp. 346-353

## Modúl EDU102 – An Ghaeilge agus Múineadh na Gaeilge 1 Seimeastar an Fhómhair, 2016 -2017

### An Teanga agus Múineadh na Gaeilge

Baitsiléir an Oideachais 1: Baitsiléir an Oideachais san Oideachas agus sa tSíceolaíocht 1

#### RÉAMHRÁ

Sa mhodúl seo leagtar na bunclocha chun cumas labhartha agus scríofa Gaeilge na mac léinn a fheabhsú chun iad a ullmhú dá ról gairmiúil mar bhunmhúinteoirí le tuiscint agus eolas ar na modhanna múinte cuí chun an Ghaeilge a mhúineadh sa bhunscoil i suímh éagsúla. Cuirtear béim ar chruinneas na teanga, labhairt, foghraíocht agus scríobh, i gcomhthéacs na scileanna teanga atá riachtanach chun an Ghaeilge a mhúineadh go héifeachtach agus go taitneamhach sa bhunscoil. Forbraítear tuiscint na mac léinn ar ról an mhúinteora i dteagasc na Gaeilge, ar fhoghlaim agus ar shealbhú teanga, ar mhodhanna múinte agus straitéisí do mhúineadh na Gaeilge, agus ar an nGaeilge mar mheán cumarsáide i scoileanna T2. Tugtar tuiscint do na mic léinn ar an nGaeilge mar theanga bheo agus iad a bheith gníomhach sa Ghaeilge. Ní mór do na mic léinn obair neamhspleách lasmuigh de na ranganna a dhéanamh chomh maith. Is í príomhaidhm an mhodúil seo dearcadh dearfach a chothú i leith mhúineadh agus fhoghlaim na Gaeilge.

#### TORTHAÍ FOGHLAMA

Ar chríochnú an mhodúil seo go rathúil ba chóir go mbeadh ar chumas an mhic léinn eolas agus tuiscint a léiriú ar

- Foghlaim agus ar theagasc na Gaeilge mar dhara teanga i scoileanna T2
- Straitéisí éifeachtacha chun cumas cumarsáide an pháiste a fhorbairt sa Ghaeilge

Ar chríochnú an mhodúil seo go rathúil ba chóir go mbeadh an mac léinn in ann:

- Líofacht agus cruinneas teanga le foclóir leordhóthaineach a léiriú i scríobh agus i labhairt na Gaeilge
- Tuiscint a léiriú ar úsáid fhoclóirí agus áiseanna foghlama idirlín don Ghaeilge

#### ÁBHAR AN CHÚRSA

##### Múineadh na Gaeilge i Scoileanna T2 Ranganna 1 - 4

Seachtain	
1	Foramharc ar Churaclam Teanga na Bunscoile
2	Múineadh na Filíochta
3	Scéal a insint
4	Nuacht phearsanta a insint
5	Straitéisí chun Cumas Cumarsáide an Pháiste a Fhorbairt: Tascanna agus Obair Bheirte
6	Struchtúr do Cheacht Gaeilge
7	Gaeilge Neamhfhoirmiúil

8	An Tréimhse Réamhchumarsáide
9	An Tréimhse Cumarsáide
10	An Tréimhse Iarchumarsáide
11	Tuiscint ar Thorthaí Foghlama i gcomthéacs teanga (T2)
12	Contanaim Dul chun Cinn – ag iarraidh Curaclam Teanga na Bunscoile a thuiscint

### **An Ghaeilge – Teanga**

<b>Seachtain</b>	<b>Clár an Chúrsa</b>
1	Na Ranna Cainte Siollabas don Bhriathair (An Aimsir Chaite, An Aimsir Láithreach, An Aimsir Fháistineach, An Modh Coinníollach, Ainm Briathartha, Aidiacht Bhriathartha, An Modh Ordaitheach, An Modh Foshuiteach) An Chéad Réimniú den Bhriathar 1 Labhairt: Mé Féin 1
2	Sainmhíniú an ainmfhocail agus saghsanna ainmfhocail An Chéad Réimniú den Bhriathar 2 Scileanna Aistriúcháin (Foclóirí, áiseanna idirlín agus leabhair Ghramadaí a úsáid) Labhairt: Mé Féin 2 Foghraíocht
3	Inscne an Ainmfhocail 1 An Chéad Réimniú den Bhriathar 3 Abairtí a aistriú ó Bhéarla go Gaeilge 1 Labhairt: Mé Féin 3 Foghraíocht
4	Inscne an ainmfhocail 2 An Chéad Réimniú den Bhriathar 4 Abairtí a aistriú ó Bhéarla go Gaeilge 2 Labhairt: Mé Féin 4 Foghraíocht
5	Inscne an ainmfhocail 3 An Chéad Réimniú den Bhriathar 5 Abairtí a aistriú ó Bhéarla go Gaeilge 3 Bunfhuaimneanna na Gaeilge (An guta gearr a agus an guta fada á) Labhairt: An Scoil 1 Foghraíocht
6	Inscne an ainmfhocail 4 An Dara Réimniú den Bhriathar 1 Abairtí a aistriú ó Bhéarla go Gaeilge 4 Bunfhuaimneanna na Gaeilge (An guta gearr o agus an guta fada ó) Forainmneacha Pearsanta



	Labhairt: An Scoil 2 Foghraíocht
7	An Dara Réimniú den Bhriathar 2 An tAinmfhocal san Uimhir Iolra Réamhfhocail An Réamhfhocal ag Labhairt: An Scoil 3 Foghraíocht
8	An Dara Réimniú den Bhriathar 3 An Uimhir uatha den Ainmfhocal agus den Aidiacht An Réamhfhocal as Ócáidí Speisialta – Oíche Shamhna Foghraíocht
9	An Dara Réimniú den Bhriathar 4 An Uimhir Iolra den Ainmfhocal agus den Aidiacht Réamhfhocail (dar, chuig, go) Labhairt: An Scoil 4 Foghraíocht
10	An Dara Réimniú den Bhriathar 5 Na Tuisil sa Ghaeilge 1 An Réamhfhocal le Labhairt: Mo shaol sa choláiste Foghraíocht
11	Briathra sa Chéad agus sa Dara Réimniú 1 Na Tuisil sa Ghaeilge 2 Labhairt: Ócáidí Speisialta – An Nollaig 1 Foghraíocht
12	Briathra sa Chéad agus sa Dara Réimniú 2 Na Tuisil sa Ghaeilge 3 Labhairt: Ócáidí Speisialta – An Nollaig 2

## **AISEOLAS**

Más mian leat aon ghné den chlár a phlé déan teagmháil leis an léachtóir cuí ar an ríomhphost.

## **MEASÚNÚ**

### **Múineadh na Gaeilge – 40%**

Scrúdú scríofa ag deireadh an tseimeastair: Sraith ceisteanna gearra (SSQ) (agus don atriail freisin).

Beidh na ceisteanna bunaithe ar ábhar an chúrsa agus ar an ábhar léitheoireachta.

*Is i nGaeilge amháin a ghlacfar le freagraí scrúduithe.*

### **Teanga – 60%**

Scrúdú scríofa ag deireadh an tseimeastair. Dhá cheist le codanna éagsula don teanga.

Atraiil: Scrúdú scríofa. Dhá cheist le codanna éagsula don teanga.

### ***Tá cúiteamh sa scrúdú idir an Teanga agus Múineadh na Gaeilge***

***Is i nGaeilge amháin a ghlacfar le freagraí scrúduithe.***

Tógfar tinreamh sna ranganna teanga i rith an tseimeastair.

### **FOIREANN TEAGAISC**

<b>Ainm</b>	<b>Teideal</b>	<b>Oifig</b>	<b>Fón</b>	<b>Ríomhphost</b>
Seán de Brún	Ceann Roinne Léachtóir sa Ghaeilge	C101	061-204329	sean.debrun@mic.ul.ie
Siobhán Ní Mhurchú	Léachtóir i Múineadh na Gaeilge	G61	061-204973	siobhan.nimhurchu@mic.ul.ie
Dr Seán Ó Cathalláin	Léachtóir i Múineadh na Gaeilge	R116	061-204371	sean.ocathallain@mic.ul.ie
Martina Ní Fhatharta	Léachtóir sa Ghaeilge	C101	061-204555	martina.nifhatharta@mic.ul.ie
Dr Conchúr Ó Brolcháin	Léachtóir sa Ghaeilge	N101	061-204743	conchur.obrolchain@mic.ul.ie
Siobhán Ní Mhuirthile	Teagascóir Teanga	G71	061-204538	siobhan.nimhuirthile@mic.ul.ie
Emily-Anne Rennison	Teagascóir Teanga	G71		emily.a.rennison@mic.ul.ie
Bríd Nic Fhlannchadha	Teagascóir Teanga	G71		bberclancy@eircom.net
Lisa Ní Chearnaigh	Teagascóir Teanga	G71		lisamkearney@eircom.net
Tomás Ó Céilleachair	Teagascóir Teanga	G71		ogierinn@gmail.com

### **LIOSTA LÉITHEOIREACHTA**

#### **Múineadh na Gaeilge**

An Roinn Oideachais agus Scileanna (2015) *Curaclam Teanga na Bunscoile – Gaeilge Teanga 1*

*Caibidil 1: Réamhrá*

*Caibidil 5: Pleanáil, teagasc agus measúnú le haghaidh foghlama*

*Ábhar Tacaíochta: Sealbhú Teanga agus Cur Chuige Cumarsáideach (ar Moodle)*

An Roinn Oideachais agus Scileanna (2015) *Curaclam Teanga na Bunscoile – Gaeilge Teanga 2*

*Lgh. 51 - 53*

*Torthaí Foghlama Gaeilge T1*

Lgh. 58 - 62                      *Contanaim Dul chun Cinn*

Lgh. 63 - 70                      *Contanam Dul chun Cinn na Gaeilge – Teanga Ó Bhéal*

An Roinn Oideachais agus Eolaíochta (1999) *Curaclam na Bunscoile Gaeilge – Teanga Treoirlínte do Mhúinteoirí*. Baile Átha Cliath: Oifig an tSoláthair.

Lgh.20-21: *Gaeilge neamhfhoirmiúil, an Ghaeilge mar theanga teagaisc, an Ghaeilge sa timpeallacht*

Lgh.58-63: *Struchtúr do chur chuige cumarsáideach (Struchtúr do cheacht Gaeilge)*

Lgh.64-67: *Modhanna múinte*

Lgh.67-87: *Straitéisí éagsúla chun cumas cumarsáide an pháiste a fhorbairt -*

*Agallamh mar ionchur*

*Cluichí teanga & Tascanna*

Lgh.105-112: *Filíocht agus amhráin*

Lgh.122-124: *Labhairt*

Scott, W. A. & Ytreberg L. H. (1990) *Teaching English to Children – Caibidlí 1-4*. (372.6521/LIT)

Slattery, M. & Willis, J. (2001) *English for Primary Teachers – Caibidlí 1-5*.

(Oversize 372.6/SLA)

## **ACMHAINNÍ BREISE**

Cameron, L. (2001) *Teaching Languages to Young Learners (Caibidlí 1-4)*. Cambridge: Cambridge University Press.

Carless, D. (2002) 'Implementing task-based learning with young learners', *ELT*, 56(4), 389-396.  
[Implementing task-based learning with young learners. \(ar fáil ar Moodle\)](#)

de Bhaldraithe, B., Ó Braonáin, D., Ní Dhoibhlin, S. agus Ní Ghormáin, M. (2004) *Mo Cheol Thú!* BÁC: An Comhlacht Oideachais.

Folens (gan dáta) *Dánta Bunscoile 1 Rang 3-4*. BÁC: Folens Teo.

Gael-Linn (gan dáta) *Gaeilge Bheo!* Baile Átha Cliath: Gael-Linn Teo.

Ó Cathasaigh, R. (1998) *Rabhlaí Rabhlaí, Rogha Rannta Traidisiúnta don Aos Óg*. Luimneach: An tAonad Forbartha Curaclaim, Coláiste Mhuire gan Smál / Baile an Fheirtéaraigh: Oidhreacht Chorca Dhuibhne.

Tiobraid Árann ag Labhairt (gan dáta) *Gaeilge Gach Lá*. Tiobraid Árann ag Labhairt: An tAonach. (Tá an cháipéis seo ar fáil ar Moodle.)

## **Teanga**

De Bhaldraithe, T. (1998). *English - Irish Dictionary*. An Gúm, Baile Átha Cliath.

Mac Giolla Phádraig, B. (1987). Gearrchúrsa Gramadaí. Longman, Brún agus ó Nualláin.  
Ó Dónaill, N. (1998). Foclóir Gaeilge - Béarla. An Gúm, Baile Átha Cliath. WinGléacht  
Ó Murchú, D. & Ó Murchú, P. (2005). Briathra na Gaeilge. Folens, Baile Átha Cliath.  
Mac Aogáin, Leon (1990) Irish Grammar Glance Card.

### **Acmhainní Breise**

Mac Murchaidh, C. (2002). Cruinnscríobh na Gaeilge. Cois Life. Baile Átha Cliath.

Mac Suibhne, A. agus Whelton, M. (2009). Sruth na Maoile, Coláiste Mhuire, Institiúid  
Oideachais, Marino, Baile Átha Cliath: Brunswick Press.

Ó Murchú, S. (1985). Cúrsa Tosaigh Foghraíochta. An Gúm, Baile Átha Cliath.

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

An Foclóir Beag [www.focloir.beag](http://www.focloir.beag)

Téarma.ie [www.tearma.ie](http://www.tearma.ie)

GaelSpell [www.gaelspell.com](http://www.gaelspell.com)

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

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

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

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

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

Vifax [www.vifax.nuim.ie](http://www.vifax.nuim.ie)

## Autumn Semester, 2016

### Bachelor of Education 1

### Bachelor of Education in Education & Psychology 1

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#### **INTRODUCTORY STATEMENT:**

This course provides a foundation for subsequent STeM mathematics education courses as it facilitates reflection on personal experiences of mathematics as learners. STeM represents recent efforts to focus on Science, Technology, Engineering and Mathematics Education. Importantly it challenges beliefs and attitudes in relation to mathematics and its teaching in order to break the well-documented cycle of teaching-as-taught. Opportunities will also be given to students to examine the development of number concepts across the primary school curriculum.

#### **LEARNING OUTCOMES:**

Arising from participation in this module, students will:

- Appreciate the value and utilisation of mathematics learning in everyday life.
- Have confidence in personal mathematics subject matter knowledge and refine and develop the ability to teach mathematics effectively.
- Reflect on and deconstruct previous mathematics experiences to examine and address misconceptions or 'thin' understanding.
- Participate in sessions to experience best practice in mathematics teaching i.e. constructivist approach, use of materials etc.
- Investigate the teaching progressions for primary level number concepts/procedures and explore and demonstrate suitable manipulative usage to support children's understanding.
- Demonstrate understanding of primary level number concepts and procedures in addition to connections between their mathematical knowledge and its use in pedagogical contexts.

#### **MODULE CONTENT:**

The content of this module will enable students to develop an understanding of learning mathematics, particularly number, from a primary pupil's perspective. The following areas may be addressed over the duration of the course. Due to bank holidays and other events impacting on scheduling, all topics may not be covered and are subject to change.

WEEK	TITLE/CONTENT/AREAS
1	Introduction to the Teaching of Primary Mathematics
2	Early Number
3	Early Number
4	Place Value

5	Number Operations: Addition
6	Number Operations: Subtraction
7	Number Operations: Multiplication
8	Number Operations: Division
9	Fractions, Decimals, Percentages
10	Fractions, Decimals, Percentages
11	Estimation in context of Number
12	Seeing the connections and links across the Primary Mathematics Curriculum

### **MODULE ASSESSMENT:**

**Attendance and participation** in lectures and workshops is a requirement of the course. Lecture attendance is required due to the emphasis on hands-on laboratory experiences in working with models and manipulatives. Attendance will be recorded weekly. Up to 10% of marks may be deducted for poor attendance.

The **examination** will take place during weeks 14/15 (worth 100%). Students must answer four essay-type questions from a choice of five (4Q/5). Questions will be set from lecture material/notes, available handouts, lecture-based activities, and required readings from the Van De Walle textbook in addition to other readings identified in the course of the module.

In the event that a student fails the module, the **repeat assessment** procedure for the module is examination (worth 100%). In the repeat examination, students must answer four essay-type questions from a choice of five (4Q/5).

### **FEEDBACK:**

Feedback on exam will be given during Semester 2.

### **STAFF:**

Name	Title	Office Office Hour/s	Telephone	Email
Dr. Noreen O'Loughlin	Lecturer	G17 Foundation Building <i>Please email to arrange appointment.</i>	061 (20)4357	<a href="mailto:noreen.oloughlin@mic.ul.ie">noreen.oloughlin@mic.ul.ie</a>
Dr. John O'Shea	Lecturer	302 Foundation Building <i>Please email to arrange appointment.</i>	061 (77)4713	<a href="mailto:john.oshea@mic.ul.ie">john.oshea@mic.ul.ie</a>
Claire Carroll		<i>Please email to arrange appointment.</i>		<a href="mailto:claire.carroll@mic.ul.ie">claire.carroll@mic.ul.ie</a>

## READING LIST:

Lecturers may make notes available relating to weekly lectures in both components of the course. These notes are intended as a brief overview of the content covered during the session. They are not intended as a summary of the lecture nor are they intended as a substitute for attendance at lectures (attendance is a requirement). Hence, you are advised to take detailed notes during all lectures. These notes are available to all students via moodle.

URL: [Moodle.mic.ul.ie](https://moodle.mic.ul.ie)

Access Key: polya

### **Core Required Texts:**

- Government of Ireland (1999). *Mathematics: Primary School Curriculum*. The Stationery Office.
- Government of Ireland (1999). *Mathematics: Teacher Guidelines*. The Stationery Office. p. 30- 65.
- Van De Walle, J., Karp, K.S. & Bay-Williams, J. (2010). *Elementary and Middle School Mathematics: Teaching Developmentally*. Seventh/Eighth Edition. Boston: Pearson /Allyn and Bacon.

Required readings from the Van De Walle textbook will be assigned by the lecturer at the relevant lecture and/or listed in the relevant lecture notes. Other readings and references may be suggested by individual lecturers for the purpose of informing your school placement preparation and for general reading around topics. It is important to note that the readings supplement the course content and provide background on the mathematical topics. However, the readings are not a substitute for attendance at lectures.

Building Assessment into Instruction	Van De Walle, J. (2010) Chapter 5
Developing Early Number Sense	Van De Walle, J. (2010) Chapter 8
Teaching Through Problem Solving	Van De Walle, J. (2010) Chapter 3
Developing Meanings for the Operations	Van De Walle, J. (2010) Chapter 9 Helping
Children Master the Basic Facts	Van De Walle, J. (2010) Chapter 10
Developing Whole-Number Place-Value Concepts	Van De Walle, J. (2010) Chapter 11
Developing Fraction Concepts	Van De Walle, J. (2010) Chapter 15
Developing Strategies for Addition and Subtraction Computation	Van De Walle, J. (2010) Chapter 12

### Journals

- Teaching Children Mathematics (Official K-4 journal of the NCTM)

- Mathematics Teaching in the Middle School (Official 5-8 journal of the NCTM)
- Journal for Research in Mathematics Education



## **Module EDU104**

### **Title: Becoming a Student Teacher**

### **Autumn Semester, 2016-2017**

Bachelor of Education (1): Bachelor of Education in Education & Psychology (1)

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#### **INTRODUCTION:**

This module will focus on the personal and professional development of the student teacher, to support their transition from second-level to third-level education, and to develop and consolidate essential skills and competences needed over the course of the B.Ed programme.

#### **LEARNING OUTCOMES:**

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

- achieve a smooth transition between second and third level education
- become aware of and consolidate particular competencies (self-awareness, problem solving, decision making, resilience, self-reliance) in the context of their personal and professional development
- recognise the importance of the individual, of positive relationships and of effective communication and see the relevance of these issues to the school context
- identify challenges to their own empowerment and decision-making capacities
- develop the necessary skills to overcome such challenges.
- recognise the importance of appropriate academic writing;
- assess the connection between academic writing and the forms of thinking of the academic world;
- review their own writing process;
- reference the work of others appropriately;
- use contemporary research in academic writing to inform their own writing;
- use word processing software with confidence, particularly in tasks relevant to the needs of a student teacher
- navigate the college network efficiently and achieve competence and confidence in basic computer file management skills
- use the Internet effectively for research, communication and productivity
- use the interactive whiteboard and other classroom presentation tools with confidence to effectively support communication and teaching

#### **MODULE CONTENT:**

The following areas may be addressed over the duration of the course. Due to bank holidays and other events impacting on scheduling, all topics may not be covered and are subject to change.

<b>WEEK</b>	<b>TITLE/CONTENT/AREAS: Life Skills</b>
1	Self-Identity, Transitions and Relationships
2	Effective Communication and Assertiveness
3	Decision Making
4	Motivation to Study: Time management, organisational skills, study skills
5	Stress Management
<b>WEEK</b>	<b>TITLE/CONTENT/AREAS: ICT</b>
1	Word Processing for the Student Teacher
2	Computer and Network Management
3	Interactive Whiteboards and Presentations Skills 1
4	Interactive Whiteboards and Presentations Skills 2
5	Internet Literacy
<b>WEEK</b>	<b>TITLE/CONTENT/AREAS: Academic Writing</b>
1	Introduction to academic writing
2	Academic writing style and giving opinions
3	Referencing and Citation
4	Writing introductions and main body
5	Writing conclusions and proof-reading

**NB:** For logistical reasons you are requested to attend lectures only at the time and in the group indicated.

**FEEDBACK:** Feedback on the module will be provided upon request

**ASSESSMENT:** Students will be asked to keep a reflective journal for the duration of the module. They will identify and critically reflect upon the key learning experiences of the module using their journals as a reference point (600 words). They will also be asked to write a brief overall comment on the module noting the positive and negative aspects of it with reference to its particular value in their lives (400 words). Particular emphasis will be placed on use of ICT and academic writing skills in the presentation of this assessment.

The module will be graded on a Pass/Fail basis

Assessment Criteria:

<b>Structure/Clarity</b>	<b>P/F</b>
<b>Summary of overall content of programme</b>	<b>P/F</b>
<b>Application/Relevance to students' lives</b>	<b>P/F</b>
<b>Critical Reflection</b>	<b>P/F</b>
<b>Academic Writing Skills</b>	<b>P/F</b>
<b>Competence in ICT in presentation of essay</b>	<b>P/F</b>
<b>Overall Result</b>	<b>P/F</b>

Attendance and participation in class will also form part of the Assessment process. *Any unexplained absences will be reported to the course co-ordinator.*

**STAFF:**

<b>Name</b>	<b>Title</b>	<b>Contact</b>	<b>Office</b>	<b>Telephone</b>	<b>Email</b>
<b>Carol O'Sullivan (Module Co-ordinator)</b>	Dr.	Please email for appointment	305	061 204928	Carol.osullivan@mic.ul.ie
<b>Margaret Nohilly</b>	Dr.	Please email for appointment	N101	061 204744	Margaret.nohilly@mic.ul.ie
<b>Brigid Golden</b>	Ms.	Please email for appointment			Brigid.Golden@mic.ul.ie
<b>Tim Moloney</b>	Mr.	Please email for appointment			Tim.moloney@mic.ul.ie
<b>Santhi Corcoran</b>	Ms.	Please email for appointment			santhi1@eircom.net
<b>Margaret Murphy</b>	Ms.	Please email for appointment			marg.murphy@gmail.com
<b>Brendan Barry</b>	Mr.	Please email for appointment	L104	061 204941	Brendan.Barry@mic.ul.ie
<b>Rory McGann</b>	Mr.	Please email for appointment	R201a	061 204520	Rory.mcgann@mic.ul.ie
<b>James Binchy</b>	Dr.	Please email for appointment	C4	061 204717	James.binchy@mic.ul.ie

**READING LIST:****Optional Reading List:**

(All available in General Lending section of Library except where marked\*)

1. Mannix McNamara, P. & Geary, T. (2011). Social and Personal Learning (Lifeskills) in Higher Education. London: Lambert Academic Publishing.
2. Mental Health Ireland (2004). Mental Health Matters. Dublin: MHI.
3. Dáil na nÓg (2010). Lifeskills matter – not just points. Dublin: Government Publications. ([www.dailnanog.ie](http://www.dailnanog.ie)) (download)\*

4. ECO-UNESCO (2007). Eco-Choices Resource Pack: An Environmental Youth Programme for Drugs Prevention. Dublin: ECO-UNESCO, ([www.ecounesco.ie](http://www.ecounesco.ie))\*
5. O'Reilly, K. (2005). Voice Our Concern: A Human Rights Educational Module for Transition Year. Dublin: Amnesty International Irish Section. ([www.amnesty.ie](http://www.amnesty.ie))\*
6. Gaffney, M. (2011) Flourishing. Dublin: Penguin Ireland.
7. Langer, E. (1989) Mindfulness. Cambridge, MA: Da Capo Press.
8. Hyland, K. (2002) Teaching and Researching Writing, Harlow: Longman.
9. Ravelli, L.J. and Ellis, R.A., eds. (2004) Analysing Academic Writing, Cornwall: Continuum.
10. Devitt, A. J. (2004) Writing Genres, Carbondale: Southern Illinois University Press
11. Johns, A. M. (1997) Text, Role and Context: Developing Academic Literacies, Cambridge: Cambridge University Press
12. Grabe, W. (1996) Theory and Practice of Writing: An Applied Linguistic Perspective, London: Longman.
13. Bjork, L., Brauer, G., Rienecker, L. and Jorgensen, P.S., eds. (2003) Teaching Academic Writing in European Higher Education, London: Kluwer Academic Publishers.
14. Murray, R. and Moore, S. (2006) The Handbook of Academic Writing. Maidenhead : Open University Press.
15. Moran, A. P. (1997) Managing Your Own Learning at University. Dublin: University College Dublin Press.
16. Lillis, T.M. (2001) Student Writing: Access, Regulation, Desire, London: Routledge.
17. Creme, P. and Lea, M.R. (1997) Writing at University: A Guide for Students. Buckingham: Open University Press.
18. Roblyer, M.D. & Doering A.H. (2010). Integrating Educational Technology into Teaching Fifth Edition. Boston: Allyn and Bacon.
19. Wheeler, S. (Ed.) (2005) Transforming Primary ICT. Exeter. Learning Matters.

# **Module EDU 105**

## **Supporting the Child as Learner 1**

### **Autumn Semester, 2016-2017**

Bachelor of Education (2016)

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#### **INTRODUCTION:**

This course will enable students to challenge their previous experiences of learning and conceptions of teaching through examining student teachers' understanding of child development, with an emphasis on the child as learner. This course aims to explore the cognitive, social and emotional development of children from early childhood to early adolescence. It will explore theories of learning and development, as well as the role of the teacher in understanding and promoting positive child development, learning and behaviour. Students will observe, examine, analyse and reflect upon aspects of effective teaching practice for student learning, with a focus on the Middle Classes.

#### **LEARNING OUTCOMES:**

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

- Examine the link between theoretical principles of child development and their practical application in the classroom
- Describe children's development from birth to early adolescence across the domains of cognitive, emotional and social development
- Examine the ecological context of development
- Understand and critique current theories of child development
- Relate their understanding of child development to their classroom practice and to the development of positive relationships with children and families
- Reflect upon experiences as learners and discuss potential impact on developing teaching styles
- Observe, examine, analyse and reflect upon aspects of effective teaching practice for student learning in Middle Classes
- Evaluate a range of developmentally appropriate learning experiences for pupils in Middle Classes
- Display a developing ability to discuss pedagogical issues and evaluate a range of methodologies and approaches for effective learning, with a focus on the Middle Classes
- Outline the basics of lesson planning

## MODULE CONTENT:

The specific content of this module will provide opportunities for students to develop an understanding of two areas: Educational Methodology and Developmental Psychology. The following areas may be addressed over the duration of the course. Due to bank holidays and other events impacting on scheduling, all topics may not be covered and are subject to change.

EDUCATIONAL METHODOLOGY	
WEEK	TITLE/CONTENT/AREAS
1	Course Introduction; Key Concepts of Educational Methodology
2	Interaction Patterns in the Primary Classroom: <i>Learning to interact, interacting to learn</i>
3	Classroom Management (Lecture 1)
4	Classroom Management (Lecture 2)
5	Positive Approaches to Behaviour Management (Lecture 1)
6	Positive Approaches to Behaviour Management (Lecture 2)
7	Classroom Ecology
8	<i>MIC Conferring (no lecture); assigned study</i>
9	Lesson Planning
10	Collaborative Learning
11	Questioning
12	Supporting the Child as Learner: Course Synthesis & Key Learnings

DEVELOPMENTAL PSYCHOLOGY	
WEEK	TITLE/CONTENT/AREAS
1	Introductory Lecture: History, Theory, Research & Strategies in Child Development & Developmental Psychology.
2	Developmental Theories: Behavioural Learning Theories
3	Developmental Theories: Piaget's Theory of Cognitive Development
4	Developmental Theories: Vygotsky's Socio-Cultural Theory
5	Developmental Theories: Kohlberg's Moral Theory
6	Review, Critique & Application of Theories to Practice: Birth, Infancy and Toddlerhood
7	Review, Critique & Application of Theories to Practice: Early Childhood
8	<i>MIC Conferring (no lecture); assigned study</i>
9	Review, Critique & Application of Theories to Practice: Middle Childhood
10	Emotional & Social Development in Early Childhood
11	Emotional & Social Development in Middle Childhood
12	Supporting The Child as Learner: A Review of Key Theoretical & Developmental Principles.

## FEEDBACK:

Any student who wishes to consult a lecturer in relation to the course is encouraged to make an appointment with the lecturer.

Office Hours: Lecturers are available by appointment to meet with students.

## ASSESSMENT:

While this module is graded using the full spectrum of grades, the Educational Methodology component of the module (33%) will be assessed on a Pass/Fail basis. In order to receive a D2 or higher in the module, students must achieve a Pass grade for the Educational Methodology component.

The **assessment** procedure for the module is terminal written examination for Developmental Psychology and coursework for Educational Methodology (see below).

<i><b>Assessment Components</b></i>	<i><b>Percentage allocated</b></i>
Examination (SSQ)  {Developmental Psychology}	67% (N Graded)
Coursework  {Educational Methodology}	33% (Pass/Fail)

**Attendance at and participation in lectures are essential.** Lecture attendance is required due to the emphasis on problem-based learning and hands-on practical experiences in working through the module. *Please note that up to 10% of marks in the module can be deducted for poor attendance and/or participation.*

The **repeat assessment** procedure for the module is a written examination for Developmental Psychology and coursework for Educational Methodology {total weighting of 100%}.

## STAFF:

Name	Title	Contact	Office	Telephone	Email
<b><i>Dr. Suzanne Parkinson (Module Coordinator)</i></b>	Lecturer & Developmental & Educational Psychologist, Department of Learning, Society &	Please e mail to arrange appointment	SG12	061-204958	<a href="mailto:suzanne.parkinson@mic.ul.ie">suzanne.parkinson@mic.ul.ie</a>

	Religious Education				
<b>Teresa McElhinney</b>	Lecturer, Educational Methodology, Department of Reflective Pedagogy and Early Childhood Studies	Please email to arrange appointment	R103	061-204542	<a href="mailto:teresa.mcelhinney@mic.ul.ie">teresa.mcelhinney@mic.ul.ie</a>

### READING LIST:

**You are advised to take detailed notes during all lectures.** Although lecturers may make available on Moodle outline notes relating to weekly lectures in both components of the course for the duration of this teaching semester, these are not lecture summaries and do not cover all material presented during lectures.

Readings are aligned with course topics, supplement the course content and provide background on topics covered. Required and recommended readings will be indicated during lectures and additional readings provided on Moodle.

### REQUIRED READING – DEVELOPMENTAL PSYCHOLOGY

Aubrey, K. and Riley, A. (2016) *Understanding and Using Educational Theories*, London: Sage.

Berk, L. (2012) *Infants, Children & Adolescents*, 7<sup>th</sup> Ed, New Jersey: Pearson Education.

Page Numbers will be specified throughout the course. Further journal articles will be posted on Moodle during the course of the module.

### REQUIRED READING – EDUCATIONAL METHODOLOGY

Required readings/viewings aligned with course topics will be posted on Moodle during the course of the module.

### RECOMMENDED PROFESSIONAL RESOURCES

Effective teachers use high quality resources to stay current with research into Educational Methodology and Developmental Psychology. Effective teachers also use high quality resources to aid them in the instructional decisions they make. It is recommended that you learn about and start to use such resources this semester. Many of the resources below can be found in the library and online and on professional education websites.



- Arends, R. (2007) *Learning to Teach* (7th Ed), NY: McGraw Hill.
- Aubrey, K. and Riley, A. (2016) *Understanding and Using Educational Theories*, London: Sage.
- Berk, L. (2010) *Development through the lifespan*, New Jersey: Pearson Education.
- Berk, L. (2013) *Child development*, 9<sup>th</sup> Ed, London: Pearson Education.
- Bonfield, T. and K. Horgan (2016) *Learning to Teach, Teaching to Learn*, Dublin: Gill Education.
- Boyd, D. and Bee, H. (2012) *The Developing Child*, 13<sup>th</sup> Ed, New Jersey: Pearson.
- Cook, G. and Cook, J.L. (2010) *The World of Children* 2<sup>nd</sup>Ed, New Jersey: Pearson.
- Cowley, S. (2006) *Getting the buggers to behave*, 3<sup>rd</sup> Ed, London: Continuum.
- Dean, J. (2001) *Organising Learning in the Primary School Classroom*, London: Routledge.
- Denby, N. (2012) *Training to Teach*, London: Sage.
- Doherty, J. and Hughes, M. (2009) *Child Development: Theory and Practice 0-11*, Essex: Pearson.
- Fisher, R. (1995) *Teaching Children to Learn*, Cheltenham: Stanley Thomas Ltd.
- Growing up in Ireland. [www.growingup.ie](http://www.growingup.ie)
- Hayes, D. (1996) *Foundations of Primary Teaching*, London: David Fulton.
- Kyriacou, C. (2007) *Essential Teaching Skills*, 3<sup>rd</sup> Ed, Cheltenham: Stanley Thornes.
- Medwell, J. (2015) *Training to Teach in Primary Schools*, 3<sup>rd</sup> Ed, London: Sage.
- Mortimore, P. (1995) *School Matters: The Junior Years*, London: Paul Chapman.
- Rogers, B. (2006) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*, London Routledge.
- Rogers, B. (2006) *Cracking the Hard Class: Strategies for Managing the Harder than Average Class*, 2<sup>nd</sup> Ed, London: Paul Chapman.
- Rogers, B. (2002) *Teacher Leadership and Behaviour Management*, London: Paul Chapman.
- Rogers, B. (2000) *Behaviour Management: A Whole School Approach*, London: Paul Chapman.
- Santrock, J. W. (2011) *Child Development: An Introduction*, 13<sup>th</sup> ed, New York: McGraw-Hill.
- Scrivener, J. (2005) *Learning Teaching*, Oxford: Macmillan Education.
- Tilstone, C. and Layton, L. (2004) *Child Development and Teaching Children with Special Educational Needs*, London: Routledge
- Wong, K. and Wong, T. (1995) *First Days of School: How to be an Effective Teacher*, Bowker, US: Hwong Publications.
- Woolfolk, A. (2013) *Educational Psychology*, 12<sup>th</sup> Ed, London: Pearson.

Wragg, E.C. (1993) *Primary Teaching Skills*, London: Routledge.

Wyse, D. and Rogers, S., eds., (2016) *A Guide to Early Years & Primary Teaching*, London: Sage.

Zeichner, K.M. and P. Liston (1996) *Reflective Teaching: An Introduction*, NJ: Lawrence Erlbaum.

**School and Society 1 Semester 1, Autumn 2016  
Module EDU106**

Bachelor of Education 1

**School and Society 1 Semester 1, Autumn 2016  
Module EDU108**

Bachelor of Education ( Psy) 1

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**IDENTITY, SELF AND CRITICALITY. OUTLINE.**

**The primary themes of the course are: Identity, Self and Criticality.**

**Course Structure and Outline**

This course provides an opportunity for students to reflect on beliefs, values, assumptions and ideas about identity, criticality and education, as well as to examine more broadly some philosophical, sociological and historical questions about what it means to be human. It aims to provide a setting in which students can encounter the writings of key philosophers, sociologists and historians, explore those ideas collaboratively, develop a critical (i.e. questioning) approach and begin to evaluate the different ideas that people hold about the self, identity and society.

**The course is structured as follows:**

A variety of teaching approaches will be experienced throughout the semester. These will include the descriptive lecture, seminars, group work, film viewing and review, in-class writing, peer discussion, pair work, collaborative work, etc. In order for students to benefit from this course structure, and to connect it with their experiences of education and other lived experience, students will need to be open to participating in the sessions with tutors. In all sessions, we will consider questions that relate to the texts, films, extracts, etc. and try to develop a concrete understanding of why these ideas matter. It is important that all students attend all the sessions for assessment purposes (see below). 10% of marks will be dedicated to attendance and participation at tutorials. Tutorials will commence in Week 3 (see attached schedule and please note the topic for each week and prepare accordingly).

In this course you will be asked to reflect in a critical manner on ideas. This does not mean simply stating your opinion. It involves a willingness to engage with different perspectives and to offer reasons for your views and readiness to re-examine your position. We will attempt to make connections with your own experience of education, schooling and your lived experiences, and we will encourage you to develop your distinct perspective on these issues. It will require you to read the texts and engage with tutorials, films, etc. with considerable care and rigour. **N.B. The aim of the course is to find a space in which you can engage creatively and critically with these ideas, rather than simply summarising the central ideas of key thinkers.**

The final two weeks of tutorials are dedicated to DICE (Development and Intercultural Education). These will address key themes that will be encountered through the B.ED Programme, including Schools and Society Modules.

**Philosophy of Education**

The reason that we chose the common theme of identity is so that you can see how people working in different disciplines approach thinking about the same concept, idea or question in different ways. In the section on philosophy we focus on the question of identity in the work of a range of authors including bell hooks and Plato, and we will learn what it means to *do* philosophy by drawing upon practices and methodologies from philosophy with/for children. In order to engage in higher order questioning with children and support their lines of enquiry, it is important that we ask those questions of ourselves.

How we understand ourselves and how we understand what it is to be human shapes both our education system, our relationship with children in the classroom and our understanding of ourselves as teachers. Particular emphasis will be placed on developing the skills of reading, and interpreting philosophical texts and students will develop their capacity to engage in critical evaluation of ideas. We will also look at the approach to questioning and exploration of ideas in philosophy with children, which will support your reflections on creating a space for critical thinking, questioning and reflection in the primary school classroom.

Critical thinking in philosophy is about asking good questions, identifying faulty arguments and unwarranted claims to evidence, developing attentiveness to the way that language is used, offering reasons, and examining presuppositions and prejudices. We ask you to look at a question from multiple different angles and you will be then in a better position to make your own judgement and to make an argument for your position. This will help you write and will also help you to read materials with a more critical eye. In this course you will look at films, tv, music, media, and images as well and begin to develop critical literacy in terms of how language is used, including the visual language of image and film.

In our tutorials, we will begin to explore the practice of thinking critically and doing philosophy and we will also examine some of the barriers you may experience when trying to think critically. Three tutorials are dedicated to philosophy, all of which require preparation before the tutorial and active engagement in the tutorial.

### **Sociology of Education.**

In the section on sociology we focus primarily on the question of identity and will develop a critical understanding of the way in which education, teaching and learning is influenced by the society in which we live. Sociology has a significant part to play in helping us to understand the project of education and the social elements underpinning education. Critical thinking in sociology is about reflecting, questioning, debating, and critically evaluating change (and continuity) in society and how it impacts upon children, families, schools, communities and education. We will examine how sociological inquiry is an important dimension in any discussion on education and will focus on topics such as family, school, community, race, social class and educational disadvantage. While pedagogical and methodological knowledge are undoubtedly critical components of becoming a teacher, competence in teaching cannot be achieved without a deep understanding and appreciation of children, their lives and the society in which they live.

In our tutorials, we will facilitate discussion and critical engagement around the themes of identity, race, equality, intercultural awareness, and educational disadvantage. We will discuss how education is not just about the delivery of 'neutral' knowledge and will pose such questions as: How has social and cultural diversity affected education? Are Irish children racist? How do they compare to children from other countries? Does education offer equal opportunity to all, regardless of social and cultural background and can education eliminate inequality or does it really just reflect and reproduce inequality?

### **History and Policy of Education**

The study of the History and Policy of Education helps us to develop a deeper understanding of education, of teaching and learning, of teachers and learners, of systems, of policy, of curricula and of institutions. It enables us to see how the past affects and forms the present. Working as an historian develops a range of skills especially the habit of critical thought, as explored in other sections of this module. Working as an historian also allows us to critically compare the experience of teaching and learning in the present with that of the past.

In History and Policy of Education, we will look the beginnings of the national school system in Ireland and examine how that system has evolved. Using some key texts along with some literary sources, we will consider briefly some policies, curricula and institutions. Focussing on the theme of identity, we will concentrate in particular on the teachers who worked in national schools – exploring pre-service education, qualifications, working conditions and trade-union involvement.

Historical enquiry or research requires a range of skills and concepts. During tutorials, there will be opportunities to develop these skills by working as historians. We will do this by critically considering written, oral and visual/pictorial sources. This work will include peer discussion and pair collaboration. We will focus on the question of teacher identity considering what was expected of primary teachers in Ireland, how they were viewed by society in general and how teachers viewed themselves.

### **Learning Outcomes**

#### **Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**

- Understand and appraise critical discourses in education in respect of key concepts such as: diversity, class, critical thinking, gender, history, and identity.
- Identify and critically evaluate the presuppositions and normative commitments of different philosophical, sociological and critical positions as they relate to education
- Comprehend and critically evaluate key sociological themes relating to children's voice, identity, equality, diversity, class.
- Evaluate critically the relative contributions of the social, cultural, economic and political factors to educational change and the current educational system from the perspective of the history of education.
- Understand and employ a high degree of critical analysis with respect to Irish educational policy

#### **2. Affective: Attitude and Values**

- Cultivate the student's ability to reflect upon beliefs, values, attitudes in light of those of others
- Develop the students' capacity for genuine engagement with and reflection on philosophical ideas and questions and to engage in philosophical dialogue
- Appreciate the relevance of a critical historical sensibility
- Appreciate the challenges engendered by changes in education
- Appreciate, value and promote equality and empathise with those experiencing inequality
- Understand the complexity of questions of identity in education.
- Appreciate and value the role of the teacher in establishing, nurturing and maintaining positive relationships within education

*This is an integrated course with strands from Sociology of Education, Philosophy of Education and History and Policy of Education.*

**Resources: Please check Moodle. Tasks and Resources for Tutorials will be on Moodle. The text and task for each week is usually available on Moodle. Students must prepare for the tutorials by doing assigned tasks and texts before the tutorial. When readings are allocated, please bring a hard copy of the relevant text when asked to do so.**

N.B. Please note that B.ed student on successfully completing this module will accrue 6 credits.

B.Ed. ( Psy ) students on successfully completing this module will accrue 3 credits.

B.Ed. ( Psy ) students have **no** tutorials timetabled as part of the module

	<b>Lecture 1 (Morning)</b>	<b>Lecture 2 (Afternoon)</b>	<b>Tutorials</b>
<b>Week 1</b>	<b>Sociology of Education</b> <b>Primary theme:</b> Course Overview. The Uses of Sociology for Teachers. Critical Thinking and Sociology.	<b>Philosophy of Education</b> <b>Primary theme:</b> Education and Critical Thinking. Critical Thinking and Philosophy.	
<b>Week 2</b>	<b>Sociology of Education</b> <b>Primary theme:</b> Children's Lives: Family - Change and Continuity	<b>History and Policy of Education</b> <b>Primary theme:</b> Introduction to History and Policy of Education. Education in Ireland Today.	
<b>Week 3</b>	<b>History and Policy of Education</b> <b>Primary theme:</b> Education in Ireland today	<b>Philosophy of Education:</b> <b>Primary theme:</b> How to Analyse Arguments and Think Critically	<b>Tutorial 1: Introduction and Overview</b>
<b>Week 4</b>	<b>Sociology of Education</b> <b>Primary theme:</b> Children's Lives: Growing up in 21 <sup>st</sup> Century Ireland	<b>History and Policy of Education</b> <b>Primary theme:</b> Mary Immaculate College, the early years	<b>Tutorial 2 Philosophy of Education.</b>
<b>Week 5</b>	<b>Sociology of Education</b> <b>Primary theme:</b> Children's Lives: Cultural Identity and Social Diversity 1	<b>Philosophy of Education</b> <b>Critical Thinking in Practice 1:</b> <b>Primary theme:</b> Thinking with children. Doing Philosophy with Children and Socratic Dialogue.	<b>Tutorial 3: Sociology of Education.</b>
<b>Week 6</b>	<b>Sociology of Education</b> <b>Primary theme:</b> Children's Lives: Cultural Identity and Social Diversity 2	<b>History and Policy of Education</b> <b>Primary theme:</b> The beginning of the national school system, 1831.	<b>Tutorial 4 : History and Policy of Education</b>
<b>Week 7</b>	<b>History and Policy of Education</b> <b>Primary theme:</b> The beginning of the national school system, 1831 (continued).	<b>Philosophy of Education</b> <b>Critical Thinking in Practice 2:</b> <b>Primary theme:</b> Storytelling, identity, ideas and art.	<b>Tutorial 5 : Philosophy of Education</b>
<b>Week 8</b>	<b>No lectures or tutorials due to graduation on Thursday and Friday</b>		

<b>Week 9</b>	<b>Sociology of Education</b>  <b>Primary theme:</b> Children's Lives: Social Class.	<b>History and Policy of Education</b>  <b>Primary theme:</b> Reactions to the national school system.	<b>Tutorial 6: Sociology of Education:</b>
<b>Week 10</b>	<b>Sociology of Education</b>  <b>Primary Theme:</b> Children's Lives : Inequality in Education 1	<b>Philosophy of Education</b>  <b>Primary theme:</b> "The unexamined life is not worth living" (Socrates).What does Socrates mean by this? Why would he prefer to die than to give up thinking critically.	<b>Tutorial 7: History and Policy of Education</b>
<b>Week 11</b>	<b>Sociology of Education:</b>  <b>Primary Theme:</b> Children's Lives : Inequality in Education 2	<b>Philosophy of Education:</b>  <b>Primary theme:</b> "The unexamined life is not worth living" <i>Continued</i> . The Socratic Dialogue and Doing Philosophy.	<b>Tutorial 8: Philosophy of Education:</b>
<b>Week 12</b>	<b>History and Policy</b> The national school system into the twentieth century	<b>Philosophy of Education.</b> <b>Critical Thinking in Practice 3</b> <b>Primary theme:</b> Who am I? Different ideas of the self.	<b>Tutorial 9. Review</b>

## ASSESSMENT

**Process based:** This course is a process based course. Consequently, students will be encouraged to write regularly throughout the semester, and to do so in response to lecture and tutorial topics, discussions and readings. Students will be penalised up to 10% for non-attendance at tutorials.

### 1) B.ED. 1

**Assessment of this module will consist of one essay. In their essays students must attempt to draw on insights from all three constituent fields (Sociology, History and Policy, and Philosophy of Education). All essays must also be submitted to TURNITIN. You should hand your essay into the Education Office in Week 14.**

**Penalty for Late Submission of Coursework: Except in exceptional circumstances, 10% will be deducted for late submission of coursework.**

**ESSAYS SHOULD NOT EXCEED A WORDCOUNT OF 3000 WORDS**

**2). B.Ed. 1 (Psy) Assessment of this module will consist of one essay. In their essays students must attempt to draw on insights from all three constituent fields (Sociology, History and Policy, and Philosophy of Education). All essays must also be submitted to TURNITIN. You should hand your essay into the Education Office in Week 14.**

**Penalty for Late Submission of Coursework: Except in exceptional circumstances, 10% will be deducted for late submission of coursework.**

**ESSAYS SHOULD NOT EXCEED A WORDCOUNT OF 1200 to 1500 WORDS**

In all reflective exercises, an evolution and progression of ideas should be evident. The important matter to remember is that the emphasis is on your *processes* of thinking and your engagement with the ideas. You are not being asked for a summary of the ideas of key ideas as presented in lectures. You are being asked to read the designated readings of primary material and all essays must be processed through turnitin and evidence of same provided. You do not have to cover all the ideas that you encounter in the lecture and tutorial sessions but can choose certain readings to consider in more detail. We suggest using a journal to allow yourselves to consider ideas and then work from this when writing your reflective pieces over the course of the semester. These should be typed, edited and proofed.

**Tutorials:** Please note your tutorial group and its time and location. Students are not permitted to switch tutorials. **Up to 10% of marks will be deducted for non-attendance at tutorials.**

Students will be required to read, view and engage with a variety of selected readings and recordings IN PREPARATION FOR the tutorials. These will be available on Moodle. These readings, recordings and materials will provide for an on-going development in educational ideas.

### **MODULE ASSESSMENT:**

This module will be assessed through one reflective essay which draws on all three constituent disciplines (Philosophy, Sociology, History and Policy of Education). Students will be encouraged to engage with their *processes* of thinking and *engagement* with the educational ideas/questions/texts that they have encountered. Key requirements for the assignments include:

1. Critical reflection on these ideas and be prepared to relate them to your experience and knowledge.
2. Students are expected to bring insights from all three constituent disciplines to bear within their essay.
3. Show evidence of close reading, knowledge and critical interpretation of course material.
4. Serious, rigorous and thoughtful consideration of the texts and ideas.
5. Provide reasons for your position and explain where you have difficulties, counter-arguments questions or criticisms.
6. Write a clear, well-structured essay with minimal to no presentation errors that references correctly.

A separate document will be made available to students in respect of all assessment requirements and activities for this module. (See Moodle for more detailed guidelines).

### **Regarding the assignment please adhere to the following:**

- The assignment must be typed.
- All students must adhere to the assignment guidelines outlined in the assignment document.
- The assignment must be submitted through **Turnitin** prior to submission.
- The assignment must be submitted to the Education Office on the designated date.
- All students are required to familiarise themselves with Appendix Three (Coursework Guidelines) of the Student Handbook, particularly the section concerning cheating.
- **Penalty for Late Submission of Coursework: Except in exceptional circumstances, 10% will be deducted for late submission of coursework.**

Grade	Criteria
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A1		<b>Outstanding/Excellent:</b> A thorough, well-structured, focused and comprehensive response to the assessment task, consistently demonstrating <ul style="list-style-type: none"> <li>- Evidence of detailed and deep understanding and mastery of of subject matter, and critical interpretation and evaluation of reading material and other subject matter.</li> <li>- Ability to respond to questions in novel and relevant manner</li> <li>- An exceptional ability to organise, analyse and present arguments supported by evidence, citation or quotation.</li> <li>- Excellent capacity to structure essay with clarity and with clear line of enquiry and coherent argument.</li> <li>- Consistent demonstration of critical, creative, analytical and logical thinking</li> <li>- Evidence of critical insight.</li> <li>- Excellent presentation (grammar, spelling) with minimal to no errors</li> <li>- Appropriate referencing for all sources.</li> </ul>
A2		
B1		<b>Very Good/Good:</b> A thorough, well-organised response to the assessment task, demonstrating <ul style="list-style-type: none"> <li>- A comprehensive knowledge of subject matter</li> <li>- Evidence of substantial reading and research for the assessment task and the ability to apply that reading to the task</li> <li>- Very good ability to structure essay and provide a clear line of enquiry and coherent argument</li> <li>- Effective grasp of ideas</li> <li>- Consistent demonstration of critical, creative, analytical and logical thinking.</li> <li>- Some evidence of critical insight</li> <li>- Very good presentation (grammar, spelling) with minimal to no errors.</li> <li>- Appropriate referencing for all sources</li> </ul>
B2		
B3		<b>Competent/Satisfactory:</b> An adequate and competent response to the assessment task demonstrating <ul style="list-style-type: none"> <li>- Good understanding of the subject matter</li> <li>- Evidence of reading and familiarity with key ideas and literature</li> <li>- Ability to apply knowledge in response to the question, albeit with some errors or omissions</li> <li>- Ability to present arguments, albeit with tendency to make statements and limited capacity to critically appraise material, and insufficiently supported by evidence, quotation or citation</li> <li>- Some capacity to express ideas and to engage in critical thought</li> <li>- Clear and focused structure</li> <li>- Good presentation with limited errors</li> <li>- Appropriate referencing with minimal errors</li> </ul>
C1		
C2		<b>Acceptable/Minimally Acceptable:</b> An acceptable response to the assessment task demonstrating
C3		

		<ul style="list-style-type: none"> <li>- A basic understanding of subject matter and some familiarity with the relevant literature.</li> <li>- Some ability to respond to the question but showing limited or basic capacity in this regard</li> <li>- Limited critical awareness or interpretation of material.</li> <li>- Limited ability to present argument with tendency to make statements.</li> <li>- Limited use of quotation, citation or evidence.</li> <li>- Some capacity to structure the essay but with problems with presentation of clear line of enquiry or focus.</li> <li>- Minor errors and some major errors in presentation though broadly satisfactory</li> </ul>
D1		<p><b>Weak/Poor:</b> A response that fails to meet minimal acceptable standards although it demonstrates</p> <ul style="list-style-type: none"> <li>- Limited engagement with subject matter and very minimal familiarity with literature</li> <li>- Some effort to respond to the question</li> <li>- Ability to address only certain elements of the task and lacking coherent and focused response</li> <li>- Considerable difficulties with structuring essay, keeping focus and a clear line of enquiry, and showing comprehension of the assessment task.</li> <li>- Tendency to make statements rather than provide arguments</li> <li>- Problematic and poor presentation with minor and major errors (spelling, grammar) in presentation, use of paragraphs, and difficulty in referencing correctly.</li> </ul>
D2		
F		<p><b>Fail:</b> A response that fails to meet the most minimal standards required in the assessment, showing</p> <ul style="list-style-type: none"> <li>- Little to no understanding of subject matter or evidence of reading</li> <li>- Little evidence of thought, evaluation or critique.</li> <li>- Disorganised and muddled presentation of ideas that is incoherent and contains multiple errors.</li> <li>- Little to no capacity to use citation, evidence or quotation</li> </ul>

#### REPEAT ASSESSMENT:

- B.ED. 1 The repeat assessment will be based on one essay which will draw on all three disciplines: History and Policy of Education, Philosophy of Education and Sociology of Education. Wordcount 3000 words
- B.ED. 1 ( Psys) The repeat assessment will be based on one essay which will draw on all three disciplines: History and Policy of Education, Philosophy of Education and Sociology of Education. Wordcount: 1200 – 1500 words

#### FEEDBACK:

- Students will be advised on specific times when they can meet with the relevant lecturer individually regarding assignment feedback.

#### STAFF:

Individual appointments can be made by email to meet with your lecturer.

Name	Title	Office	Telephone	Email
<b>Dr Tony Bonfield</b>	Lecturer in Philosophy of Education	N33	061-(20)4970	Tony.Bonfield@mic.ul.ie
<b>Mr. Pearse O' Sheil</b>	Lecturer in Philosophy of Education	R202	061-(20)4354	pboshiel@gmail.com
<b>Dr Eilís O'Sullivan</b>	Lecturer in History and Policy of Education	R119	061-(20)4384	Eilis.OSullivan@mic.ul.ie
<b>Dr Sandra Ryan</b>	Lecturer in Sociology of Education	M129	061-(20)4984	Sandra.Ryan@mic.ul.ie
<b>Dr Margaret Nohilly</b>	Lecturer in Policy of Education	R205	061-(20)4744	Margaret.Nohilly@mic.ul.ie
<b>Ms Margaret Murphy</b>	Lecturer in Education		087-9647891	

Lecturers will indicate readings on moodle . However, the following works are a selection from that bibliography.

### Reading List:

**NOTE: Lecturers reserve the right to make changes to the above course**

#### History of Education:

Akenson, D.H. (1970) *The Irish Education Experiment*, London, Toronto: Routledge and Kegan Paul.

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