

**Mary Immaculate College
University of Limerick**

**Module Offering for International Students
2021 / 2022 Programme**

**Faculty of Education
(Bachelor of Education – B.Ed.)**

*Please note all modules are worth either 3 or 6 ECTS as indicated.
This transfers as 1.5 or 3 US credits – or 5 and 10 Australian study credits*

Autumn Semester – Year 1

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|---|----------|------------------------------------|
| EDU101 | Language and Literacy 1 | 3 | |
| | The rationale and purpose of the pedagogic element of this introductory module is to introduce students to pre-requisite foundational competences for effective teaching of English Language and Literacy at primary level. The professional English component of this module will focus on the development of the student teacher as a competent language user. | | |
| EDU103 | STeM 1: Introduction to Mathematics and its Teaching | 3 | |
| | This course will provide a foundation for subsequent mathematics pedagogy courses as it facilitates reflection on personal experiences of mathematics (as learners). Importantly, it challenges beliefs and attitudes in relation to mathematics and its teaching in order to break the well documented cycle of teaching-as-taught. In addition, this course will provide students with the mathematical proficiency necessary in order to participate fully in Mathematics Pedagogy sessions. Opportunities will also be given to students to examine the development of number concepts across the primary school curriculum. The professional mathematics component of this module emphasises the importance and impact of deep and robust personal content knowledge on the ability to present material and teach effectively (Teaching Council, 2011, p. 11). | | |
| EDU104 | Becoming a Student Teacher | 3 | |
| | The rationale and purpose of this module is to focus on the personal and professional development of the student teacher, to support their transition from second-level to third-level education, and to develop and consolidate essential skills and competences needed over the course of the B.Ed programme. | | |
| EDU111 | Supporting the Child as Learner 1: Developmental Psychology and Educational Psychology | 3 | |
| | This module develops student teachers' understanding of children and their development, with an emphasis on the child as learner. It enables students to challenge their experiences of learning and their conceptions of teaching and to provide children with developmentally appropriate learning experiences. It helps students to understand children's behaviour and provides a developmental framework for their observation of children in class. It reveals to students core concepts of classroom management and positive behaviour management strategies in preparation for the analysis of classroom practice. This module will instruct students in student teacher lesson planning and preparation following the examination of effective teaching practice. | | |

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|--|----------|------------------------------------|
| EDU106 | Schools and Society 1: Developing Criticality around Recent and Contemporary Issues in Education | 6 | |
| | <p>This module seeks to enable students to become aware of, and understand major recent and contemporary developments in education and related spheres, and to develop a sense of criticality towards a variety of developments by addressing and integrating the chosen issues within their ideological, political, philosophical, historical, and sociological contexts. Key aspects of criticality, undertaken in relation to the chosen contemporary issues in question, receive attention. Consequently, a focus on developing abilities to identify and analyse the structure of arguments that appear in academic and non-academic texts, critically reading and evaluating others' arguments, fostering a capacity to formulate and clearly articulate argument, developing a capability in writing in a balanced and critical manner, will be maintained, and undertaken in the integrated context of a sustained engagement with several key issues in education, specifically of a contemporary nature.</p> | | |
| CRE100 | Christian Revelation | 3 | |
| | <p>This module will explore the nature and purpose of Revelation in the Judeo-Christian tradition. They will examine how people have experienced God in their own lives, through the use of such metaphors as: liberator, companion, creator, father/mother and love. Particular attention will be given to the identity of God as Trinity – Father, Son and Holy Spirit. Students will investigate the meanings behind the idea of God as a life giving relationship of mutual self-gift. Such an understanding will be explored through reflection on the Creed, and examining the different beliefs which are contained in it. Finally, students will explore the meaning and function of faith in the Christian tradition.</p> | | |
| EDU110 | Introduction to Technology and Educational Methodology | 6 | |
| | <p>This module is an integrated module between Technology Enhanced Learning and Educational Methodology. Educational Methodology will introduce students to core concepts of teaching and learning in the Primary classroom. Through reflection on themselves as learners and exploration of key concepts in Educational Methodology, students will begin to develop and clarify their own set of principles that will underpin their approach to teaching. Technology Enhanced Learning will introduce students to the opportunities provided by technology in the primary classroom. There will be a strong focus throughout on developing students' ability to use technology to support the teaching and learning endeavour, from planning and preparation through to lesson organisation and delivery. Students will develop the ability to evaluate when and where technology integration is appropriate and most likely to help children achieve curricular learning objectives.</p> | | |

Spring Semester – Year 1

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|---|----------|------------------------------------|
| EDU151 | Language and Literacy 2 | 3 | |
| | The rationale and purpose of the pedagogic element of this module is to introduce students to instructional practice in English Language and Literacy at the Emergent Literacy phase of development. The professional English component will focus on the development of the teacher as a critical reader of children’s literature. | | |
| EDU153 | STeM 2: Introduction to Mathematics and its Teaching 2 | 3 | |
| | This module will build upon the concepts and ideas presented in Introduction to Mathematics and its Teaching. A developmental approach to the teaching of the Number strand across the primary school curriculum will be presented focusing on issues such as developmentally appropriate teaching strategies, children’s levels of readiness, appropriate use of manipulatives / technology as well as addressing pupil responses to Number concepts. It is intended that the professional studies component of this module (Elements of Measures & Algebra) provides the mathematical proficiency necessary to participate fully in Mathematics Pedagogy in Semester 3. The professional mathematics component will develop an appreciation of the need for a robust knowledge of number when teaching Measures in primary school. It also provides opportunities to develop their knowledge of measurement and algebraic concepts relevant to the Primary school Mathematics Curriculum. | | |
| EDU154 | STeM 3: Introduction to Science | 3 | |
| | This module is designed to provide the students with a holistic approach to the teaching of primary science. It will introduce the students to scientific process skills, while including immersion in the philosophical background to the teaching of science, mathematics and technology. Furthermore, it will provide participants with an opportunity to become confident in the teaching of science, integrating skills in mathematics and technology through their participation in the practical components of the module. | | |

Spring Semester – Year 1 continued

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|--|----------|------------------------------------|
| EDU155 | Supporting the Child as Learner 2: Educational Psychology, Microteaching and Educational Methodology | 6 | |
| | This integrated module contextualises learning within behavioural, cognitive and social learning theory. It inducts student teachers into the practice of teaching and reflection and pays particular attention to the need for detailed planning and the development of appropriate classroom management understandings and strategies. It provides student teachers an opportunity to learn to teach in simulated teaching and learning environments which enable interactive teaching practices embracing collaborative planning, teaching, video review and analysis. It will interrogate their theories of teaching and learning and enable students construct and practice effective strategies for classroom and behaviour management. It sets a foundation for preparing students for their teaching practice placements with examples focusing particularly on teaching the Middle Classes. | | |
| EDU156 | Ethics, Religions, and Beliefs | 3 | |
| | The purpose of this module is to introduce students to a range of worldviews and perspectives so that they can begin to develop an understanding of their own perspectives and the perspectives of others. The module introduces the concepts of ethics, religions and beliefs, with a view to beginning to equip students with the understanding and skills necessary to be teachers in a diverse society. The module will comprise of two constituent, though vibrantly interrelated subsections: (i) Ethics, Values and Human Rights, and (ii) Religions and Beliefs and their ethical perspectives. | | |
| EDU157 | Introduction to Creative Arts 1 | 3 | |
| | This is an introductory core arts education module for all undergraduate student teachers. It will provide a series of practical engagements in drama, music and visual art activities for students. | | |

Autumn Semester – Year 2

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|--|----------|------------------------------------|
| EDU201 | Language and Literacy 3 | 3 | |
| | In this module, students will be introduced to the importance of differentiating in English Language and Literacy in the primary classroom – adapting the curriculum to support diverse learning needs, and in particular, the importance of supporting the needs of young bilingual learners. In order to develop student teacher understanding of the process of writing “from within” (i.e. what they themselves as writers experience in a range of writing situations), this module will aim to provide students with the opportunity to write for a variety of audiences, in a range of genres, to develop their understanding of the challenges children face when confronted with the task of writing. | | |
| EDU203 | STeM 4: Mathematics and its Teaching 3 | 3 | |
| | The course develops student teachers’ own mathematics content knowledge of geometry (to provide appropriate content knowledge for STeM 5) and relevant pedagogical practices in the areas of measures and algebra (building on content knowledge developed in STeM 2). This module explores research relating to children’s developmental thinking in the measurement and algebra strands and examines the way we can use this research to inform the design and sequencing of pedagogical experiences in mathematics. Opportunities to gain insights into innovative pedagogical practices in live classrooms are provided through the utilisation of video case studies. It further examines curricular emphases in Algebra (Patterns, Equality, Equations, Variables, Functions), Measures (Length/ Weight/Capacity (Comparing, ordering, non-standard units, reliability, standard units), Area, Time, Money) and specific mathematics topics in Geometry (Properties of polygons and polyhedrons, Symmetry, transformations, Geometric constructions and measurement, Problem solving, Proofs). | | |
| EDU252 | Creating a Positive Classroom Environment | 3 | |
| | During this module students will have an opportunity to define misbehaviour and identify the various causes of misbehaviour and summarize important considerations in responding to mild, moderate and severe misbehaviour. Students will discuss proactive ways to address classroom, organisational and behaviour management issues in the classroom. Students will be enabled to explain the teacher’s role in establishing a climate for positive relationships at different levels of interaction: teacher-student, student-student, school wide and at community level. Students will understand the ways in which the physical environment of the classroom influences students’ behaviour and develop an understanding of how norms and expectations for behaviour are established in the classroom. Students will analyse teacher beliefs and attributions to misbehaviour, consider emotions in the classroom, the ‘E’ in teaching and stress in teaching. | | |

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| EDU254 | Social Studies 2: Teaching History and Geography in Primary Schools | 3 | |
| | Both geography and history are broad subjects, whose content provides opportunities for students to engage with core concepts. Hence, this module will introduce students to core geographical and historical concepts to be taught primarily through enquiry-based approaches which will give students an opportunity to engage with core content through the development of a range of appropriate teaching skills. Core concepts in Geography include: Space and Place; Education for Environmental Sustainability; Physical and Human Processes; Diversity and cultural awareness; Interdependence, connections and scale; Global Citizenship. Core concepts in History include: Time and chronology; Change and continuity; Cause and effect; Using evidence; Synthesis and communication; Empathy; Communication. Student teachers will have an opportunity to engage with a wide range of resources for teaching geography and history and they will have an opportunity to design their own resources. A range of teaching approaches will be adopted including project work; group work; peer teaching and presentations to peers; E-learning; use of ICT and video; use of pictures, images and maps; and use of contemporary issues for teaching primary history and geography. | | |
| EDU205 | Christian Religious Education 1 | 3 | |
| | This introductory methodology course addresses different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools. This module introduces students to the principles of religious teaching and learning. Students are facilitated to understand and critique various theories and teaching methodologies in relation to Christian Religious Education where the learner is formed in, learns from and about, the life, death and resurrection of Jesus Christ and the Christian community. Students will be given an overview of the main catechetical programmes used in Christian Schools as ways of fostering the spiritual, moral, religious and social dimension of the child as well as the skills required to plan lessons in Religious Education. Finally, students will learn how to prepare primary school children for the sacraments of First Penance and First Eucharist in Catholic Schools as life-giving encounters with Jesus Christ. | | |
| EDU206 | Religious Education in Multi-denominational Schools 1 | 3 | |
| | This introductory methodology course addresses different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools. It introduces students to the principles of religiously inclusive teaching and learning. Students are given a brief overview of inter-religious learning in European State Schools and are introduced to methodologies used to teach children about Ethics, beliefs and humanist, secular and other world views and values. Students are facilitated to understand, differentiate and critique a variety of teaching methodologies used in Religious Education. Different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools are outlined with an emphasis on key principles and methodologies underlying the teaching of ethics, religions and beliefs in multi-denominational schools. This module addresses the issue of | | |

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| | teaching children about a variety of religious beliefs, world religions, human spirituality, ethics and environmental issues as well as humanist, secular and other world views, perspectives and values. | | |
| EDU207 | Social, Personal, Health , and Physical Education 1 | 3 | |
| | The contribution of PE and SPHE to the holistic development of the child will be examined. The potential for learning knowledge, concepts, attitudes and skills through physical experiences will be addressed in the context of the primary school curriculum. The students will explore the importance and relevance of the different dimensions of health. They will be encouraged to reflect on how their previous experiences impact on their understanding of teaching and learning. The syllabus will focus on a selection of Strands and Strand Units of the PE and SPHE curricula and will engage the students with the various issues through the use of activity-based methodology. | | |
| EDU208 | Inclusive Education for Children with Special Educational Needs 1 | 3 | |
| | This module will present the child with additional learning needs and/or special educational needs as being first and foremost a child whose educational needs will be explored within the context of an Irish Legislative and Policy framework. Inclusion, models of disability and students' personal attitudes, values and beliefs about diversity and equality in education will be examined. The role of the primary teacher will be addressed in terms of assessment and identification of children in need of additional classroom support, with a particular focus on early intervention. Strategies to differentiate the curriculum will be explored in the areas of communication, language, literacy, mathematics, technology, behaviour and social skills. Creating a positive classroom environment, developmentally appropriate evidence-based practices, a continuum of support and engagement with parents will be investigated with a view to developing an inclusive classroom, where children with SEN are welcome and receive an appropriate education that is needs and outcomes-based. | | |
| CRE200 | Scripture and Spirituality | 3 | |
| | This module introduces the students to the scriptures of the Old and New Testaments within their historical context. It gives an overview of the content (story, genres and general themes) of the Bible. It aims to provide students with a framework for understanding selected biblical themes and passages and to explore the contemporary relevance of the Bible. It also aims to provide students with an opportunity to appreciate and critique some forms and expressions of spirituality and to recognise that spirituality is the lifeblood of religious education and an essential dimension of the primary school child. | | |

Spring Semester – Year 2

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
|---------------|--|----------|------------------------------------|
| EDU251 | Language & Literacy 2 | 3 | |
| | The rationale and purpose of this module is to explore the integrated nature of the language curriculum, building student knowledge and understanding of English Language and Literacy development in the later school years in diverse contexts. | | |
| EDU253 | STeM 5: Pedagogy of Maths and Teaching and Learning with ICT | 3 | |
| | <p>Students will learn how to locate utilise, evaluate and create multimedia for classroom use. The Internet will be examined as a source of suitable resources, tools and applications for use in the primary classroom, for both teachers and children. Various categories of educational software will identified and students will learn how to evaluate them critically. Students will learn how to creatively and effectively integrate ICT applications to support teaching and learning across the curriculum. Safe, responsible and ethical use of the Internet will be examined in the context of children’s use at school and outside of school.</p> <p>The course develops student teachers’ relevant pedagogical practices in the area of geometry. This module explores research relating to children’s developmental thinking in geometry and examines the way we can use this research to inform the design of pedagogical experiences. It further examines curricular emphases in <i>Geometry</i> (Children’s developmental thinking: Van Hiele Levels of Geometric Thought, Spatial Awareness, Lines and Angles, Symmetry, Exploration and classification of 2-D and 3-D shapes). Particular emphasis will be placed on using ICT to support such development.</p> | | |
| EDU204 | Social Studies 1: The Global Teacher | 3 | |
| | This module will equip students to teach critical Development Education, Geography and History, that is to move from a basic awareness of international development issues, through an understanding of the causes and effects of these issues, to attitudinal change and informed action. The module will equip student teachers with a number of Development Education, Geography and History specific methodologies and the means with which to assess teaching and learning in the aforementioned areas. Approaches to the teaching of these topics will be designed and demonstrated for all class levels with particular reference to new guidelines for Early Childhood Education. The module will focus on student’s personal and professional knowledge of the core education concepts. A range of issues will be interrogated by the students including: Trade; Aid; Diversity; Global Citizenship; Human Rights Education; Gender in development; the Millennium Development Goals; and the Role of Non-Governmental and Governmental Agencies in Development. These central issues will be explored through a variety of methodologies such as | | |

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| | debates, presentations, simulation games, online learning, video, images, Skype conversations with partners from countries in Africa, South America and Asia and independent learning. | | |
| EDU255 | Christian Religious Education 2 | 3 | |
| | This module will explore the foundations of Christian Religious Education as reflected in a selection of official Church documents and the writings of key theorists in Christian Religious Education. This will give students a basis on which to discuss the ethos of Christian schools, the spirituality of the child and the teacher and to address the teaching of Christian Religious Education in schools. The module will focus on providing comprehensive knowledge, understanding and application of a range of Religious Education methodologies for children in Third to Sixth class. Particular attention will be given to the writing schemes with appropriate objectives and clear progression. The faith development of the child at the heart of Religious Education will be explored. Students will be introduced to sacred rites, rituals and texts within the Christian tradition and will explore appropriate methodologies for the preparation of children for the Sacrament of Confirmation. | | |
| EDU256 | Religious Education in Multi-denominational Schools 2 | 3 | |
| | This module gives an overview of approaches to the teaching of Religious Education in the context of Multi-denominational Irish primary schools. It outlines key principles and methodologies underlying the teaching of Religious Education in this sector. Students are invited to examine the nature of school ethoi in a variety of primary school in contemporary Ireland. The module will enable students to understand, appreciate and critique the programmes that are used in Multi-denominational schools to teach children about and from ethics, religions and beliefs. It provides students with a range of tools for effective planning for Religious Education in this setting. Students will access and evaluate resources that are available to support teaching about ethics, religions and beliefs in Multi-denominational schools. Drawing on debates focusing on assessment in primary Religious Education and within the Primary School Curriculum, students will explore a variety of strategies that facilitate assessment in, for and of learning in Religious Education in Multi-denominational Schools | | |
| EDU257 | Social, Personal, Health , and Physical Education 2 | 3 | |
| | The teaching of PE and SPHE in the Primary School will be examined in further detail. Strategies for effective teaching and learning will be explored. Current issues in Physical Education, Physical Activity and School Sport will be discussed. There will be a focus on awareness of Alcohol and Other Drugs, Relationships and Sexuality Education and Bereavement Education among other key issues. The contribution that PE and SPHE makes to the holistic development of the child will be further addressed in this module, with a particular emphasis on the provision of activities that are inclusive and support personal development. The concept of partnerships in education will also be explored. The students will explore the relevance of policy and engage with the policy development process throughout this module. | | |

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| EDU258 | Schools and Society 2: Philosophical, Sociological, and Historical Perspectives on Education | 3 | |
| | A focus on the themes of personal and teacher identity, relationships, care and happiness, the nature of ethical relationships in education, the aims of education and the relationship between education and political, cultural, economic and social life. Students will reflect upon their experiences as students and educators, while referring to key policy documents. Students will critically reflect upon, and evaluate social, cultural and economic change in Ireland and its impact on education, within an introduction to the themes of diversity, interculturalism, racism, pluralism and inequality as they pertain to the child, school and wider community. This module will introduce students to the study of the relationship between the social, economic and political structures of modern Ireland and its formal educational processes. It will examine the formative influences which have shaped our contemporary institutions and which contributed to the diversity of educational structures at primary, second-level and third-level education. | | |
| EDU259 | The Creative Arts 2 | 3 | |
| | This module focuses on developing the students' emergent identity and practice as teachers. Specifically, the student will examine key issues around the successful execution of arts education work in primary school settings. This will include methodologies and techniques unique to the pedagogy of drama, visual art and music. The exploration of forms, languages, elements and genres of the art-forms will be continued and developed upon from Introduction to the Creative Arts 1. Teaching in the module will continue in largely an experiential vein, but with mixed methods to deal with areas which pertain across subject disciplines, e.g. planning, assessment, classroom management, special educational needs. Teaching will largely be in a small-group, practical context although elements of online learning, independent group work and large group teaching will also feature. Particular attention will be given to scaffolding the experience of students on their first school placement experiences. | | |
| | Autumn Semester – Year 3 | | |
| EDU352 | Early Childhood Education: curriculum, research and pedagogy | 3 | |
| | The rationale for this module is to cultivate students' awareness of the 'whole child perspective' in the context of early childhood education as well as the critical importance of early childhood education in the field of education. The purpose of the module is to develop students' knowledge and understanding of curriculum, pedagogy and research in early childhood education. | | |

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| EDU301 | STeM 6: Teaching Mathematics and Science | 3 | |
| | <p>Mathematics In this course, Mathematics and Pedagogy of Data and Probability, a developmental approach to teaching stochastic concepts across the primary school curriculum will be presented. This approach draws from situated perspectives on learning wherein mathematical activity models the activity within the discipline of statistics. This leads to increased links with statistical literacy and media awareness of the representation of these concepts. Critical to this course is the use of and engagement in real world investigations, involving statistical and probabilistic analysis, to support the development of understanding of processes and their application in the classroom. Hence the predominant learning approach is inquiry-based learning wherein the inquiry is rooted predominantly within scientific contexts explored in the science professional and pedagogical module components. Video case studies play an important role in demonstrating how real world investigations can be designed, implemented and analysed in primary classrooms.</p> <p>Science The Science Professional and Pedagogical component of this module will concentrate on developing a strong knowledge base in the subject area and strengthen the conceptual understanding in science in order for the students to be able to teach scientific concepts in a meaningful manner. It will provide participants with an opportunity to become confident in the teaching of science, integrating skills in mathematics through their participation in the practical component of the module. The practical activities require the participants to engage in the inquiry/analytical approach to learning. When classroom practice is being used as a vehicle for course delivery, children's prior knowledge and misconceptions will be examined and strategies to change these misunderstandings will be practiced in order to develop the child's understanding of the topic. The lectures will cover the children's scientific knowledge, understanding and misunderstandings in science at different stages in their cognitive development, incorporating teaching strategies to provoke discussion and argumentation and to stimulate scientific and mathematical thinking, promoting cognitive development in primary pupils and also to challenge and develop the students' ideas and restructure their understanding (and misunderstandings) in science and mathematics.</p> | | |
| EDU302 | Research Methods – Ethical Foundations for Teaching and Research | 3 | |
| | <p>This module provides an opportunity for students to develop an understanding of the interrelated and irreducible connections between theory, practice and research across classrooms, schools, communities and broader society and through critical engagement with historical, sociological, philosophical and psychological epistemologies. It helps students become novice researchers and it encourages them to continue looking for opportunities for systematic, relevant and robust inquiry throughout the remainder of their programme of study, particularly with reference to the possibilities and potential of a final year research project, and later in their teaching career.</p> | | |

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| EDU303 | Creative Arts 3 | 3 | |
| | This module will advance students' understanding of artistic forms, genres and processes in music, visual art and drama. Students will critically reflect upon and enquire into their own practice through engagement in making, performing and responding to each art form. Through research and practice, students will be challenged to synthesise the relationship of practice to theory in the arts and arts education. They will be required to select and implement advanced pedagogical skills relevant to arts education in planning and assessment. This module will also explore and critique the role of the arts in Irish primary schools, local communities and society. Teaching will be conducted in small-group settings. Independent group work will be a core component of this module. | | |
| EDU205 | Christian Religious Education 1 | 3 | |
| | This module will prepare students to teach Religious Education in Christian primary schools in Ireland. It will overview the nature and purpose of Christian Religious Education and introduce students to Christian Religious Education programmes and methodologies (Junior Infants to Second Class) used in Irish Primary Schools. | | |
| EDU206 | Religious Education in Multi- denominational Schools 1 | 3 | |
| | This module is designed to provide students with an understanding of the historical background, philosophical rationale and methodological approaches of Religious Education programmes used to teach in Multi-denominational schools in Ireland. Learners will critically evaluate a range of teaching and learning strategies which acknowledge and promote respect for a range of religious and convictional (atheist, humanist, secular etc.) world views. | | |
| EDU304 | Assessment for and of Learning | 6 | |
| | This module integrates the theory and practice of educational assessment. Student will critique a broad range of assessment procedures and tools and have 'hands-on' experience of application, interpretation and reporting of assessment data. Students will explore different methods for communication assessment information to parents and will have an opportunity to practice these skills. Students will critically explore the ways in which assessment is used in educational decision making, Irish legislative and policy context and will consider the centrality of assessment to effective teaching. | | |

| Spring Semester – Year 3 | | | |
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| EDU351 | Schools and Society 3 | 3 | |
| | This module develops students' understanding of the key concepts of democracy, education, pluralism, equality, inclusion and justice. It builds upon prior learning from Schools and Society 1 and 2, extending critical understanding from the relation to self and interpersonal relationships within the classroom to a broader understanding of the role of education in community and wider society. It also seeks to provide the opportunity for the student to reflect upon values, policy and practices by examining the relationship between methodologies and curricula in schools and the normative commitments of diverse models of education. It allows the student to begin to operate as a researcher and to evaluate teaching practice within a broader spectrum of understanding. The contested nature of education, the diverse modalities of practice, historical approaches to policy, ideas and practice, the normative commitments of education and the relationship to broader society will provide focus. Students will learn how different disciplines approach the same concepts, and will be encouraged to examine what it means to think and write philosophically, sociologically and historically. | | |
| EDU 300 | Language & Literacy 5 | 3 | |
| | The rationale and purpose of this module is to build student knowledge of effective language and literacy pedagogy in the early years classroom. Within this context, a key focus of the module will be to enable students to embrace the concept of the holistic development of the literacy learner within an inclusive, multi-sensory classroom context. Particular reference will be made to the role of play in language and literacy development as well as student capacity to support the language and literacy needs of children with Special Education Needs. | | |
| EDU353 | Early Primary Education and Advanced Educational Methods | 3 | |
| | This module continues students' study of educational methodology with a focus on early primary education and on extended placement in schools. It precedes both the infant class and the extended school placements in Semesters 6 and 7. Developmentally appropriate knowledge, attitudes, skills, practice, reflection and field experiences are needed in order for students to become efficient, competent, and effective professionals in the infant classroom; this module seeks to contribute to students' personal and professional development in the area of early primary education. This module seeks to prepare students for the challenges facing a student teacher undertaking a long term placement and the challenges facing a newly qualified teacher. | | |
| EDU354 | Inclusive Education for Children with Special Education Needs 2 | 3 | |
| | This is the second of two discrete modules in Inclusive Education for Children with Special Educational Needs (SEN) in the B.Ed. Programme with an underpinning philosophy that each child is first and foremost a child with a right to an appropriate education. The focus of this module, which is situated within a holistic B.Ed Programme comprising discrete and permeated modules, is on matching educationally relevant characteristics, strengths and needs to evidence-based key educational | | |

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| | interventions for children with SEN. There is also an emphasis on individualised planning with the identification and evaluation of learning targets for children with SEN. | | |
| EDU255 | Christian Religious Education 2 | 3 | |
| | This module will explore the foundations of Christian Religious Education as reflected in a selection of official Church documents and the writings of key theorists in Christian Religious Education. This will give students a basis on which to discuss the ethoi of Christian schools, the spirituality of the child and the teacher and to address the teaching of Christian Religious Education in schools. The module will focus on providing comprehensive knowledge, understanding and application of a range of Religious Education methodologies for children in Junior and Senior Infants as well as Fifth and Sixth class. Particular attention will be given to the writing schemes with appropriate objectives and clear progression. The faith development of the child at the heart of Religious Education will be explored. Students will be introduced to sacred rites, rituals and texts within the Christian tradition and will explore appropriate methodologies for the preparation of children for the Sacraments within Catholic Schools. | | |
| EDU256 | Religious Education in Multi- Denominational Schools 2 | 3 | |
| | This module is designed to prepare students to teach Religious Education in Multi-denominational schools. An overview of the nature and purpose of Religious Education in the Irish Context as well as the current Multi-denominational school system is provided. This module provides students with the knowledge, skills and attitudes that teaching in this sector requires. | | |
| CRE300 | Christology and Social Justice | 3 | |
| | Christology is foundational to Christian belief. Students teaching in Catholic schools need to understand who Jesus was and is for Christians in the world today. They need to appreciate the relationship between the historical Jesus who became the Christ of faith. Such background knowledge is deemed essential for teachers charged with the task of preparing children for their first celebration of the sacraments of Penance, Eucharist and Confirmation. This module will help students understand the personal and public significance of being a Christian, with particular attention being paid to social justice, human rights and Christian ethics. | | |
| EDU 356 | Research Methods 2 | 3 | |
| | This module provides an opportunity for students to develop the necessary skills in making connections between theory, practice and research across classrooms, schools, communities and broader society. Students will be provided with the necessary skills to use systematic, relevant, and robust inquiry throughout the remainder of their programme of study, particularly with reference to future modules with a research element, as well as throughout their teaching career. | | |

Students are on Teaching Practice in Autumn Semester of Year 4

Spring Semester Year 4

| MODULE CODE | MODULE TITLE | ECTS | PRE-REQUISITES (IF ANY) / COMMENTS |
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| EDU450 | Policy and Leadership in Education | 6 | |
| | <p>This module builds on the Schools and Society modules and challenges students (a) to interrogate current and recent educational policy, both from a national and international perspective and (b) to consider how they might become policy and curriculum leaders within their schools. As schools and school configurations continue to become more complex, people across the education continuum, especially teachers, will be required (a) to continuously reflect on, and critique, evolving policy and (b) to support the development and implementation of policy within local school contexts. In this ever-changing environment, modifications to the forms and patterns of leadership are inevitable. These modifications will be shaped and influenced by national and international statutory and policy frameworks and will require considered, relevant and culturally responsive actions across the education continuum.</p> | | |
| EDU451 | Schools and Society 4 | 6 | |
| | <p>This module further develops the opportunities for the student to engage in research and in critical reflective practice. It builds upon previous schools and society modules, students' prior learning and the body of knowledge of practice and theory developed by students through the programme. It offers an opportunity to further interrogate the aims of education as well as the effects of educational practice. It offers a critical and problem-posing approach in order to return to and re-examine key concepts like teacher identity, the pedagogical relationship, democratic education and pluralism by focusing on questions of power, freedom and authority. Students will develop their historical sensibility as they examine policy and key figures in the history of education, a broader sociological understanding of the ways in which concepts are embedded and embodied in practice and a philosophical understanding of the normative foundations of education and their implications for our lives as human subjects and as citizens. These lectures will provide student teachers with opportunities for critical engagement with a range of issues upon which they can build throughout their professional career and ensure they are competent and informed to meet the challenges when teaching in an increasingly diverse primary school.</p> | | |

Erasmus+ exchange students should note the following:

- The B.Ed Degree in Mary Immaculate College is a primary teaching qualification. Hence all modules in Pedagogy of Education (Teaching Studies Modules) are focused on the teaching of children in primary schools (4 - 12 years).
- **Only** those Erasmus + partner universities with an Education link with MIC may study modules from the Bachelor of Education (B. Ed.) programme.
- Many of the modules on the Bachelor of Education (B. Ed.) Programme may have limits on student numbers (e.g. Visual Art / Physical Education / Information Technology / Drama / Music).
- Students are required to consult with and obtain the approval of their MIC Academic Advisor **before** enrolling in any modules on the Bachelor of Education (B. Ed.) Programme.
- Classroom observation, micro-teaching and/or teaching practice are **not** available **under any circumstances**.