



Maynooth University Department of Education
Master of Education Modular Programme Handbook 2022/2023
www.maynoothuniversity.ie/education
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Welcome

Dear student,

It is our great pleasure, on behalf of Maynooth Department of Education, to welcome you to our Master of Education programme. We congratulate you on choosing to embark on this exciting programme of personal and professional development. It has been designed to enable you to take charge of the direction and the pace of your studies. You may decide to follow a specialism pathway or to choose from across the modules on offer. The Pathways document on page 10-11 will help you consider the choices available to you. This should be read with reference to the Timetable 2022/2023 on page 14-16 and module descriptors starting on page 17.

The team is looking forward to engaging with you in creative, critical reflections, discussions, readings, and writings on education. We incorporate a range of inclusive, innovative teaching and learning approaches to empower students to deepen their understandings and to extend their skills as researchers and scholars.

This handbook will be a useful support in planning your Master of Education studies. We hope you find this programme to be a rich and transformative experience.

We particularly welcome back our continuing students and wish you ongoing success in the year ahead.

With our very best wishes,

Dr. Joe Oyler
Master of Education Programme Co-ordinator

Ms Nesrin Raad
Master of Education Programme Administrator

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About Maynooth University Department of Education

The Department of Education at Maynooth University is one of twelve departments that comprise the Faculty of Social Sciences, which is the largest Faculty in the University. The Department, as of October 2016, is located in the new Maynooth University School of Education (MUSE) building. The new building houses two other departments (Adult and Community Education; and the Froebel Department of Primary and Early Childhood Education) as well as the Centre for Teaching and Learning.

The Department is significantly enhanced by its active, vibrant community of students who are engaged in study and research. We cater for a diverse body of undergraduate and postgraduate students; offering a wide range of courses, including programmes in initial teacher education, school guidance and counselling, educational leadership, innovative teaching and learning, amongst others. The Masters of Education (M.Ed.) became fully modularised in 2016 and now offers considerable choice and flexibility, as well as the option to pursue a general M.Ed. or a specialism in one of six areas (Teacher Education, Educational Leadership, Social Justice, Early Childhood Teaching and Learning, Wellbeing or Pedagogy). Students who wish to continue educational studies after the M.Ed. can pursue original research through the Doctor of Education (Ed.D; with specialisms in Educational Leadership, Teacher Education or Curriculum Studies), Master of Literature Degree (M.Litt.) and Philosophiae Doctor Degree (PhD).

The Department has recently revisited its aims and objectives and has developed a coherent set of values that reflect the collective vision of the Department as it now stands:

The purpose of the Department of Education is to achieve excellence in teaching, research and community engagement. Through this work, we will learn from and develop the educationalists of the future, and influence educational policy, practice, ideas and experiences. We will achieve this through transformative engagement with students and interconnectedness with the broader local, national and international educational community in a context of valuing personal and professional relationships.

Our Values

Maynooth University Department of Education is committed to the broad educational goals of democracy, citizenship, diversity, inclusion, equality and participation. These ideals find concrete expression in our research, teaching and public engagement activities. We promote an ethos of care, articulating a vision of education that is responsive to societal challenges, both local and global, and emphasising the enabling and transformative opportunities that

education makes possible. The Department is committed to excellence in research and scholarship. Drawing on a range of theories, methods and approaches, we generate forms of knowledge that enliven educational debates and have the potential to influence social and educational change at national and international levels.

Through engaged and imaginative pedagogical practices, we interrogate inherited discourses in educational theory, research and practice to develop emancipatory alternatives. We work to cultivate and maintain a rich culture of supportive relationships with students, colleagues and the wider community, and in so doing, to enable personal and collective flourishing, integrity, empowerment and action.

Our Research and People

The Department has a strong and vibrant tradition of teaching and research with particular expertise in the development of innovative pedagogies, the promotion of social justice, equality and inclusion, and in nurturing human potentials. Our research engages with the educational experiences of individuals throughout the life-course, incorporating all education sectors (from early childhood education, through to primary, second level, higher and further education) as well as non-formal education settings. The Department's research activities are organised under three broad strands as follows:

- Innovative and Creative Learning Environments
- Identity, Social justice and Inclusion
- Human Development and Wellbeing

Our researchers draw on a range of research designs and methodologies including action research, narrative inquiry, documentary analysis, discourse analysis, participatory methods, phenomenology, ethnographic and arts-based approaches.

For more information on the Department and on the individual research interests of members of staff please see the [People](#) page of our website.

An Overview of the Master of Education Modular Programme

This 90 credit Master of Education programme is offered on a modular basis. This means students can choose the number of modules they take each semester and design their own programme to suit their lifestyle. Each timetabled module counts for 10 credits.

Students have the option of completing either a Thesis or a Capstone Project. The Thesis counts for 30 credits and the Capstone Project counts for 20 credits of the Master of Education.

With this flexibility, students can choose to complete modules at their own pace. They can complete the programme in one year or, taking one or more modules per year, up to 8 years. Students can choose their modules for specific or general specialisms.

It is also possible to study modules of particular interest without completing a master's degree. Students, for example, might also exit with a Postgraduate Diploma in Educational Studies after completing 60 credits.

*Note on exemptions: Graduates of the Postgraduate Diploma in Educational Leadership PGDELM/PGDEL/Rising Leaders and other agreed programmes qualify for an exemption from two modules (20 credits exemption in total) of their choice (apart from the 3 compulsory modules), and one of which is an Educational Leadership module. For more details, see section on Exemptions below.

To facilitate student flexibility, there is a choice of modules taught weekday evenings, one during the Easter break and another in early summer (see timetable 2022-2023).

Master of Education (90 credits)
comprising
3 x Compulsory Modules (30 credits)
3 x other Modules (30 credits)
ED 607 Thesis (30 credits) OR
Capstone Project (20 credits) + 1 x module (10 credits)

'The wide range of modules made available each year is dependent on student uptake. If too few students register for a particular module then it will be withdrawn from the choice available.'

Part-Time or Full-Time / General or Specialism Options

Full-time Option:

The M.Ed. full-time is completed in one academic year. Full-time students must select:

- Each of the 3 compulsory modules (ED617*, ED604, ED618).
- Either capstone (ED674 – worth 20 credits) OR thesis (ED607 – worth 30 credits).
- If thesis, then select 3 additional modules of your choice;
- If capstone, then select 4 additional modules of your choice (to bring to 90 credits in total)

Part-time Option:

The M.Ed. part-time can be completed over between 2 and 8 years.

Students may choose their modules from one theme or from across the range of themes. See table below:

<p>Modules are grouped under 6 themes:</p> <ol style="list-style-type: none">1. Educational Leadership2. Teacher Education3. Social Justice Education4. Early Childhood Teaching and Learning – in partnership with MU Froebel Department of Primary and Early Childhood Education5. Wellbeing6. Pedagogy	<ul style="list-style-type: none">• Students choose from any of the modules on offer• Students can write their Thesis or Capstone Project on a topic of their interest, chosen in conjunction with a supervisor.
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Students can choose 3 or 4 modules from the full range of modules on offer.

Over the course of the M.Ed. all students must complete:

- Each of the 3 compulsory modules (ED617*, ED604 and ED618; each worth 10 credits).
- 3 or 4 modules of choice.
- Either a capstone (ED674, worth 20 credits) OR a thesis (ED607, worth 30 credits)

Note: ED618 must be completed in the same year as the Thesis (ED607) or Capstone (ED674). Part-time students may NOT complete a Thesis or a Capstone or ED618 in their first year of study.

*Note on exemptions: Graduates of the Postgraduate Diploma in Educational Leadership PGDELM/PGDEL/Rising Leaders and other agreed programmes qualify for an exemption from two modules (20 credits exemption in total) of their choice (apart from the 3 compulsory modules), and one of which is an Educational Leadership module. For more details, see the section on Exemptions below.

Capstone or Thesis Option:

Both full-time and part-time students have the option of completing either a Thesis or a Capstone Project at the end of the programme. The thesis or capstone project allows participants to tailor the programme according to their needs through the pursuit of an in- depth study of a key educational issue or aspect of professional life (see module descriptors below for descriptions of the Thesis and Capstone options).

A range of educational research methodologies are taught as key components of the course to support students in developing the necessary research skills to conduct their own research, and to interpret and interrogate research around key educational issues.

***Exemptions:**

Graduates of the Postgraduate Diploma in Educational Leadership PGDELM/PGDEL/Rising Leaders and other agreed programmes qualify for an exemption from two modules (20 credits exemption in total) of their choice (apart from the 3 compulsory modules), and one of which is an Educational Leadership module.

These students will complete the relevant module exemption form. This form will be circulated in July via Forms. The form should be completed and submitted via Forms. The form is also available [here](#):

Applications for exemptions will be processed year-on-year. Students taking the part-time option, for example, may wish to apply for one module exemption in their first year and wait until their 2nd or subsequent year of study to take an exemption from the other module. In this case students should apply for exemptions at the start of each relevant academic year.

****Please note that when you are registering for modules on the Master of Education, you must also register for the modules you wish to be exempt from. Exemptions will then be applied to these modules by the Student Records Office at the end of October 2022 and this exemption will be noted on your student record.***

Pathways through the Modular Master of Education Programme

Full-Time and Part-Time Options

Full-Time (PAC code: MH52G & Course code: EDEDF6)
Master of Education (90 credits) <i>comprising</i> 3 x Compulsory Modules (30 credits) 3 x Chosen Modules (30 credits) ED607 Thesis (30 credits) OR 3 x Compulsory Modules (30 credits) 4 x Chosen Modules (40 credits) ED674 Capstone Project (20 credits)
Part-Time (PAC code: MH57G & Course code: EDEDP6)
Master of Education (90 credits) <i>comprising</i> 3 x Compulsory Modules (30 credits) 3 x Specialism Modules (30 credits) ED607 Thesis (30 credits) OR 3 x Compulsory Modules (30 credits) 4 x Chosen Modules (40 credits) ED674 Capstone Project (20 credits)

Over the course of the M.Ed. programme all students will complete:

- All 3 compulsory modules (ED617*, ED604 and ED618; each worth 10 credits)
- Either a capstone (ED674, worth 20 credits) OR a thesis (ED607, worth 30 credits)

Note: ED618 must be completed in the same year as the thesis (ED607) or capstone project (ED674). Part-time students may NOT complete thesis or capstone project or ED618 in their first year of study.

Note on exemptions:** Graduates of the Postgraduate Diploma in Educational Leadership PGDELM/PGDEL/Rising Leaders and other agreed programmes qualify for an exemption from two modules (20 credits exemption in total) of their choice (apart from the 3 compulsory modules), and one of which is an Educational Leadership module. *Please note that when you are registering for modules on the Master of Education, you must also register for the modules you wish to be exempt from. Exemptions will then be applied to these modules by the Student Records Office at the end of October 2021 and this exemption will be noted on your student record.***

Full-time Option:

The M.Ed. full-time is completed in one academic year. Full-time students will select:

- All 3 compulsory modules (ED617*, ED604, ED618).
- Either capstone (ED674, worth 20 credits) OR thesis (ED607, worth 30 credits).
 - If thesis, then select 3 additional modules of your choice;
 - If capstone, then select 4 additional modules of your choice (to bring to 90 credits in total).

***Note on exemptions:** Students who have completed the PGDEL/PGDEM qualify for exemptions from ED617 and one additional Educational Leadership module (20 credit exemption in total).

Part-time Option:

The M.Ed. part-time can be completed over 2- 8 years.

Part-time students can choose between a general track and a specialist track:

The 5 specialist tracks are:

1. Educational Leadership (EL)
2. Teacher Education (TE)
3. Early Childhood Teaching and Learning (ECTL)
4. Social Justice Education (SJE)
5. Wellbeing (W)
6. Pedagogy (P)

Students pursuing a specialist track will complete 3 modules (30 credits) within their chosen specialism over the course of the part-time M.Ed. programme. Students pursuing the general track will choose from across the range of modules on offer.

NOTE: Students who are undertaking ED607 Thesis or ED674 Capstone Project must also complete ED618 in the same year.

Modules

Modules from across the themes are offered each year but not all modules are offered each year. Please refer to the current timetable. The range of modules made available each year is dependent on student uptake. If too few students register for a scheduled module then it will be withdrawn from the choice available and students will be encouraged to choose another in its place.

NOTE: Students who are undertaking ED 607 Thesis or ED 674 Capstone Project must also complete ED 618 in the same year.

Compulsory modules (on offer every year)

-10 credit modules

ED 617 Critical Reflections on Education (*on offer 2021 2022*)

ED 604 Research Methods in Education (*on offer 2021 2022*)

ED 618 Contextualising and Communicating Research (*on offer 2021 2022*)

NOTE: ED 618 must be completed in the same year as the Thesis (ED 607) or Capstone Project (ED 674).

Thesis and Capstone Project (on offer every year)

ED 607 Thesis (30 credits) (*on offer 2021 2022*)

OR

ED 674 Capstone Project (20 credits) (*on offer 2021 2022*)

NOTE: ED 618 must be completed in the same year as the Thesis (ED 607) or Capstone Project (ED 674).

Educational Leadership Theme Modules – 10 credit modules

ED 616 Coaching in Education

ED 660 Leadership for Quality Teaching and Learning: Linking Policy, Research and Practice

ED 661 Communicational Leadership: Personal and Professional

ED 662 Educational Policy and Legislation: Navigating Official Landscapes (*on offer 2022 2023*)

ED 672 Leadership and Mentoring in the Early Years Context

ED 681 Pedagogical Thinking (*on offer 2022 2023*)

ED 664 Exploring Critical and Creative Pedagogies: Drama and the Arts in Education

Teacher Education Theme Modules – 10 credit modules

ED 603 Exploring Quality in Teaching and Learning (*on offer 2022 2023*)

ED 667 Teaching about Teaching: From Teacher to Teacher Educator (*on offer 2022 2023*)

ED 666 Teacher Education: Policies and Issues

ED 691 Global Citizenship, Sustainability and Science Education (*on offer 2022 2023*)

ED 664 Exploring Critical and Creative Pedagogies: Drama and the Arts in Education

ED 681 Pedagogical Thinking (*on offer 2022 2023*)

Social Justice Theme Modules – 10 credit modules

- ED 669 Social Justice Perspectives on Education
- ED 601B Leading Equality and Diversity in Education
- ED 668 Active Methodologies in Human Rights, Sustainability and Development Education (*on offer 2022 2023*)
- ED 664 Exploring Critical and Creative Pedagogies: Drama and the Arts in Education
- ED 670 Performance Pedagogy: Using Arts-Based Methods to Explore Identity Construction with Young People
- ED 681 Pedagogical Thinking (*on offer 2022 2023*)
- ED 690 Sharing the World: Education, Pluralism, and Conflict (*on offer 2022 2023*)
- ED 691 Global Citizenship, Sustainability and Science Education (*on offer 2022 2023*)

Early Childhood Teaching and Learning Theme Modules – 10 credit modules

- ED 671 Play and Enquiry Led Curriculum/Pedagogy (in the Early Years) (*on offer 2022 2023*)
- ED 673 Contemporary Issues in Working with Families and Communities (*on offer 2022 2023*)
- ED 672 Leadership and Mentoring in the Early Years Context
- ED 683 Literacy, Numeracy and Scientific Enquiry in an Emergent Curriculum (*on offer 2022 2023*)

Wellbeing Theme Modules – 10 credit modules

- ED 665 Wellbeing, Mental Health and Education
- ED 686 Childhood Adversity and Trauma-Informed Education (*on offer 2022 2023*)
- ED 687 Positive Education: Building Evidence-Based Wellbeing Interventions for Schools
- ED 664 Exploring Critical and Creative Pedagogies: Drama and the Arts in Education
- ED 670 Performance Pedagogy: Using Arts-Based Methods to Explore Identity Construction with Young People
- ED 681 Pedagogical Thinking (*on offer 2022 2023*)

Pedagogy Theme Modules – 10 credit modules

- ED 691 Global Citizenship, Sustainability and Science Education (*on offer 2022 2023*)
- ED 664 Exploring Critical and Creative Pedagogies: Drama and the Arts in Education
- ED 670 Performance Pedagogy: Using Arts-Based Methods to Explore Identity Construction with Young People
- ED 671 Play and Enquiry Led Curriculum/Pedagogy (in the Early Years) (*on offer 2022 2023*)
- ED 681 Pedagogical Thinking (*on offer 2022 2023*)

LW664 Education Litigation – 10 credit module

Maynooth University

Master of Education (Modular)

Full-Time and Part-Time Timetable 2022/23

There are three compulsory taught modules (ED 618, ED 604, ED 617) which you will take over the course of your M.Ed. studies. However, ED 618 must be completed in the same academic year as your Thesis (ED 607) or Capstone Project (ED 674).

The range of modules made available each year is dependent on student uptake. If too few students register for a scheduled module then it will be withdrawn from the choice available and students will be encouraged to choose another in its place.

This provisional timetable is for illustrative purposes only: facilitators, days and times may be subject to change.

Semester 1

ED 618 and ED 604 are held on Monday evenings across the first semester. To facilitate those who wish to participate both modules this year, they will be run on consecutive Mondays.

19th September 2022 - 5th December 2022 (Teaching weeks 1, 3, 5, 8, 10, 12)

ED 604 Introduction to Research Methods in Education (Compulsory)

– Dr Céline Healy and Dr Joe Oyler

6 Mondays 5:00-8:30pm

ROOM: SE231

26th September 2022 – 12th December 2022 (Teaching weeks 2, 4, 6, 9, 11, 13)

ED 618 Contextualising and Communicating Research (Compulsory)

– Dr Rose Dolan

ED 618 must be completed in the same year as the thesis (ED607) or capstone project (ED674).

6 Mondays, 5:00-8:30pm

ROOM: SE231

19th September 2022 - 24th October 2023 (Teaching weeks 1,2,3,4,5,6)

ED 617 Critical Reflections on Education (Compulsory)

– Professor Sharon Todd & Professor Carl Anders Säfström

6 Tuesdays, 5:00pm-8:30pm

ROOM: SE012

19th September 2022 - 24th October 2023 (Teaching weeks 1,2,3,4,5,6)

ED 686 Childhood Adversity and Trauma-Informed Education (W)

– Dr Catriona O’Toole

6 Wednesdays, 5:00pm-8:30pm

ROOM: SE132

19th September 2022 - 24th October 2023 (Teaching weeks 1,2,3,4,5,6)

ED 667 Teaching about Teaching: From Teacher to Teacher Educator (TE)

– Dr Rose Dolan

6 Thursdays, 5:00pm-8:30pm

ROOM: SE132

7th November 2022 – 12th December 2022 (Teaching weeks 8,9,10,11,12,13)

ED 603 Exploring Quality in Teaching and Learning (TE)

– Dr Thomas Walsh

6 Tuesdays, 5:00pm-8:30pm

ROOM: SE010

7th November 2022 – 12th December 2022 (Teaching weeks 8,9,10,11,12,13)

ED 671 Play and Enquiry-Led Curriculum/Pedagogy (in the Early Years) (ECTL)

– Ms Carmel Brennan

6 Wednesdays, 5:00pm-8:30pm

ROOM: SE132

7th November 2022 – 12th December 2022 (Teaching weeks 8,9,10,11,12,13)

ED 681 Pedagogical Thinking (FS)

– Dr Joe Oyler

6 Thursdays, 5:00pm-8:30pm

ROOM: SE132

SEMESTER 2

30th January 2023 – 6th March 2023 (Teaching weeks 20,21,22,23,24,25)

ED 668 Active Methodologies in Human Rights, Sustainability and Development Education (SJE)

– Dr Bernie Grummell

6 Mondays, 5:00pm-8:30pm

ROOM: SE129

30th January 2023 – 6th March 2023 (Teaching weeks 20,21,22,23,24,25)

ED 662 Educational Policy and Legislation: Navigating Official Landscapes (EL)

– Dr Anthony Malone/Dr Thomas Walsh

6 Tuesdays, 5:00pm-8:30pm

ROOM: SE231

30th January 2023 – 6th March 2023 (Teaching weeks 20,21,22,23,24,25)

ED 683 Literacy, Numeracy and Scientific Enquiry in an Emergent Curriculum (ECTL)

– Ms Patsy Stafford

6 Wednesdays, 5:00pm-8:30pm

ROOM: SE230

20th March 2023 – 2nd May 2023 (Teaching weeks 27,28,29,31,32,33)

ED690 Sharing the World: Education, Pluralism, and Conflict

-Lecturer TBC

6 Mondays, 5:00pm-8:30pm

Room: SE129

20th March 2023 – 2nd May 2023 (Teaching weeks 27,28,29,31,32,33)

ED 673 Contemporary Issues in Working with Families and Communities (ECTL)

– Dr Leah O’ Toole

6 Wednesdays, 5:00pm-8:30pm

ROOM: SE230

SUMMER SCHOOL 2023

July 3rd- 6th 2023 inclusive

Summer school module runs over 4 days, 10:00am-5:00pm. Monday 3rd, Tuesday 4th, Wednesday 5th, Thursday 6th July 2023

ED 691 Global Citizenship, Sustainability and Science Education

– Dr Zerrin Doğança Küçük

ROOM: TBC

Please note: students completing in the academic year 2022-23 must have their Thesis (ED 607) or Capstone Project (ED 674) ready for submission in early September 2023. ED 618 must be completed in the same academic year as the thesis (ED607) or capstone project (ED674).

Module Descriptors

Research Modules (Compulsory):

ED 604: Introduction to Research Methods in Education (Compulsory)

This module will develop students' research capacity, with a view to developing their own thesis research. An overview of different research methodologies and methods will be provided by staff working in these areas, to inspire and guide students' own research work. We will explore the rationale and practicalities of research including theoretical and methodological perspectives, research design, sampling, ethics, conducting and presenting research. Methods covered will include survey research, individual and focus group interviewing, observations, visual and arts-based approaches, narrative and documentary research, and action research.

ED 617: Critical Reflections on Education (Compulsory)

This module will enhance students' awareness and critical reflection of key issues in contemporary education. Sessions will build a collaborative working identity for the group, and develop students' skills in critical reflection, reading and writing skills. Students will reflect upon their practice in the school, cultivating a culture of reflective inquiry about their professional work and research interests. These reflections will be framed by discussions about key issues in contemporary education to contextualise students' reflections.

ED 618: Contextualising & Communicating Research (Compulsory)

This module aims to support the writing and design of students' theses and projects. It will enhance students' communicative and collaborative capacities by focusing on academic writing and the research process, broadly conceived. The seminars will offer students a group-based approach to undertaking their research and will provide opportunities to present and discuss research concerns within a supportive, collaborative atmosphere. Students will identify their research topics and problems, contextualise them within relevant educational research traditions and develop a coherent framework for exploring them.

ED 618 must be completed in the same year as the thesis (ED607) or capstone project (ED674).

Educational Leadership Modules:

ED 616: Coaching in Education

The module provides a broad overview of the different uses of Coaching in education including: its use in classrooms; for progression and career development; and as a management strategy. Students will explore outcome-led and open Coaching strategies, including peer-to-peer Coaching. This approach, which draws on a range of disciplines, will include Coaching for professional skills and career development as well as personal development and identity formation. This module adopts an integrative learning approach to enable students to relate theoretical knowledge and concepts to their own professional practice and contexts.

ED660: Leadership for Quality Teaching and Learning: Linking Policy, Research and Practice

A key aim of this module will be to evaluate national and international criteria in terms of understanding what constitutes quality teaching and learning and explore those practices of curriculum-focused leadership which nurture such environments. It will explore different perspectives on learning with particular attention paid to theories and principles of metacognition and self-regulated learning. The module will also trace and analyse key national and international policy developments relevant to quality teaching and learning. These policy developments include, but are not restricted to, Special Education Policy and Practice, Information and Communication Technologies, School Governance and Assessment.

ED 661: Communicational Leadership: Personal and Professional

This module will explore a broad range of concepts relevant to communication within schools including the personal, professional, formal, informal, electronic, etc. The module will also examine conflict resolution; barriers to effective communication; emotional competence; teamwork; distributed perspectives on leadership, empathic and active listening, critical conversations, motivation, inclusion and equality in education. Through exploring aspects such as 'culture' and 'collegiality' students will critically and systematically reflect on their own professional communicational styles and interpersonal understandings of themselves as leaders.

ED 662: Educational Policy and Legislation: Navigating Official Landscapes

Students will explore a broad range of policy, legislative, circular and court rulings pertinent to educational leadership. These will include, but are not restricted to: Cussen Report, OECD Reports (1962, 1989, 2003), Green paper (1992), Education Convention (1993), Education White Paper (1995); Education Act (1998); Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (2004), Equal Status Act (2000), Cromien Report (2000), Teaching Council Act (2001), Equality Act (2004), Employment Equality Acts 1998 to 2008 and Child Protection Procedures (2011) as a preparation for senior leadership.

One module from a choice of ED 664 (Exploring Critical Creative Pedagogies: Drama and the Arts in Education) or ED 681 (Pedagogical Thinking) may also be taken as part of an Educational Leadership Specialism.

Teacher Education Modules:

ED 603: Exploring Quality in Teaching & Learning

There are many ways of defining quality in the field of education, definitions that reflect the underlying assumptions about the purpose of education in today's world. But how we conceive the purpose of education has a deep effect on what we view as good teaching and learning, thereby impacting on our resultant definition of quality. Using historical, philosophical and curricular/pedagogic lenses, this module will examine different perspectives on a fundamental question – what is quality in teaching and learning in the 21st century.

ED 666: Teacher Education: Policies and Issues

Education has many contested discourses in relation to its values, practices and influences. Murray (2008) has drawn attention to the necessity for teacher educators to have a knowledge base beyond the limited local knowledge of teacher education. Professional development of those who work in the field of teacher education should include a focus on the policies that inform and influence the field and on discourses that underpin the ways in which the purpose of education is understood. This module examines the development of policy in relation to teacher education and teacher educators at national and international levels. It considers issues such as equality and gender and their influences on the development of the teacher educator. National and international considerations of current issues such as school culture and organisation, the evolving role of teachers, the changing nature of learning and learners and factors that influence on schools – as learning environments for pupils and teachers, facilitate a broader and deeper understanding of the first order setting i.e. the school.

ED 667: Teaching About Teaching: From Teacher to Teacher Educator

Those who become teacher educators in the Republic of Ireland do so without any requirement to register with a professional body, without any formal period of study of the foundation disciplines of teacher education, without engagement with appropriate pedagogical strategies for teaching adults and with no formally supervised practice of teaching. This is not unique to Ireland. In almost all European countries one becomes a teacher educator without any formal qualification, preparation or induction into the role (Kosnik, 2008). Two key European Commission policy documents, The Green Paper on Teacher Education in Europe (Buchberger, Campos, Kallos & Stevenson, 2000) and Supporting Teacher Educators for Better Learning Outcomes (European Commission, 2012) have highlighted concern about the lack of training for and induction into the teacher education profession, including appropriate methodologies for working with adult learners. This module focuses on the cognitive and practical processes of transitioning from first- order to second-order practitioner, with specific emphasis on the knowledge and capabilities required.

One module from a choice of ED 663 (Science Education: Curriculum, Pedagogy, Learning and Assessment), ED 664 (Exploring Critical Creative Pedagogies: Drama and the Arts in Education) or ED 681 (Pedagogical Thinking) may also be taken as part of a Teacher Education Specialism.

Social Justice Modules:

ED 601B: Leading Equality and Diversity in Education

The module explores the role of education in contemporary society, examining the equality and policy context that structure educational systems and practice. We examine a range of sociological, egalitarian and educational concepts, theories and research concerned with equality and diversity in contemporary education. We explore a range of social, political and cultural issues in education from the perspectives of redistribution and recognition, acknowledging differences in equality of access and condition. These issues explored include experiences of gender, class, ethnicity, disability, disadvantage and care in educational systems

ED 668: Human Rights, Sustainability and Development Education

This module will explore the themes of human rights, sustainability and development education based on readings and resources in critical pedagogy and development studies. It will comprise of discussion and activity based sessions which map theory to practice and question the broader epistemological assumptions of human rights and development education as they have been formulated and practice in education.

ED 669: Social Justice Perspectives on Education

This module will explore different perspectives on social justice and their relationship to education, drawing primarily on themes from feminism, critical theory, postcolonialism, interculturalism, and queer/LGBT theory. Through these themes, the module examines the ethical, political and social role of education, in terms of both formal schooling and informal sites of educational practice.

One module from a choice of ED 664 (Exploring Critical Creative Pedagogies: Drama and the Arts in Education), ED 670 (Performance Pedagogy: Using Arts Based Methods to Explore Identity Construction with Young People), ED 681 (Pedagogical Thinking) may also be taken as part of a Social Justice Specialism.

ED690 Sharing the World: Education, pluralism and conflict

This module will address contemporary issues relating to difference, pluralism, inclusion, and identity. It will examine the relationship between education, concepts of pluralism and what it means to share the world. In so doing, it will address positions that may be understood as 'extremist' in that they seek purity of identity, are hostile to compromise, and are intolerant of difference. For this reason, particular attention is paid to racism. Key thinkers introduced in the course will include Glissant, Wynter, Andreotti, and Gilroy amongst others. The embodiment of ideas in practice can be challenging. This module will explore 'how ideas feel' and the investment in different positions on a personal and professional level, in

terms of educational cultures, and institutionally. It offers a pedagogical and experiential framework to analyse and unpack injustices and exclusions, alongside skills to engage in difficult conversations. The course will introduce a range of creative pedagogical approaches to support educators in exploring and addressing these issues.

Early Childhood Teaching and Learning Modules:

ED 671: Play and Enquiry Led Curriculum/Pedagogy (in the Early Years)

This module seeks to support students in critically reflecting on children's play and its role in children's complex development and participation in society. It examines historical and progressive approaches to children's play and the dynamic encounters between children, adults, real life and pretend life, spaces, resources and meaning making. This module is designed to appeal to a broad range of educators, who wish to develop approaches to supporting children's play in a play-based curriculum through collaborative enquiry and research.

ED 672: Leadership and Mentoring in the Early Years Context

This module will critically examine the role of the early years professional in leading ethical practice in contemporary early years settings. It will consider social, cultural and policy contexts and influences from a range of theoretical perspectives. It will explore the role of the leader in implementing strategies that support the development of innovative anti-bias curricula. Critical reflection on personal and professional leadership and mentoring competencies and approaches will be explored.

ED673: Contemporary Issues in Working with Families and Communities

This module will support professionals in early years in building effective partnerships with families and communities. It will consider a range of theoretical perspectives on working with families and communities and the contemporary issues that impact on these relationships.

ED683: Literacy, Numeracy and Scientific Enquiry in an Emergent Curriculum

This module will support professionals in early years in leading curriculum development using an emergent curriculum approach. Theories of emergent numeracy, literacy and scientific enquiry appropriate to the early years will be interrogated. Students will investigate integrated emergent curriculum development and implementation in an enquiry-rich environment, both indoor and outdoor.

Well-being Modules:

ED 665: Wellbeing, Mental Health and Education

This module will consider some of the major issues affecting children and young people's mental health and wellbeing in contemporary culture. The module will also draw attention to the various discourses of wellbeing that exist within educational policy, practice and research; and students will be encouraged to critically examine how these discourses impact the everyday educational experiences of children and educators.

Throughout the module we will explore approaches to fostering wellbeing through educational practices, in ways that take account of the plurality of children's and young people's experiences, as well as the dynamic, emergent nature of their development.

ED 686 Childhood Adversity and Trauma-Informed Education

This module discusses the nature, prevalence and impact of childhood adversity and it considers what the appropriate educational responses might be. Childhood adversity - whether resulting from social injustices, poverty, discrimination or trauma, like abuse and violence - is common and the effects can be devastating. Recognising that all teachers have contact with students who have been affected by overwhelming adverse experiences, this module draws on latest research in trauma-informed approaches in education. Students will be supported to identify ways that they can integrate strengths-based, trauma-informed principles into their everyday educational practice. With a strong grounding in mindful compassion, the module also supports students to develop their own personal self-care strategies.

ED 687 Positive Education: Building Evidence-based Wellbeing Interventions for Schools

This module aims to develop students' capacity to design their own, evidence-based well-being interventions and provide them with the necessary knowledge and skills to manage the implementation of the national wellbeing policy in education. It will trace and analyse some key developments in the area of positive education and well-being. It will examine and critique various models of well-being and flourishing, as well as provide students with a list of evidence-based and evidence-informed interventions they can apply in their schools and help them reflect on their advantages and disadvantages. The module will also explore current well-being programmes delivered nationally and internally and examine the mechanisms through which they work.

Free-Standing Modules:

ED 691 Global Citizenship, Sustainability and Science Education

This module offers students opportunities to study and to put into practice strategies for teaching and learning for a connected world. It identifies key educational issues in science education emerging across two domains of educational research, policy and practice: education for global citizenship and education for sustainable development. Its overall aim is to enable students to identify where their responsibilities lie as educational professionals, and to integrate concepts across these domains into teaching, learning and assessment practices.

ED 664: Exploring Critical Creative Pedagogies: Drama and the Arts in Education

Participants will explore how drama and the arts in education can be used in all aspects of school curricula to harness and develop teachers' and learners' creativity and imagination to promote innovative teaching and involved learning. Participants will deepen their understandings of the theoretical underpinnings of drama and arts in education as well as developing the methodological skills to employ them in their teaching. Drama and arts will be critically reflected upon as means of fostering learning and discovery, exercising the imagination, developing artistic skills and providing outlets for creativity.

ED 670: Performative Pedagogy: using arts-based methods to explore identity construction with young people

This module explores how a person's identity can be conceptualised and constructed as a creative "narrative performance" (Reissman, 2008, p.102) by engaging in arts-based educational activities i.e. collage making, photography and journaling, participants are facilitated in a tacit understanding of critical performative pedagogy, radical reflexivity and identity making. The use of visual image-making and arts based approaches to teaching and research can enable access to knowledge often silenced, contested, unrecognized and/or unacknowledged. These highlight particular ways of learning and 'knowing' the world and are congruent with the emancipatory intent of Narrative Arts-Based Inquiry (Finley, 2005) and what McLaren (2003) and Denzin (2005) respectively call "Revolutionary Pedagogy" and "Critical Performative" praxis.

ED 681: Pedagogical Thinking

This module seeks to engage participants in a collaborative, critical and creative exploration of the central concepts, assumptions and considerations involved in 'Pedagogical Thinking.' For the purpose of this module, we will conceive of Pedagogy (or a pedagogy) as a system of educational purposes, principles and practices. As a way of scaffolding our thinking, participants will be asked to develop their own pedagogical framework. We will draw upon our own experience as students and practitioners and make connections to ideas from fields including, philosophy, sociology and psychology. Our inquiry will call on us to confront questions about the status of children in contemporary culture, the privileged status of particular ways of knowing, the role of school in society and the kind of life we deem worth living. A committed and continuous connection to practice (both practical and potential) will ground our inquiry and bring our thinking to bear on our daily lives.

LW664: Education Litigation

Education litigation is becoming increasingly common in Ireland. This practical module focuses on a wide range of potential areas of litigation, including but not limited to admissions, child protection, codes of behaviour, data protection, employment law, equality law, special educational needs and tort law. It will also critically examine the major judgments of the Irish courts pertaining to education and discuss the impact of the law on almost every aspect of the day-to-day running of schools. The module will be of particular interest to principals, deputy principals, members of boards of management and aspiring school leaders.

Thesis and Capstone Modules:**ED607: Thesis (30 credits)**

In this module students undertake an individual educational research project related to an aspect of education, to be presented as a 20,000 – 25,000 word thesis. In doing this they will have completed: (a) statement of the aim and objectives of the research (b) literature review (c) identified research participants, sites and appropriate methodologies (d) completed their data collection and analysis (e) presented the findings of their research and made policy and / or practice-related recommendations.

ED 674: Capstone Project (20 credits)

This module offers students an alternative to writing a thesis. The Capstone Project is a summative piece of work, allowing students to explore an area of interest to them. It can take various forms in consultation with a supervisor. For example, students might choose to write a review of research and scholarship in a particular area of study; use video or photographic forms to present their ideas, along with a short written text; use creative expression such as visual art, dance or drama accompanied by written exploration of themes; build a narrative study reflecting on one's own learning.

Note: ED 618 (Contextualising and Communicating Research) must be completed in the same year as the ED607 (Thesis) or ED674 (Capstone Project). Full-time students may complete ED607 or ED674 in their first year, part-time students may not.

Note: While we endeavour to offer a maximum range of module choices to our M.Ed. students, we will withdraw module offerings which do not attract a minimum number of student registrations.'

Communication throughout the M.Ed. Programme

When you register with Maynooth University you will be given an email address along with login details. We use this email address to keep in contact with you throughout the year, so please check this email regularly. If you prefer to use another email address, you can forward your Maynooth University email to that address. Your login also gives you access to the Moodle virtual learning platform. This on-line platform holds information about the programme, allows you to submit material on-line and communicate with each other when you are off-campus. You will be shown how to use this system during the initial weeks of the programme and can find guidelines on using Moodle [here](#):

Please notify any change of your registered address or phone number (home, local, mobile) to the Student Records and Registration Office records.office@mu.ie in Maynooth University. This will ensure that communications from the University will continue to reach you.

Funding Information for M.Ed.

Students may be eligible to apply for bursaries, scholarships, tax refunds, or teacher fees refunds. Some relevant links are provided below. Please contact the relevant organisation directly for further information.

- [ASTI Scholarship](#)
- [ASTI Credit Union bursary](#)
- [INTO Bursary](#)
- [Maynooth University Fees Funding and Scholarships](#)
- Maynooth University Alumni Scholarship [Alumni Scholarship](#)
- [TUI Credit Union Scholarship](#)
- [Teacher Refund Scheme \(DES\)](#)
- [Tax Relief for Tuition Fees](#)
- [Teaching Council Bursaries](#)

Withdrawing, Deferring or Suspending Registration

You must contact the [Student Records and Registration Office](#) if you are leaving or deferring your course in Maynooth University. There is a formal de-registration process for each course which must be followed. Please note, under current regulations, failure to do so may result in the loss of rights to any fee remission for future study in this University or other third level institutions. Furthermore, it may have implications for social welfare entitlements. Students: It is your responsibility to ensure that you have followed the correct de- registration procedure.

[Withdrawing, Deferring or Suspending Registration | Maynooth University](#), please contact the Student Records Office and the Student Fees Office, advise the course leader and download/print and complete the [“R1 Postgraduate withdrawal or suspension request form”](#).

Follow the instructions listed on the form.

- Suspensions must be sought prior to the commencement of the academic year.
- NB: Retrospective suspension requests will not be considered. If there has been a lapse of more than one semester in registration, students should complete a 'Research & Taught Re-Registration Request' form (Form No. R2).
- Students will only be de-registered from the date the completed form is received in the Student Records and Registration Office.
- Return form to the Student Records and Registration Office.

Fees

If you are looking for information on everything related to fees -- please go to the following page where you will find information on Fees, deadlines for fees and information on easy payment plans. Email fees.office@mu.ie

University Rules and Procedures

All students are expected to acquaint themselves with, and observe, University Rules and Procedures. Please see the following link for full details pertaining to [Maynooth University Rules and Regulations for students](#).

University Key Dates

There are important university dates and deadlines that students should be aware of (these include term dates as well as deadlines for changing modules, or for withdrawing from the programme without losing 'free fee status'. Key term dates for the Academic Year 2022/23 are available at the following [here](#).

M.Ed. Assessment Information

SUBMITTING YOUR ASSIGNMENTS:

Assignments should be submitted electronically via Moodle on or before the deadline specified by the module leader(s) in accordance with the assignment brief. The module code, student name and student number should be included as a header on every page. Please self-check work for plagiarism before submission.

LATE SUBMISSION

A high standard of commitment is expected and we normally expect that all assignments are submitted on time. Late assignments make the planning for provision of feedback more difficult, and raise the risk of one student gaining an unfair advantage through additional time. However we recognise that in some cases, through illness or other serious difficulties, it may be impossible to complete the tasks on time. If this arises, you should notify us of the difficulty and request additional time. Please note the following:

Any requests for extra time should be made emailed to the relevant module lecturer and the Programme Co-ordinator. The request should specify the assignment that will be late (include the module code); the student name and number; the due date; the extra time required and reason(s) for late submission. The request should be made in advance of the deadline for submission. In cases where there is a strong grounds for extra time, supported by a medical certificate or similar, lecturers may allow additional time without penalty. In all other cases, the lecturers may allow additional time, with the provision that a penalty, in the form of a reduction of marks of up to 5% per week may be applied to the late assignment. The late assignment is then brought to the attention of the departmental examination board at the end of the Autumn Board meeting, along with any explanatory letter from the student, and a decision is made about the level of penalty to be applied, taking into account the reasons for the delay, and the student's pattern of late submission.

Summary:

If you need extra time, write or email to the relevant Module Lecturer and the Programme Leader, including:

- Your name and student number.
- The programme, module, and assignment.
- The date the assignment is due and the extra time requested.
- An explanation of the reason for the extra time.
- Attach a medical certificate if the extra time is for medical reasons.
- Where there is a serious and verifiable medical reason, extra time will normally be allowed without penalty.
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In other cases, assignments submitted late may suffer a penalty of up to 5% per week late. This penalty is entirely at the discretion of the departmental examination board, which takes into consideration the reasons for the delay and the student's pattern of late submission.

Assessment for students registered with a disability

Maynooth University has a policy on supporting students with disabilities in terms of examinations and assessments entitled *Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities*. It is available [here](#).

Specific Guidelines for Examiners when Marking Scripts from Students with a Disability who have a Reading, Writing or Spelling Difficulty are available on pp. 18-19 of this policy.

[Procedures for dealing with appeals](#)

Maynooth University has a university-wide policy and procedures for the discussion, checking and appeal of examination results. This policy and the relevant documentation can be accessed [here](#).

Role of the External Examiner

The role of the External Examiner in Maynooth University is detailed [here](#).

Marking Scheme

GRADE	Marks Range %	GRADE DESCRIPTORS
1st CLASS HONS	90-100	Supreme performance, engaging profoundly, systematically and comprehensively with question set, brilliantly demonstrating a superlative mastery of the subject matter, richly supported by evidence and citation, reflecting deep and broad knowledge and understanding as well as extensive reading and outstanding ability to organise, analyse and express ideas and arguments in an original, sophisticated and discriminating manner. An optimal capacity for critical analysis. The display of rare penetrative insight, originality and creativity.
	80-89	Exceptional performance, engaging deeply and systematically with the question set, with consistently impressive demonstration of a comprehensive mastery of the subject matter; amply supported by evidence and citation, reflecting deep and broad knowledge and critical insight as well as extensive reading and exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis. A highly-developed capacity for original, creative and logical thinking.
	70 -79	Excellent performance, engaging closely and systematically with the question set, with consistently strong evidence of a comprehensive mastery of the subject matter, ably supported by evidence and relevant citation. Excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis. A highly-developed capacity for original, creative and logical thinking.
2nd CLASS HONS (Grade 1)	60-69	Very Good performance, engaging substantially with the question set, demonstrating strong grasp of the subject matter, well supported by evidence and relevant citation. Well-developed capacity to analyse issues, organise material, present arguments clearly and cogently. some original insights and capacity for creative and logical thinking.

2nd CLASS HONS (Grade 2)	50-59	Good performance - intellectually competent answer (i.e. factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques acceptable grasp of the subject material. Ideas stated rather than developed and insufficiently supported by evidence and relevant citation. Writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary. Omission of parts of the subject in question or the appearance of several minor errors. Average critical awareness and analytical qualities limited evidence of capacity for original and logical thinking.
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PASS	45-49	Satisfactory performance – intellectually adequate answer with evidence of some familiarity with the relevant literature and techniques. Basic grasp of subject matter, but somewhat lacking in focus and structure. Main points covered in answer, but lacking detail. Some effort to engage, but only a basic understanding of the topic portrayed. Some development of argument. Only some critical awareness displayed. No evidence or relevant citation supplied. Appearance of several minor errors or one major error. Lacking evidence of capacity for original and logical thinking.
PASS	40–44	Acceptable performance – intellectually adequate answer with limited familiarity with the literature and techniques. Basic grasp of subject matter but limited focus on question asked. Unclear presentation of argument, random layout, with some omissions or inaccuracies in argument. Insufficiently developed. No evidence or relevant citation supplied. Appearance of one major error and minor errors. Inclusion of unsubstantiated statements and/or irrelevant material. Descriptive rather than argumentative or analytical answer presented. An attempt to solve moderately difficult problems related to the subject material. Examination of the material in a critical and analytical manner only partially successful. An incomplete or rushed answer e.g. the use of bullet points through part / all of answer.
FAIL (*)	35-39	Unacceptable performance, with either insufficient understanding of the question displayed, failure to address the question resulting in a largely irrelevant answer a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer or answer left somewhat incomplete for lack of time Also: limited understanding of question displayed a random layout / underdeveloped structure - not planned sufficiently poor analytical skills, with an absence of argument random and undisciplined development - limited structure lack of clarity, poor spelling material of marginal relevance predominating

FAIL	<35	<p>Wholly unacceptable performance, with deficient understanding of the question displayed complete failure to address the question resulting in an irrelevant answer inadequate knowledge displayed relative to the question posed or answer left incomplete for lack of time</p> <p>Also: very poor analytical skills, with an absence of argument random and undisciplined development –poorly structured answer confused expression, poor spelling irrelevant material predominating</p>
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Conditions for Award:

Aggregate for mark in the examination and dissertation must reach 40%. For the award of an M.Ed. candidates must also achieve 40% in the dissertation.

First Class Honours 70-100%

Second Class Honours Grade I 60-69% Second Class Honours Grade II 50-59% Third Class Honours 45-49%

Pass 40-44%

For details about Maynooth University's postgraduate marks and standards, see grade criteria overleaf and the academic regulations available [here](#).

A student who fails to fulfil all the above requirements, will not be assigned a course mark, but will be assigned a technical fail grade or incomplete as appropriate. A course mark will not be allocated to a student who has insufficient credits either by not being registered or by not submitting relevant assignments.

Plagiarism

Plagiarism is a serious matter and can lead to damaging consequences for the student, as per the University policy. In that policy plagiarism is defined as:

“Plagiarism involves an attempt to use an element of another person's work, without appropriate acknowledgement in order to gain academic credit. It may include the unacknowledged verbatim reproduction of material, unsanctioned collusion, but is not limited to these matters; it may also include the unacknowledged adoption of an argumentative structure, or the unacknowledged use of a source or of research materials, including computer code or elements of mathematical formulae in an inappropriate manner.”

A copy of the entire policy document is attached in Appendix 2. Please read the policy carefully and ensure that all sources have been referenced prior to the submission of an assignment. If you wish to review your work to clarify references or citations, Turnitin, the online plagiarism prevention software will be of assistance to you. It can be accessed through your Moodle home page as follows.

Go to [Moodle](#) and [Turnitin | Maynooth University](#) Help for Students. The instructions for checking your assignment are given on that page.

Turnitin

Turnitin is an online system allowing students or lecturers to check pieces of text for unclear referencing, citation problems, or potential instances of plagiarism. The software can help you to review your work to clarify references and citations before it is submitted for assessment which we would recommend. It is accessed through Moodle home page (instructions above).

How does Turnitin work?

Turnitin works by comparing a submitted piece of work to a database of existing electronic resources. These include: websites, journal articles, previously submitted writing and other digital texts. When the comparison is complete, it generates an Originality Report. The Originality Report highlights pieces of text in the submitted work that match text already in its database. It colour-codes this text so that you can judge whether the text needs to be reviewed and possibly changed.

Does the Originality Report identify plagiarism?

It is important to remember that all the Turnitin Originality Report does is show you matching text. It uses colour coding to indicate where the match is very close. For example, red highlighting indicates a close or identical match for an extended piece of text. However, it's up to the human reader of the report to decide what to do next: by reviewing the report, you can decide whether you need to edit your assignment to show more clearly where you have referred to other people's ideas or writing. You may also need to consult a lecturer or tutor if you are unsure why the report has highlighted certain pieces of text.

What can I do if I run into problems?

For technical problems you may experience with using Turnitin, you can contact moodlesupport@mu.ie.

For problems with understanding the Turnitin Originality Report, or with reviewing your written work, you will need to consult with your Programme Leader or lecturer in the department. You may also find it helpful to review the Library's subject information resources, which include guides to referencing and citation.

Appeals

An appeal of an examination result is considered:

- If there is evidence of substantive irregularity in the conduct of the examination.
- If the student is not satisfied that the checking of his/her examination result was properly carried out.
- If there are circumstances which the Examination Board was not aware of when its decision was taken.

Full details on the University Examination Appeals procedure can be found [here](#).

Education Department Style Guide

INTRODUCTION:

Referencing literature, documents and materials that you use to develop your thinking and support your arguments in written work is a key part of the academic writing process. You must ensure that you are consistently referencing all material by other authors that you use in your presentations (including written and other formats), using one of the referencing system. We outline a short style guide below which covers the main referencing options. The Education Department's recommended style guide is based on the Chicago style guide manual – [here](#). You can find answers to more detailed issues about referencing on this website. This style guide covers the common referencing options that you may need.

FORMATTING:

We recommend using font size 12, with double spacing (except for block quotations which should be single spaced). Please include page numbers in all documents.

HOW TO CITE REFERENCES IN TEXT:

In the Author-Date System each citation consists of two parts: text citations, which provides brief identifying information within the text, reference list (list of sources used), which provides full bibliographic information. Sources are cited in the text, usually in parentheses, by the author's last name, the publication date of the work cited, i.e. (Frenzel 1968) and a page number if a direct quotation or reference is needed i.e. (Frenzel 1968, 3). Where the author's name appears in the text, it need not be repeated in the parenthetical citation. i.e. Tufte's book on chart design (2001) warns against a common error.

i.e. Recent literature has examined long-run price drifts following initial public offerings (Ritter 1991; Loughran and Ritter 1995), stock splits (Ikenberry, Rankine, and Stice 1996), seasoned equity offerings (Loughran and Ritter 1995), and equity repurchases (Ikenberry et al. 1995).

More than three authors

For more than three authors, only the name of the first author is used, followed by 'et al.' or 'and others'. Note that et al. is not italicized in text citation, i.e. (Zipursky et al. 1997)

Multiple references

Two or more references in a single parenthetical citation are separated by semicolons. The order in which they are given may depend on what is being cited, and in what order, or it may reflect the relative importance of the items cited. If neither criterion applies, alphabetical or chronological order may be appropriate.

i.e. (Armstrong and Malacinski 1989; Beigl 1989; Pickett and White 1985)

USE OF QUOTATIONS IN TEXT:

Quotations must be placed in quotation marks or indented as a block quote. All quotations must include a citation, a note or parenthetical citation, referring to source document. i.e. "It is impossible to overemphasize the importance of meticulous accuracy in quoting from the works of others" (CMS 2003, 445). Some changes are permitted:

Added words. Square brackets are used to indicate material or emphasis added to a quote. For example: "They [the national political group] initiated a cease fire."

Added emphasis. Italics may be used to add emphasis to words or phrases within a quotation. This is indicated by (1) adding a note immediately after the change in brackets, or (2) by appending a note to the end of the quote in parentheses. i.e. "He claimed [emphasis added] he was innocent" or "He claimed he was innocent" (emphasis added). Italic is used in text for the titles of publications: e.g. *Ulysses*, *The Communist Manifesto*, *The Irish Times*; and for foreign language expressions: e.g. *in loco parentis*, *Realpolitik*, *fait accompli*;

Correct Errors. For an unusual word choice, concept, term, or spelling it may be appropriate to emphasize the original is being quoted faithfully. This is done by inserting the Latin term *sic* (thus), in italics or underlined, and in brackets within the quotation (but in parentheses at the end of a quote), immediately following the term. i.e. "The ship struck an iceberg and floundered [*sic*], with the loss of all on board."

Block Quotations. Longer quotations are formatted as block quotes. Block quotes are continuously indented from the left margin the same distance as a paragraph indent. The Chicago manual advises that quotes of "a hundred words or more-or at least eight lines-are set off as a block quotation" (CMS 2003, 447).

Repeated citations. When you have two consecutive notes from the same source, you may use "Ibid." (meaning "in the same place") and the page number for the second note. Use (Ibid.) alone if page number is the same or (Ibid., 23) if same author, volume, different page.

FOOTNOTES:

Footnotes must be placed, or at least must begin, on the page where they are referred to [indicated by a superscript numeral in the text¹]. The text and footnotes are separated by a short rule, or separator. If a footnote runs over to the following page, a separator should be inserted on that page. Each footnote must begin on a new line, indented the same amount as paragraphs in the text. Footnotes are usually single-spaced, with a blank line between notes.

HEADINGS:

Three levels of subheadings are used. The main headings-the title, the heading for the endnotes, bibliography, or appendix-are presented in full caps, centered, in a bold font, dropped two inches from the top of the page (one inch below the margin). Subheadings are presented in a bold font, lower levels in italics as well.

TITLE AND MAJOR SECTION

First-Level Heading

Second Level Heading

The third level heading

HOW TO ORGANISE THE REFERENCE LIST:

The reference list is arranged alphabetically. For successive entries by the same author(s), the entries are arranged chronologically by year of publication, not alphabetized by title. Undated works designated n.d. or forthcoming follow all dated works.

Schuman, Howard, and Jacqueline Scott. 1987. Problems in the Use of Survey Questions to Measure Public Opinion. *Science* 236: 957–9.

Single author versus several authors

A single-author entry precedes a multi-author entry beginning with the same name. Only the name of the first author is inverted.

Pacini, E. 1997. Tapetum Character States: Analytical Keys for Tapetum Types and Activities. *Canadian Journal of Botany* 75: 1448–59.

Pacini, E., G.G. Franchi, and M. Hesse. 1985. The Tapetum: Its Form, Function, and Possible Phylogeny in Embryophyta. *Plant System Evolution* 149: 155–85.

Multiple authors

More than three authors

For works by or edited by four to ten persons, all names are usually given in a reference list. Word order and punctuation are the same as for three authors. In a note or a text citation, only the name of the first author is included, followed by ‘and others’ or, especially in science, ‘et al.’ with no intervening comma.

Sechzer, J.A., S.M. Pfaffilin, F.L. Denmark, A. Griffin, and S.J. Blumenthal, eds. 1996. *Women and Mental Health*. Baltimore: Johns Hopkins University Press.

An institutional name or governmental report

Although the committees listed in the example below are, strictly speaking, authors, placing the date after ‘U.S. Senate’ allows for more convenient text citation—“U.S. Senate 1917,” and the like. If context suggests otherwise, exercise editorial discretion.

U.S. Senate. 1917. Committee on Public Lands. *Leasing of Oil Lands*. 65th Cong., 1st sess.

Same author(s), same year

Two or more works by the same author or authors published in the same year are distinguished by a, b, c, and so forth (set in roman, not italic), following the date. These entries are alphabetized by title. When two or more authors, even though the same, are listed in a different order, a, b, and so forth cannot be used.

Beijing Zoo. 1974a. Observations on the Breeding of the Giant Panda and the Raising of its Young [in Chinese]. *Acta Zoologica Sinica* 20: 139–47.
Beijing Zoo. 1974b. On the Diseases of the Giant Panda and their Preventive and Curative Measures [in Chinese]. *Acta Zoologica Sinica* 20: 154–61

ARTICLE FROM A JOURNAL:

Allison, G.W. 1999. The Implications of Experimental Design for Biodiversity Manipulations. *American Naturalist* 153, no. 1: 26–45.

Online article

To cite electronic journals add URL and date the material was last accessed. If there is a digital object identifier (DOI) for source, include it in place of page nos. or other locators.

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. 2002. Quality-of-life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy. *Journal of the American Medical Association* 287 (no. 5, February 6), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo> (accessed January 7, 2004).

BOOK:

No author

Although the use of 'Anonymous' is generally to be avoided, it may stand in place of the author's name in a reference list in which several anonymous works need to be grouped. In such an instance, Anonymous or Anon. (set in roman) appears. i.e. Anon. 1547. Stanze in lode della donna brutta. Florence.

One author

Doniger, Wendy. 1999. *Splitting the Difference*. Chicago: University of Chicago Press.

Two authors

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate Conservation Biology*. Chicago: University of Chicago Press.

More than three authors

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The*

Social Organization of Sexuality: Sexual Practices in the United States. Chicago: University of Chicago Press.

Corporate or Institutional author

If a publication issued by an organization carries no personal author's name on the title page, the organization is listed as author in reference list, even if it is also given as publisher.

British Standards Institute. 1985. *Specification for Abbreviation of Title Words and Titles of Publications*. Linford Woods, Milton Keynes, UK: British Standards Institute. ISO. See International Organization for Standardization.

Editor, translator or compiler in place of author

When no author appears on title page, a work is listed by name(s) of editor(s), or translator(s). In reference lists, abbreviation ed. or eds., or trans. follows the name, preceded by a comma.

Editor or translator in addition to author

The edited, compiled or translated work of one author is normally listed with the author's name appearing first and the name(s) of the editor(s) or translator(s) appearing after the title, preceded by ed. (meaning 'edited by'), or trans. ('translated by').

Menchú, Rigoberta. 1999. *Crossing Borders*. Trans. and ed. Ann Wright. New York: Verso.

Chapter in edited book or essay in edited collection

Wiese, Andrew. 2006. "The House I Live in": Race, Class, and African American Suburban Dreams in the Postwar United States. In *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press.

Multiple editions or volumes

When an edition other than the first is used or cited, the number or description of the edition follows the title in the listing. i.e. 2nd ed. or in the case of multi volumes i.e. 4 vols.

Online book

When citing a book that is available online, include the URL as part of the citation. If the publisher or discipline requires it, or for especially time-sensitive data, also record in parentheses the date the material was last retrieved.

Sirosh, J., R. Miikkulainen, and J.A. Bednar. 1996. Self-organization of Orientation Maps, Lateral Connections, and Dynamic Receptive Fields in the Primary Visual Cortex. In *Lateral Interactions in the Cortex: Structure and Function*, ed. J. Sirosh, R. Miikkulainen, and Y. Choe. Austin, TX: UTCS Neural Networks Research Group. <http://www.cs.utexas.edu/users/nn/webpubs/htmlbook96/> (accessed August 27, 2001).

Reprinted book

When citing a reprint or modern edition in the author-date system, the writer (or editor) must decide whether text citations should give original date, later date, or both. If both dates are supplied, the two may be separated by a slash. i.e. Maitland 1898/1998

Place of publication:

Traditionally the facts of publication include place (city), publisher, and date (year). A colon appears between place and publisher. In a reference list, the date follows the author's name, preceded by a full stop. i.e. Wilson, E.O. 1992. *The Diversity of Life*. New York: Norton.

Conference Paper:

Individual contributions to conference proceedings may be treated like chapters in multi-author books. If published in a journal, it is treated as an article.

Doyle, Brian. 2002. Howling like Dogs: Metaphorical Language in Psalm 59. Paper presented at annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

Dissertation or Thesis:

The kind of thesis, the academic institution, and the date follow the title. Like the publication data of a book, these are enclosed in parentheses in a note but not in a bibliography or reference list. The word 'unpublished' is unnecessary.

Amundin, M. 1991. Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoena phocoena*. PhD diss., Stockholm University.

CD-ROM:

Works issued on CD-ROM are treated similarly to printed works. Place of publication and date may be omitted unless relevant.

Hicks, R.J. 1996. *Nuclear Medicine, from the Center of our Universe*. Victoria, Austl.: ICE T Multimedia. CD-ROM.

Film: Movie Title. Directed by Mary Smith. Hollywood, CA: Bigshot Productions, 2004.

Newspaper or Magazine article:

Newspaper articles may be cited in running text ("As William Niederkorn noted in a New York Times article on June 20, 2002 ...") instead of in an in-text citation, and they are commonly omitted from a reference list as well. This example shows a formal cited version.

Martin, Steve. 2002. Sports-interview Shocker. *New Yorker*, May 6.

No author

Unsigned newspaper articles or features are best dealt with in text. But if a reference-list entry should be needed, the name of the newspaper stands in place of the author.

Online newspaper or magazine article

Osborne, Lawrence. 2000. Poison Pen. Review of *The Collaborator: The Trial and Execution of Robert Brasillach*, by Alice Kaplan. *Salon*, March 29, <http://www.salon.com/books/it/2000/03/29/kaplan/index.html> (accessed July 10, 2001).

If a URL becomes invalid before publication of the work in which it is cited, or if the article was obtained from an online archive for a fee, include only the main entrance of the newspaper or news service (e.g., <http://www.nytimes.com/>).

Electronic Source:

Whatever archiving, retrieval and linking techniques may be in place in the future, electronic content by its very nature will continue to be impermanent and manipulable. If a source changes or becomes unavailable, citations to that source may need to be adjusted; authors and publishers should therefore verify the accuracy of citations to electronic content as close to the publication date as possible.

URLs

Even if it follows a full stop (period), the first letter of the protocol (e.g., the h in http) is not capitalized. The capitalization of the remaining components varies; because some URLs are case sensitive, they should not be edited for style.

Access dates:

Access dates in online source citations are of limited value, since previous versions will often be unavailable to readers (not to mention that an author may have consulted several revisions across any number of days in the course of research). We therefore does not generally recommend including them in a published citation.

Website:

Websites may be cited in running text (“On its website, the Evanston Public Library Board of Trustees states . . .”) instead of in an in-text citation, and they are commonly omitted from a reference list. If an access date is required, include it parenthetically at the end of the citation. For original content from online sources other than periodicals, include as much of the following as can be determined: author, title of page, title or owner of site, URL.

Federation of American Scientists. Resolution Comparison: Reading License Plates and Headlines. <http://www.fas.org/irp/imint/resolve5.htm>.

Weblog entry or comment:

Weblog entries or comments may be cited in running text (“In a comment posted to the BeckerPosner Blog on March 6, 2006, Peter Pearson noted...”) instead of in an in-text citation,

and they are commonly omitted from a reference list as well. The following examples show the more formal versions of the citations.

Becker-Posner blog, The. http://www.becker-posner-blog.com/ .
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Government Document:

Bulletins, circulars, reports, and study papers issued by such government commissions as the Federal Communications Commission or the Securities and Exchange Commission are cited much like legislative reports. Citations to government documents should begin with the name of the authorizing body—whether Parliament, Public Record Office, Foreign Office.

Interview:

An interview that has already been published or broadcast is treated like an article in a periodical or a chapter in a book. In whatever form interviews or personal communications exist—published, broadcast, preserved in audiovisual form, available online—the citation normally begins with the name of the person interviewed or the person from whom the communication was received. Unpublished interviews are best cited in text or in notes, though they occasionally appear in reference lists.

Pamphlets and Reports:

Pamphlets, corporate reports, brochures and other freestanding publications are treated essentially as books. Data on author and publisher may not fit the normal pattern, but sufficient information should be given to identify the document.

Personal Communication:

References to conversations (whether face-to-face or by telephone) or to letters and email messages received by the author are usually run into the text. They are rarely listed in a reference list. An email address belonging to an individual should be omitted. Should it be needed in a specific context, it must be cited only with the permission of its owner.

In a parenthetical citation, the terms ‘personal communication’ (or ‘pers. comm.’), ‘unpublished data’, and the like are used after the name(s) of the person(s) concerned, following a comma. i.e. (H.J. Brody, pers. comm.)

Online encyclopedias and reference works:

Online versions of encyclopedias are subject to continuous updates and should therefore be considered databases rather than standard reference works with standard edition numbers. For this reason, we recommend always including an access date in addition to the URL. Well-known online reference works, such as major dictionaries and encyclopedias, are normally cited, like their printed counterparts, in notes rather than in bibliographies. Note that some reference works will indicate the appropriate URL to cite for a specific entry; use this rather than the less stable URL generated by search engines.

Speech, Lecture, Talk:

The sponsorship, location and date of the meeting at which a speech was given or a paper presented follow the title.

O'Guinn, T.C. 1987. Touching Greatness: Some Aspects of Star Worship in Contemporary Consumption. Paper presented at the annual meeting of the American Psychological Association, New York.

Unpublished Work:

The title of an unpublished work—whether book, thesis, speech, essay, or whatever—is not italicized. In reference lists it is capitalized sentence style, with no quotation marks.

Most unpublished papers can be treated in much the same way as dissertations or lectures.

i.e. Ferber, R. 1971. Family Decision-making and Economic Behavior. Faculty Working Paper 35, College of Commerce and Business Administration, Univ. of Illinois at Urbana- Champaign.

Quick Guide to General Information about Maynooth University

CAMPUS MAPS:

CAMPUS PARKING:

[Parking & traffic management | Maynooth University](#)

MOODLE:

The on-line learning platform used in Maynooth University is Moodle. Information and support on Moodle is available [here](#).

LIBRARY:

[The library](#) of Maynooth University is available to you when you have registered and have a student card. Please see page 47 for further information on the Library.

Centre for Teaching and Learning Academic Writing Centre:

The Maynooth University Writing Centre has been established by the Centre for Teaching and Learning to support student academic writing. The Writing Centre is based in Rye Hall and offers free, friendly, non-judgmental writing help to any student, undergraduate or postgraduate, regardless of programme, degree or level. Students can drop in on their own or in groups to work with tutors on course work or material/topics with which they may be having trouble. Students may also book one- to-one appointments to discuss their writing with peer tutors. In addition, the Centre offers writing workshops, supports writing groups, engages in discipline specific work and carries out research.

Further information regarding the Centre's opening hours and specific services are posted on the Centre's Moodle space. This can be accessed through the Maynooth University Moodle homepage under 'Useful Links' or email writingcentre@nuim.ie

UNIVERSITY BOOKSHOP:

The University Bookshop is located on the North Campus in the John Hume Building.

COMPUTER FACILITIES:

Students will be given a computer account, password details and information about the computer facilities in Maynooth University when you register. The Computer Centre is located on the South Campus and student computer facilities are available on both campuses.

REFRESHMENTS:

Tea, coffee and snacks are available in Subway located on the Ground Floor of the John Hume Building and Starbucks Café in the John Paul II library. Food is also served in the Phoenix restaurant located on the north campus and in Pugin Hall on the south campus. Vending machines are located in the School of Education, John Hume Building and the Arts Building.

The Language Centre:

For teachers of languages the extensive resources of the Language Centre, located in the Arts Building, North Campus, are available for consultation and utilisation. The Language Centre also provides part-time programmes in languages at various levels of difficulty.

Career Development Centre:

The Career Development Centre offers a range of one-to-one consultations and various other group workshops. Students can access a range of supports of drop-in advisory to scheduled services from job search strategies to study and examination techniques. Please refer [here](#) for further details.

MAYNOOTH UNIVERSITY STUDENT SERVICES:

Information about student services, including crèche, access and disability supports, mature students, counselling, chaplaincy, sports, timetable and other services, please see [here](#).

Some of the student support systems provided by the University are listed below.

Counselling Services

The Counselling Service is a confidential professional service that is provided to all students of Maynooth University. Counselling provides an opportunity for students to discuss in private any issues or concerns they feel are impacting on their academic performance or personal wellbeing. Counselling is offered on a one-to-one basis and is short-term in nature. It is provided free of charge. Confidentiality is assured to all who avail of the service. The Counselling Service is open Monday to Friday 9.30. a.m. to 5.00 p.m. It operates on an appointment basis. Self-referral to the service is welcomed and encouraged.

Access Office

Mature students, students with disabilities, students who enter Maynooth University through the HEAR (Higher Education Access Route) programme, Travellers and New Irish are supported by MAP (Maynooth Access Programme). The Access Office liaises closely with the Education Department particularly in relation to students with specific learning difficulties or other special education needs. The office provides a range of supports including access to various assistive digital technologies.

Chaplaincy Services

Chaplaincy provides a safe and confidential setting in which students have an opportunity to explore concerns and worries. The Chaplaincy service offers a range of professional supports including meditation group; bereavement support and pastoral counselling. The service has close contacts with organisations such as Aware, the Samaritans and Cura. It offers various religious services including daily Eucharist, weekly Confession and weekend retreats.

Crèche Services

The Crèche is available for the children of all college students and employees (except those of the Crèche staff). In addition to day services the Crèche also runs an after-school programme.

Student Health Centre

The University Health Centre is a general practice providing a free service to all students of Maynooth University. The staff includes a GP, Nurse and Secretary. Students can access the medical centre Monday – Friday from 09.30 – 12.45 and 14.00 – 16.45. Out of hours the University has an arrangement with a number of doctors in the area.

Services include:

General Medical Consultations
Emergency Consultations
Nurse's Clinic
Dressing Clinic
Travel Immunization / Vaccinations
Asthma Clinic
Sexual Health Service
Nutrition Clinic
Antenatal
Walk-in Clinic

Student Services

Student Services is an integral part of the University community, enabling the promotion and development of its educational mission. Using a holistic approach, we offer a range of clearly defined services to support and empower students to achieve their personal and academic potentials and so enhance their life's journey. We strive to create a community which is open and caring and where diversity is expected and respected.

Residence Office

The apartments on the new campus provide accommodation for almost 900 students. The Residence Officer also works with local landlords/landladies to secure accommodation for students. College Rooms can be booked through the Conference and Accommodation Office <http://www.maynoothuniversity/maynoothcampus> and provide a less expensive, more flexible arrangement for students.

Student Facilities

The Students' Union operates a newly extended Student Social Centre which contains a lively bar, music venue, catering outlet and common room. The Centre also contains the Students' Union offices, meeting rooms, music rehearsal and recording studios, and offices for Clubs and Societies. Other facilities on campus include the University Restaurant, an AIB bank, a bookshop, two convenience stores and a coffee shop.

Sports Office

The Sports Officer actively encourages students to become involved in sporting activities and to adopt a healthy lifestyle which incorporates regular exercise. As well as the many sporting activities which are available through the student Sports Clubs, the Sports Officer organizes weekly aerobics sessions for staff and students. There is also a GAA Development Officer who works with the four GAA sports clubs. The sporting facilities which are available include: Indoor

Swimming, Sports Hall, Weights Room, Racquetball Court, Billiards and Snooker, Room, Tennis Courts, Canoe Club Boathouse, Throwing Circle, Outdoor Pitches and Changing Facilities, CardioVascular Equipment and Astro-Turf Pitches.

Student Financial Aid

The University operates a hardship fund, which is used to assist students who are in financial need. Students who are interested in seeking additional financial support should contact any member of the Student Aid Committee to arrange an interview.

Childcare Fund: The Students' Union operates a fund which makes a contribution towards the childcare costs of students who have children in full-time care. Application forms can be collected from the SU Office and must be submitted to the SU Welfare Officer before the end of October each year.

Students' Union

The Students' Union is the representational body for students in Maynooth University. The aim of the Students' Union is to promote, defend and advance the interests of its members. Every registered student is a member of the Students' Union.

MU Library



Fig 1. Exterior of MU Library

MU Library is a popular place to meet, study and research in with a variety of study spaces, meeting rooms and a Starbucks located on the ground floor. It provides [bookable group study rooms](#) for students (perfect for project-work) as well as a dedicated postgraduate room, on Level 2. It's also a portal to a vast collection of [Education](#) resources in print and online through its searchable catalogue called [LibrarySearch](#). The [library homepage](#) has a comprehensive range of information, training, supports and services that you can explore but there's also a dedicated [Education Subject Guide](#) on our webpage that we recommend you use and bookmark, because we highlight new subject-specific material and news regularly in this space (see Fig. 2 below) for undergraduates, postgraduates and academics.

A screenshot of the Maynooth University Library website, specifically the Education Subject Guide. The page has a dark blue header with the Maynooth University logo and the word "LIBRARY" in white. Below the header, there are navigation links for "Library Services", "Learning Resources", "Research Support", and "All Guides A-Z". The main content area is titled "Education" and features a navigation menu with options like "Getting Started", "Books & eBooks", "Journals & Databases", "Online Resources", "Tutorials & Quizzes", "Top Tips for Students", "Referencing", and "For Staff". The page is divided into three columns. The left column is titled "Need some help?" and contains a "Submit a Query" form with a dropdown menu, a text input field, and a "Submit" button. The middle column is titled "Welcome to the Education Subject Guide" and lists several resources: "Books & eBooks", "Journals & Databases", "Online Resources", "Short Tutorials & Quizzes", "Top Tips", and "Referencing Style". The right column is titled "Teaching & Learning Librarian" and features a profile for Áine Carey, including her name, a photo, and contact information (email: Áine.Carey@mu.ie, phone: (01) 4747123). There is also an "Email Me" button.

Fig 2. Education Subject Guide Online.

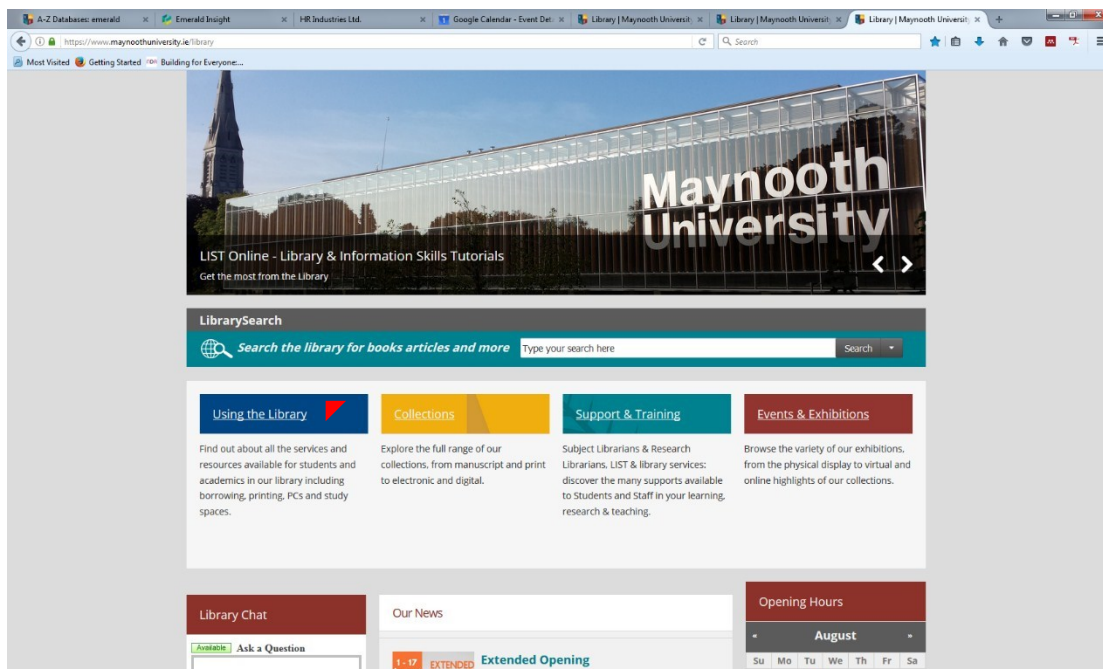


Fig 3. The search-box, LibrarySearch; it searches the entire collection in MU Library

[LibrarySearch](#) (see Fig. 3, above) gives you details about finding and accessing many thousands of books and e-books, journal articles, e-journals and subject-databases on your subject. You can access the [content](#) on or off-campus. You have options for basic and [advanced searching](#). There's a live Chat-box on the library homepage to access help with all things library.

Learn the tricks for running a successful search through our [LIST Online tutorials](#). We will be running our popular **LIST tutorials** in the library during the academic year. If you've any queries about finding material, taught students can contact Teaching & Learning Librarians, (Áine Carey aine.carey@mu.ie, Rachel Hynes rachel.hynes@mu.ie and Saoirse de Paor saoirse.depaor@mu.ie) and research students can contact Ciarán Quinn, (ciarán.quinn@mu.ie), Research Support Librarian; we can advise on your search at any level from undergraduate to PhD/academic.

Your **Mycard** (library card) entitles you to borrow material from the Library. Find out how many items you can borrow; click "Using the Library" (see Fig. 4 below) on the library homepage for information on borrowing.



You can access our extensive collection of [e-journals](#) – see the “[eBooks and eJournals](#)” button on the library homepage. Most of these journals are in full-text format and you read the article on the screen or you can print/save/e-mail the article. As well as electronic journals we have electronic dictionaries, encyclopedias and e-books. You can browse the full list of our databases and e-books by selecting the *Collections* link on our website.

Explore the green box [Guides & Tutorials](#) for your subject guide, containing suggestions and lots of subject-support.

If you are searching for an item that is not held in this Library, you can get the item either:

- as an Inter Library Loan (ILL) – this process allows you to borrow an item from another Library. You can request an item from another library and it will be sent here for you to borrow. You can make this request either online or in the Library. There is no charge for this service.
- by visiting the Library that holds the item. This service is available to staff and postgraduates who hold an [ALCID](#) card. This card allows users to visit libraries in Ireland and consult their material. Get further information on this service from our website.
- by applying for a [SCONUL](#) card. The SCONUL Research Extra (SRX) scheme gives academic staff and research postgraduates borrowing facilities in most of the higher education libraries in Ireland and the UK.

You can borrow a laptop to use within the Library or logon to one of our many PCs. The Library is wireless so you can use your own laptop here. We have a 3D printer available (ask at the Library desk) as well as a colour photocopier, in addition to numerous black and white photocopiers.

Make sure to [contact us](#) with any queries about using the library, the resources or finding and using suitable sources for your research. The Library wishes you every success in your studies and we look forward to meeting you soon.

USEFUL LINKS:

Library homepage: <https://www.maynoothuniversity.ie/library>

Education Subject Guide: <http://nuim.libguides.com/education>

LIST online: <http://nuim.libguides.com/list-online>

Inter-Library loans: <https://www.maynoothuniversity.ie/library/using-library/inter-library-loans> **CONTACTS:**

- Undergraduates and Taught Postgraduates contact: Áine Carey, aine.carey@mu.ie, Rachel Hynes rachel.hynes@mu.ie and Saoirse de Paor saoirse.depaor@mu.ie
- Research students and staff contact: Ciarán Quinn, ciarann.quinn@mu.ie
- Academics contact: Helen Farrell, helen.farr@mu.ie

