

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

<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. Síolta - 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
EDF127V	2.5	Teacher as Learner	Máire Nic an Bhairst, Fiona Nic	This module will introduce students to reflective practice by	N/A	1	Continuous Assessment	Lectures and Independent student activities	6

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

			Fhionnlaoich, Laura Thornton	<p>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.</p>					
EDF225V	2.5	Placement learning 2: Education for the Middle Years	Seamie O'Neill	<p>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>	<p>On successful completion of the module, students should be able to:</p> <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 project methods, integration of subjects and group teaching 	1	Assignment (depending on Learning Agreement))	Lectures and workshops	8

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

					<p>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. 				
EDF229V	2.5	Curriculum and Methodologies 2(Visual Art)	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 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</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 connect and transfer methodologies in an integrated manner Apply principles and methods of observation, recording and assessment to inform future planning of teaching content 	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

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

				<p>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"> Further develop the critical use of ICT in teaching and learning 				
EDF229X	2.5	Curriculum and Methodologies 2 (SESE)	Bernadette Wrynn	<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 characteristics, organisation and management of an inclusive Froebelian enquiry based environment.</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 Apply principles and methods of observation, recording and assessment to inform future planning of teaching content 	1	Assignment (if required)	<p>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.</p>	2

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

				<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"> 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, particularly project work will be explored.</p> <p>The module will study the scientific and</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 relating same to practice. Utilise a range of methodologies specific to mathematical and scientific enquiry in 3rd 	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

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

				<p>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>- 6th classes (including use of ICT).</p> <ul style="list-style-type: none"> 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. 				
EDF327V	2.5	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 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 	1	Assignment (depending on Learning Agreement)	Lectures and workshops	8

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

					<ul style="list-style-type: none"> Participate in, lead and document a peer support meeting Demonstrate an ability to assess pupil's learning 				
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 	2	Written exam	Lectures, seminars, guest speakers, independent reading, assessment	4
EDF333 -	2.5	think globally, teach locally	Aoife Titley	<p>This interdisciplinary third year module explores culture, colonisation, migration, racism, activism, interculturalism and white privilege and builds upon learning from the DICE module in second year. 'Think Globally, Teach Locally' promotes critical reflection using a 'Pedagogy of Discomfort'</p>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> Use simulation activities to explore the terms culture, culture shock, privilege and ethnocentrism Utilise film as a stimulus for examining issues of racism, ethnicity and national identity 	1	Continuous assessment	Lectures	

Froebel modules available to Erasmus & International students 2020/2021 (not year-long)

*all your chosen modules are subject to approval by Erasmus Coordinator

				<p>(Boler, 1999) as an approach to teaching and learning that has the capacity to disorient, disrupt and unsettle, to challenge what learners think they already know, and to support them in acquiring new thinking about themselves, the world and others. The role of education in a globalised world is explored and 'othering' and ethnocentrism in the formal Irish education system are critiqued and challenged. Multiple perspectives are provided through guest lecturers sharing their narrative experiences. Student confidence and competence in global citizenship education is enhanced through the addition of a discrete placement opportunity, where student teachers plan a station teaching exercise on a 'controversial issue'. This placement is hosted by Castaheany Educate Together NS, Ongar, Dublin 15.</p>	<ul style="list-style-type: none"> • Become familiar with philosophy with children as a methodology for exploring the global dimension in the classroom • Appreciate the potential of action and activism as a mechanism for change in the primary school • Infuse a range of active and participatory methodologies into their DICE teaching • Respond to the life stories of asylum seekers, Irish Travellers and Muslim women and reflect on how these stories challenge their prior knowledge ideas and values • Design a station teaching exercise on a 'controversial issue' in a primary school with a diverse population. 				
--	--	--	--	--	--	--	--	--	--