

Froebel modules available to Erasmus & International students 2017-2018

<u>Module Code for Erasmus</u>	<u>Credit Value</u>	<u>Module Title</u>	<u>Lecturer/s</u>	<u>Descriptor</u>	<u>Learning Outcomes</u>	<u>Semester</u>	<u>Method of Assessment</u>	<u>Method of Delivery</u>	<u>No. of places for Visiting Students</u>
EDF125V	2.5	Placement learning 1 (Early childhood education 4 – 7 years)	Seamie O'Neill	With a clear focus on early childhood education, behaviour management and lesson planning, this module is designed to prepare and equip the students for school placement in Semester 1 and Semester 2.	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a working knowledge of the structure, purpose and appropriate application of a. Aistear – the Early Childhood Curriculum Framework b. Siolta - the National Quality Framework for Early Childhood Education • Relate theories of early childhood development and learning to their practice. • Identify and utilise a range of methodologies suitable for use in an early childhood classroom. • Review, source, select and use appropriate resources and materials for teaching and learning in an early childhood classroom. 	1	Assignment (depending on Learning Agreement)	Lectures and workshops	2
EDF125	10 (Including Placement)	Placement learning 1 (Early childhood	Patsy Stafford/Seamie O'Neill	With a clear focus on early childhood education, behaviour management and lesson planning, this module is	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Plan, teach and evaluate a number 	1 and 2	As on Module descriptor	Lectures and workshops	1

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		education 4 – 7 years)		designed to prepare and equip the students for school placement in Semester 1 and Semester 2.	<p>of lessons on school placement.</p> <ul style="list-style-type: none"> • Demonstrate a working knowledge of the structure, purpose and appropriate application of a. Aistear – the Early Childhood Curriculum Framework b. Siolta - the National Quality Framework for Early Childhood Education • Relate theories of early childhood development and learning to their practice. • Facilitate and develop the use of play in an early childhood classroom. • Observe and record children in an early childhood classroom and use their findings to plan future teaching and learning. • Identify and utilise a range of methodologies suitable for use in an early childhood classroom. • Review, source, select and use appropriate resources and materials for teaching and learning in an early 				
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					childhood classroom.				
EDF127V	2.5	Teacher as Learner	Máire Nic an Bhaird, Fiona Nic Fhionnlaoich, Laura Thornton	This module will introduce students to reflective practice by inviting them systematically review their learning experiences to date, their current experience in college and their intentions for their work in the future. They will be required to think critically about their ideas of the "good teacher" and locate the emergence of these ideas in their own educational history. Readings from courses in foundation subjects will be re-examined here with a view to supporting students as they develop a meta-perspective on how their approaches to teaching evolve. School placement experiences will form a second opportunity for students, as agentic practitioners, to explore experientially any potential tensions between theory and practice.	N/A	1	Continuous Assessment	Lectures and Independent student activities	6
EDF225V	2.5	Placement learning 2: Education for the Middle Years	Seamie O'Neill	This module will prepare the students for school placement in Semester 1 and Semester 2 with a focus on classroom organisation, behaviour management and lesson planning for the Middle Years.	On successful completion of the module, students should be able to: <ul style="list-style-type: none"> • Identify key aspects relating to the role of the teacher. • Familiarise themselves with preparation and planning practices with a specific emphasis on 	1	Assignment (depending on Learning Agreement))	Lectures and workshops	8

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					<p>project methods, integration of subjects and group teaching practices for classes from infants to fourth class.</p> <ul style="list-style-type: none"> Utilise a range of methodologies suitable for use in infants and middle years classrooms Review, select and use appropriate resources and materials for teaching in infants to fourth class. 				
EDF225	10 (incl placement)	Placement learning 2: Education for the Middle Years	Seamie O'Neill	This module will prepare the students for school placement in Semester 1 and Semester 2 with a focus on classroom organisation, behaviour management and lesson planning for the Middle Years.	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> Successfully plan, teach and evaluate lessons on school placement. Identify key aspects relating to the role of the teacher. Develop the professional role of the teacher in the classroom. Familiarise themselves with preparation and planning practices with a specific emphasis on project methods, 	1 and 2	As per Module descriptor	Lectures and workshops	2

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					<p>integration of subjects and group teaching practices for classes from infants to fourth class.</p> <ul style="list-style-type: none"> • Relate theories of learning to practise. • Utilise a range of methodologies suitable for use in infants and middle years classrooms • Review, select and use appropriate resources and materials for teaching in infants to fourth class. • Engage with, and reflect upon, Academic Service Placement. 				
EDF229V	2.5	Curriculum and Methodologies 2(Visual Art)	Katherine Lally/Laura Thornton	<p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in Visual Arts for those classes will be explored.</p> <p>Students will also engage with Visual Arts curricular planning for middle standards in primary school. Through</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Plan, implement and critically evaluate the applied use of key curricular methodologies outlined in the Primary School Curriculum (1999) through the lens of Visual Arts for middle and senior primary classes • Identify and plan for the realisation of opportunities to 	1	Assignment (depending on Learning Agreement)	Lectures, workshops and seminars. Specific methodologies to include: Active learning, guided discovery, talk and discussion, use of the environment, play-based learning, direct teaching, teaching and learning through ICT, assessment.	1

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				<p>reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p>	<p>connect and transfer methodologies in an integrated manner</p> <ul style="list-style-type: none"> • Apply principles and methods of observation, recording and assessment to inform future planning of teaching content • Further develop the critical use of ICT in teaching and learning 				
EDF229X	2.5	Curriculum and Methodologies 2 (SESE)	Bernadette Wryne	<p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive.</p> <p>The key teaching skills in SESE for those classes will be explored.</p> <p>Students will also engage with SESE curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Plan, implement and critically evaluate the applied use of key curricular methodologies outlined in the Primary School Curriculum (1999) through the lens of SESE for middle and senior primary classes • Identify and plan for the realisation of opportunities to connect and transfer methodologies in an integrated manner 	1	Assignment (if required)	Lectures, workshops and seminars. Specific methodologies to include: Active learning, guided discovery, talk and discussion, use of the environment, play-based learning, direct teaching, teaching and learning through ICT, assessment.	2

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				<p>characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</p> <p>They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p>	<ul style="list-style-type: none"> Apply principles and methods of observation, recording and assessment to inform future planning of teaching content Further develop the critical use of ICT in teaching and learning 				
EDF233V	2.5	Mathematical and Scientific Enquiry 2	Patsy Stafford/Brian Tubbert	<p>This module introduces students to theories of numeracy acquisition, mathematical and scientific learning, content knowledge, methodologies, skills and resources appropriate to 3rd – 6th class. The Primary School Curriculum (1999) – Mathematics and Science – 3rd to 6th class will be explored.</p> <p>The module addresses the creation of an enquiry-based and independent learning environment involving the utilisation of the indoor and outdoor environments. Linkage and integration across the curriculum,</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> Demonstrate a working knowledge of the Primary School Curriculum (1999) – Mathematics and Science – Knowledge, skills, values and attitudes – 3rd to 6th class. Demonstrate content and pedagogical knowledge and vocabulary of mathematics and science necessary for teaching in Primary School. Examine theories of mathematical and scientific learning 	1	Assignment (depending on Learning Agreement)	Observation, investigation, independent learning, workshops with hands-on experience, seminars, group discussions, fieldwork, ICT, research, portfolio compilation, case study scenarios, lecturing.	2

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				<p>particularly project work will be explored.</p> <p>The module will study the scientific and mathematical knowledge and vocabulary necessary for teaching Mathematics and Science in Primary School. Methods of children recording their work, documentation and assessment of children's work including self and peer evaluation will be also be addressed.</p>	<p>relating same to practice.</p> <ul style="list-style-type: none"> Utilise a range of methodologies specific to mathematical and scientific enquiry in 3rd - 6th classes (including use of ICT). Review, select and use appropriate resources and materials for teaching and learning Mathematics and Science for 3rd - 6th classes. Link and integrate mathematics and science across the curriculum with an emphasis on project work. 				
EDF327	20 (incl placement)	Placement Learning 3: Teacher as Change Agent	Seamie O'Neill	<p>This module will prepare the students for school placement with a focus on the Teacher as Change Agent.</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> Demonstrate competence in planning for 5th/ 6th class levels Articulate their understandings of the complex role of these professionals Examine policies in existence in Irish primary schools e.g. Admissions Policies, Anti-Bullying Policy etc. Recognise dilemmas and complexities in the practice of teaching Demonstrate an ability to assess pupil's learning 	1 and 2			

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EDF327V	2.5	Placement Learning 3: Teacher as Change Agent	Seamie O'Neill	This module will prepare the students for school placement with a focus on the Teacher as Change Agent.	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence in planning and teaching infant and 5th/ 6th class levels • Articulate their understandings of the complex role of these professionals • Examine all the policies in existence in their placement school e.g. Admissions Policies, Anti-Bullying Policy etc. • Contribute to policy review and document their involvement in that process • Recognise dilemmas and complexities in the practice of teaching • Participate in, lead and document a peer support meeting • Demonstrate an ability to assess pupil's learning 	1	Assignment (depending on Learning Agreement)	Lectures and workshops	8
EDF330X	2.5	Curriculum and Methodologies 3(Visual Art)	Katherine Lally/Laura Thornton	This module introduces students to the principles, aims and key methodologies of the Primary School Curriculum for Senior Classes. The key teaching skills in Visual Arts, will be explored. Students will also engage with subject-specific curricular planning for 5th and 6th classes in Visual	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Reflect on, analyse, justify and utilise curricular methodologies in Visual Arts at whole school level. • Plan short-term and long-term units of work in Visual Arts, 	1	Assignment (depending on Learning Agreement)	Lectures and independent student activities	1

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				<p>Arts. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the development, management and resourcing of an inclusive, Froebelian, enquiry-based environment in senior classes. Students will reflect on and respond to school placement experiences. They will be introduced to integrated planning, recording and evaluation for a child-centred curriculum. They will also examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning at senior class level will be explored along with ICT applications for senior classes. Differentiated teaching and learning will be studied in depth.</p>	<p>in an integrated manner.</p> <ul style="list-style-type: none"> • Utilise assessment and differentiation strategies, appropriate to the developmental stages of the individual primary school child. • Respond appropriately to emerging relevant curricular initiatives and research. 				
EDF330Y	2.5	Curriculum, Methodologies and Assessment 3 (PE)	Tony Sweeney	<p>This module introduces students to the principles, aims and key methodologies of the Primary School Curriculum for Senior Classes. The key teaching skills in PE for those classes will be explored. Students will also engage with subject-specific curricular planning for 5th and 6th classes in PE.</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Reflect on, analyse, justify and utilise curricular methodologies in PE at whole school level. • Plan short-term and long-term units of work in PE in an integrated manner. • Utilise assessment and differentiation 	1	Assignment (depending on Learning Agreement)	Lectures and independent student activities	2

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				<p>Through reflection on their own teaching and learning experiences, students will be invited to think critically about the development, management and resourcing of an inclusive, Froebelian, enquiry-based environment in senior classes. Students will reflect on and respond to school placement experiences</p> <p>They will be introduced to integrated planning, recording and evaluation for a child-centred curriculum. They will also examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning at senior class level will be explored along with ICT applications for senior classes. Differentiated teaching and learning will be studied in depth.</p>	<p>strategies, appropriate to the developmental stages of the individual primary school child.</p> <ul style="list-style-type: none"> Respond appropriately to emerging relevant curricular initiatives and research. 				
EDF331U	2.5	Language, Mathematics and Scientific Enquiry across the Curriculum	Patsy Stafford	<p>This module further develops students' understanding and deployment of relevant theories for the effective linkage, integration and differentiation of learning. Students' competence in adopting an integrated approach to teaching by using numeracy across all curriculum areas will be enhanced. They will examine, select and apply a wide range of</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> Critically examine theories underpinning the integration of mathematical and scientific enquiry across the curriculum and the integration of other subject areas into mathematics and science learning. Demonstrate a working knowledge of 	1	Assignment (if required)	<p>Observation, Investigation, independent learning, workshops with hands-on experience, seminars, group discussions, fieldwork, ICT, research, portfolio compilation,</p>	2

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				<p>relevant numeracy strategies to support learning across the curriculum. Students will be enabled to employ project-based, interdisciplinary teaching and learning approaches. They will enhance their competence in coordinating children's learning through the use of enquiry, research, investigation, recording/reporting and presentation of work, supported by a range of relevant ICT tools and media. Assessment for and assessment of learning is a key component of this module.</p>	<p>the principles and strategies of integration within the context of the Primary School Curriculum</p> <ul style="list-style-type: none"> ● Develop, implement and review cross-curricular planning for teaching mathematics and scientific enquiry and for the integration of other subjects into mathematics and science learning. ● Review, select and use appropriate methodologies, including ICT and collaborative learning, resources and materials for the integration of mathematical and scientific enquiry across the curriculum (including use of ICT) ● Explore, facilitate and support the use of play in integrating mathematical and scientific learning across the curriculum. ● Link and integrate mathematics and science across the curriculum using the project approach. ● Demonstrate an increased knowledge of age-appropriate linkages between reading, writing, speaking, listening, thinking and viewing (visual literacy) and their application across the curriculum 			<p>case study scenarios, lecturing.</p>	
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EDF442V	2.5	Challenges in Pupil Care	Therese Hegarty	This course will equip teachers with theoretical and practical ideas for supporting children in schools when they are encountering difficult times. Students will consider the impact of trauma, bereavement, bullying, parental drug misuse, and abuse/neglect on the lives of children. Students will explore how such challenges impact on children's family life and education and learn about school-based initiatives which offer protective structures and build resilience. Students will learn to participate in and lead care teams and will learn about appropriate referral procedures including referrals to Tusla.	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Students will understand the impact of challenging life experience on children and their parents and families, and how this can impact on learning in school. • Students will have a theoretical framework for understanding their role as carers in school. • Students will have a range of school-based strategies to support children. • Students will be able to discern when a child needs a support services outside the school and will be able to make appropriate referrals. • Students will be confident in facilitating care teams. 	2	Continuous assessment	Lectures, role play, case discussion, video and discussion , independent research	4
EDF333	2.5	Think Globally Teach Locally	Aoife Titley	<p>Introduction and intercultural simulation activities</p> <p>Analysis of film for examining issues of culture, resistance, change and gender</p> <p>Analysis of film for examining issues of racism, ethnicity and national identity</p> <p>Study of global migration of refugees and the experience of migrants</p>	As in Module descriptor	As in Module descriptor	As in Module descriptor	As in Module descriptor	4

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				<p>within Irish society Listening to narratives of Travellers in Irish Education. Exploration of the impact of colonisation through a study of the Aboriginal experience in Australia. Exploration of white privilege Team teaching in a Educate Together Schools</p>					
EDF464	2.5	Education for Sustainable development	Aoife Titley	<p>This module will provide students with an opportunity to engage with emerging issues in the area of education for sustainable development (ESD). It will examine the politics, ethics and science behind our relationship with the environment and wider world. The module will support student teachers in reflecting on their rights and responsibilities as global citizens and introduce them to appropriate pedagogical approaches to explore new global realities with children in the primary classroom. This ESD module will explore sustainability from three perspectives; the political, the socio-economic and the environmental and build upon prior learning from DICE modules.</p> <p>The following topics will be explored:</p> <ul style="list-style-type: none"> • Human rights 	<p>Students will be enabled to:</p> <ul style="list-style-type: none"> • Appreciate the value of ESD as an agent of change in the primary school • Become familiar with relevant pedagogical content knowledge in ESD and where it fits in the primary curriculum • Understand the concept of interdependence and the significance of linking the local to the global in teaching and learning • Recognise the biodiversity in their local environment • Problematise the notion of 'taking action' in the context of global citizenship • Differentiate ESD content for younger classes with the 'Eye of the Tiger' Travelling Teddies • Develop key skills necessary for resource and lesson development in ESD 	2	Continuous assessment	<p>Policy analysis, film as stimulus, talk and discussion, active listening, photo methodologies, modelling, simulation activities, OSDE methodology, philosophy with children, campus tour, graffiti walls, critical reflection.</p>	4

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				<ul style="list-style-type: none"> • Ethical consumerism (food and fashion) • Interdependence • Biodiversity • Climate justice and climate action • Action and Global Citizenship • Peace education 					
EDF226V	2.5	Development & intercultural education	Aoife Titley	<p>Through engagement with Development and Intercultural Education (DICE), the contribution of education to global justice is examined. Issues such as poverty, energy resources, trade, human rights are explored and their potential for cross curricular work in schools is examined.</p> <p>Guiding documents informing inter-cultural education are introduced and students are supported in planning appropriate intercultural education at whole school level.</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Relate current relevant research to classroom practice. • Assess the Irish education system in the context of its provision for minority groups and inequality • Evaluate national and international research in the area • Apply their understanding of issues relating to DICE, disability, race, inclusion to school placement 	1	Written exam	Lectures, seminars, guest speakers, independent reading, assessment	4