



Module Offerings for International Students 2024-25 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 credit*

Autumn Semester – Year 1

EDU118 Child as Learner 1: Developmental Psychology, Theory and Practice

3 ECTS

This module seeks to develop student teachers' *professional values, skills & practice*, and *knowledge & understanding* with regard to understanding and supporting children and their development. The module will place emphasis on the child as learner, with due regard for the unique role of the teacher in providing for the holistic development of students. In particular, the module will enable student teachers to understand and critique current thinking on human development and learning, with specific focus on relevant theories of child development and learning and the application of theory to practice.

EDU117 Digital Technologies 1

6 ECTS

There exists an accelerating emphasis on the fundamental role of initial teacher education within a system-wide structured approach to embedding digital technologies across the continuum of teacher education (Revised Standards for ITE Programmes). Consequently, student teachers need to be empowered to harness the opportunities afforded by digital transformation in order to develop relevant competences as responsible, critically engaged, and autonomous learning professionals within a digital sphere. These professional competences refer to both knowledge of and attitudes towards digital technologies (DEAP 2021 – 2027), as well as the use of digital technologies to enhance pedagogical practice (Digital Strategy for Schools 2027).

EDU116 Foundations for Teaching and Learning 1: Schools and Society

6 ECTS

The purpose of this module is to provide students with a knowledge and understanding of the factors that have shaped the Irish education system from a sociological, historical and philosophical perspective. It provides a setting in which participants can engage with the ideas of key philosophers, sociologists, and historians in order to enhance their understanding of the Irish education system, locate it in context, and think critically about it. As an integrated module incorporating the disciplines of History of Education, Sociology of Education, and Philosophy of Education, this module will equip students with a better understanding of the current education system and how it came to be. It will also challenge participants to think critically and creatively about the future direction of education in Ireland and the active role they can play in shaping this future.

EDU113 Language Education 1 (English): Supporting Integrated Learning Across the Curriculum

3 ECTS

The purpose of the pedagogic element of this module is to introduce students to the foundational competencies required for the effective teaching of English Language and Literacy at primary level, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the primary years. The professional English component of this module will focus on the development of the student teacher as a competent language user.

EDU114 Mathematics Education 1: Developing Critical Mathematical Literacies to make Sense of the World

3 ECTS

This module prepares preservice teachers to teach the strand unit of *Shape and Space* and *Data and Chance*. The developmental approach taken in the module models the trajectories of primary learners as they engage in reasoning about the mathematical concepts. The inquiry-based learning approach develops critical thinking skills and key pedagogical practices that promote the development of conceptual understanding. The use of video case studies provides valuable insights into the enactment of these mathematical practices in primary classroom settings. A situated learning perspective underpins the Data and Chance component, wherein the mathematical and pedagogical foci model the activity within the discipline of statistics. Critical to this is real-world data and engagement in statistical investigations, which support the development of statistical literacy, leading to informed decision-making and contributing to active citizenship. Cognitive frameworks of learning underpin the geometric concepts addressed in the Shape and Space component of the module. Critical to this module is the development

of the teacher as a digital learner through the use of technology to support exploration and manipulation of geometric spaces, probabilistic simulations and access to and analysis of real work data sets.

Autumn Semester – Year 2

EDU223 Creative Arts 2: Equality, Empowerment, Embodiment and Expression

3 ECTS

Creative Arts 2 will develop the work begun in Creative Arts 1. The purpose of this module is to develop and expand students' knowledge and understanding of pedagogical content and methodologies relevant to teaching in the arts. Students will continue to critically reflect upon and enquire into their own practice and learning experiences through engagement in making, performing and responding to each art form. The experience of making and researching will inform and develop skills of enquiry to inform their professional practice. Students will be encouraged to integrate principles and theories of education, arts education and consider a variety of cross-curricular links and themes and how these are related to life experiences. The module will be experiential in nature and students will encounter a variety of methods and approaches to enable them to deal with issues (as they relate to arts education) such as assessment, classroom management and special educational needs.

EDU220 Including Every Child 1

6 ECTS

This module recognises the distinct contribution of special education to the wider field of inclusive education and is underpinned by an understanding of the common, distinct, and unique strengths and needs of all children, but specifically, children with special educational needs (SEN). The module supports the classroom teacher to develop knowledge, skills, understanding and competencies which will allow them to use appropriate evidence-based practices to respond to the needs of children with SEN in the inclusive classroom. This is the first of two core modules in Inclusive Special Education. Both modules are theoretically underpinned by Hornby's Framework of Inclusive Special Education, which flexibly combines the most useful elements of special and inclusive education, centralising the child's strengths and needs in decision-making. The framework revolves around the deliberate use of specialised, individually tailored teaching strategies and strengths-based individualised profiling to support children's independence and inclusion in community life outside school (Hornby, 2015) and aims to be responsive to children's needs as they arise, providing a graduated, integrated response to a continuum of need. The framework recognises the importance of developing schoolwide capacity, which is facilitated by close multidisciplinary collaboration between classroom teachers, parents, specialist teachers and external agencies and professionals. Therefore, this module also aims to build collaborative teacher skills, and encourages students to reflect on their critical role in co-creating inclusive environments for children with special educational needs to thrive.

EDU217 Language Education 3 (English): Inclusive Language and Literary Practice

3 ECTS

The purpose of this module is to expand student teachers' knowledge and understanding of teaching oral language and literacy, with a focus on ways to differentiate and adapt the curriculum to support diverse language and literacy needs. The module gives an overview of language, diversity and inclusive language and literacy practices, with specific reference to English as an additional language (EAL) in the primary classroom.

EDU221 Local, Global and Environmental Studies 1

3 ECTS

Children learn to understand their place in the world and their capacity to interact with the world through the study of geography and history in primary school. This module is designed to prepare students to teach history and geography based on sound theoretical, pedagogical and curricular knowledge and understanding. Geography and history help children to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies across time and place. They offer a lens for understanding the significant contemporary issues of our time such as climate change, war and the role of democratic institutions. The critical use of geographical and historical concepts encourages awareness of the world around us and at a distance, in a

spatial and temporal context. Geography and history help us to know the world in a variety of ways, such as seeing connections and commonality and diversity between people, places, environments locally, nationally and internationally.

EDU218 Mathematics Education 3: Developing Critical Mathematical Literacies to make Sense of the World	3 ECTS
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This module will build on Mathematics Education 1 and Mathematics Education 2 modules. It aims to advance student teachers' competence in nurturing the mathematical proficiency of primary pupils which encompasses the development of conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and a productive disposition. This module will focus on the Number strand as a core area of primary school mathematics and provide students with the mathematical pedagogy necessary to prepare them for their future career and more immediately in the school placements. It will enable student teachers to access, develop and adapt resources for teaching and learning in the area of number. It will encourage students to develop a range of strategies to support, monitor and assess pupils' approach to learning and their progress.

EDU222 Science Education 1: Creating a Scientific Habit of Mind	3 ECTS
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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, with relevant integration and application with other areas across the curriculum. Furthermore, it will provide participants with an opportunity to become confident in the teaching of science concepts through development of content and pedagogical knowledge as well as development of classroom management and organisational skills. 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 science concepts in a meaningful manner.

EDU219 Wellbeing: Physical Education & Social Personal and Health Education 1	3 ECTS
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This module will introduce learners to 'how to teach' social, personal, health education (SPHE) and physical education (PE) at primary school and within the Wellbeing curriculum area. Students will be introduced to contemporary approaches to teaching, learning and assessment in PE and SPHE. Students' personal reflections on module experiences will provide a scaffold for their growing identity and capacity as a teacher of PE and SPHE. This curriculum content will be explored with students in the context of thematic based learning approaches, with a strong focus on teaching, learning and assessment methodologies relevant to SPHE and PE. Opportunities for connection between PE and SPHE activities, alongside integration with other curriculum subjects, will be explored.

EDU225 Ethical, Multi Belief and Values Education Patrons' Curricula 1	3 ECTS
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This module is designed to provide students with an understanding of the historical background, philosophical rationale and methodological approaches for teaching the Ethical, Multi-Belief and Values Education patrons' curricula in multi-denominational/equality-based schools in Ireland. This module begins to provide students with the knowledge, skills, values and dispositions that teaching these curricula requires. This module introduces students to the Ethical, Multi-Belief and Values Education patrons' curricula for multi-denominational and equality-based schools in Ireland. Students will reflect on the role of the Learn Together Curriculum used in the Educate Together Schools and the Goodness Me, Goodness You! (GMGY) Curriculum in Community National Schools (CNSs) as the curricular expression of school ethos in these contexts. The module provides students with a range of approaches and tools for effective preparation for teaching, learning and assessment in these curricula. Learners will discuss and analyse the strands and elements of both GMGY and Learn Together as well as explore the broad range of teaching, learning and assessment strategies to facilitate responsive learning experiences for children in schools. Students will access and evaluate resources to support children's engagement with learning outcomes across the first two stages of both curricula.

EDU224 Religious Education 1 (Christian Schools)**3 ECTS**

The purpose of this module is to prepare students to teach Religious Education in primary schools with a Christian ethos in Ireland. It provides an overview of the foundations, rationale, aims and value of Religious Education. The module develops knowledge and understanding of the nature and purpose of Religious Education in schools with a Catholic ethos and how this relates to the holistic development, wellbeing and religious literacy of the child. It gives students an opportunity to respond critically to the national curriculum for Religious Education as presented in the framework of the Catholic Preschool and Primary Religious Education Curriculum for Ireland (2015). Students engage with theories of faith development, the pedagogical content and related methodologies in Religious Education, through exploration of contemporary programmes such as the Grow in Love and Follow Me series. It will address planning in Religious Education and integrating suitable, age-appropriate methodologies in the primary classroom.

Autumn Semester – Year 3**EDU352 Early Childhood Education: Critical Issues in Curriculum, Research and Pedagogy****ECTS**

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.

EDU301 STeM 6: Teaching Mathematics and Science**3 ECTS****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.

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.

EDU302 Research Methods – Ethical Foundations for Teaching and Research	3 ECTS
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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.

EDU303 Creative Arts 3	3 ECTS
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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 ECTS
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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 ECTS
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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 ECTS
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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.

Please note:
Students are on Teaching Practice in Autumn Semester of Year 4

Spring Semester – Year 1

EDU165 Child as Learner 1: Relationships in Learning (Classroom Communications, Organisation and Management)

3 ECTS

The purpose of this module is to support students to develop a range of prevention, intervention and response strategies to manage classroom and individual student behaviours, to foster positive relationships and partnerships and to collaboratively develop a safe and caring classroom culture and climate. This module will build on the theoretical basis already introduced in Developmental Psychology in semester 1 to further explore cultural, social and psychological perspectives on behaviour. Students will be invited to reflect on the concept of power sharing as central to managing student behaviours. Students will be supported to take a reflective, problem-solving approach to classroom management, to promote self-regulated learning behaviours, in particular the competency of relating to others, participating and contributing, and managing self. Students will be supported to identify and respond to bullying, including cyberbullying and will be supported to develop effective negotiating skills and skills for conflict resolution.

EDU168 Creative Arts 1: Inclusion, Integration, Imagination & Innovation

3 ECTS

As this is the first arts education module, it aims to introduce students to the dynamic processes by which curricula in drama, music and visual art education are designed and facilitated for all pupils. Students will actively engage with the subject matter, pedagogical content and related methodology of each curricula area and guidelines and how these can be extended to all pupils. As an individual and as a member of a team, students will critically reflect on the creative process of making, performing and responding to each art form so as to develop effective creative and imaginative strategies that promote individual and shared learning. Cross-curricular links and themes between each art form and subject areas outlined in the primary curriculum e.g. Language, Mathematics, Science and Technology Education, Wellbeing and Social and Environmental Education will be explored. Students are prepared to implement a range of methodologies to achieve planned outcomes related to arts education on school placement.

EDU167 Foundations for Teaching and Learning 2: Global Citizenship

3 ECTS

This integrated module will build students' capacity to live as active, socially engaged global citizens. The module will focus on supporting students to develop their personal awareness and understanding about why the world is shaped the way it is in order to think critically, analyze, and problem solve around central issues in the field of Social Justice, as an individual and a member of a team. The module will cover a range of theoretical and practical issues relevant to understanding conflicting visions of personal and community Wellbeing in order to actively promote inclusive global social responsibility. In addition, students will be introduced to, and given the opportunity to explore key Global Religious Traditions, Ethical Theories and concepts related to critical global citizenship. The course aims to critically engage students with core aspects of global citizenship, education about religions, beliefs and ethics theories through practical workshops, critical reflection, and engagement with diverse perspectives and experiences. The module promotes learners informed, respectful, critical understanding and engagement with distinctive worldviews in relation to key issues of Social justice while simultaneously exploring their relevance to their own lives and those of their future students. Equally, the module will support the development of participants' reflective capacities which will facilitate their development as global citizens, who explore and reflect on their own intercultural competencies.

EDU162 Language Education 2 (English): Supporting Integrated Learning across the Curriculum

3 ECTS

The purpose of the pedagogic element of this module is to introduce students to instructional practice in English Language and Literacy, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the primary years. The professional English component of this module will focus on the further development of the student teacher as a competent language user in relation to aspects relevant to the primary years.

EDU163 Mathematics Education 2: Developing Critical Mathematical Literacies to make Sense of the World	3 ECTS
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This module prepares preservice teachers to teach the strand of measures. Particular attention will be placed on designing mathematically appropriate sequences of instruction which address cognitive readiness for measurement concepts, progressing from qualitative exploration to quantitative approaches. Video case studies play an important role in illustrating how questioning, analysing and providing appropriate activities are critical in guiding children through these stages of thinking. Analysis of children's responses to conceptual and procedural oriented tasks involving measurement, develops an appreciation of the mathematical thinking that lies behind these responses and builds knowledge on how to respond appropriately to address misconceptions. Opportunities will be provided to explore how connections between the children's environment, children's literature and other curricular areas can be leveraged to create meaningful measures learning experiences and contribute to a productive disposition. In addition, insights into the appropriate use of manipulatives/technology to help children develop a conceptual understanding of the measurement process and the tools of measurement are provided. The central importance of measurement experiences for developing number concepts will be addressed in preparation for Mathematics Education 3.

EDU166 Pedagogical Practice 1: Microteaching and Global Citizenship Education	6 ECTS
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This integrated module contextualises pedagogy as the art, craft and science of teaching and learning within a universal design for learning framework. It inducts student teachers into the practice of teaching and reflection and pays particular attention to the need for detailed planning, resource interrogation and creation, and the development of appropriate classroom management skills. It provides student teachers with opportunities to learn to teach in simulated teaching and learning environments. It facilitates interactive teaching practices embracing collaborative planning, teaching, review and analysis. It interrogates theories of teaching and learning and enables students to construct, practice and apply effective strategies for classroom and behaviour management and a positive classroom environment. It sets a foundation for preparing students for their professional placements and supports them in responding to the opportunities and challenges presented by an increasingly globalised world. This module enables student teachers to apply the methodologies required to facilitate children in making sense of the world they live in.

Spring Semester – Year 2

EDU275 Early Childhood Education and Curriculum 1	3 ECTS
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The rationale for this module is to cultivate students' critical awareness of the fundamental principles of early childhood education including; the 'whole-child perspective', the 'agentic child', relational pedagogy and the importance of play for children's early learning and development. The module seeks to build an appreciation of the complexities, opportunities and challenges that emerge when considering these principles in relation to the primary school system and also in the context of the transition from early childhood education to the infant classroom. The purpose of the module is to develop students' knowledge and understanding with regard to early childhood curricular and pedagogical approaches and the theoretical justifications and national and international research evidence-base underpinning these approaches.

EDU269 Language Education 4 (English): Supporting Integrated Learning Across the Curriculum	3 ECTS
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The purpose of this module is to familiarise participants with developments and research based instructional practice in English Language and Literacy required for the effective teaching of English Language and Literacy during

the later primary school years with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the senior primary school classroom. The module will specifically focus on how nonfiction texts can be used as a springboard for developing English Language and Literacy and how teachers can support children's engagement with nonfiction texts.

EDU270 Mathematics Education 4: Developing Critical Mathematical Literacies to make Sense of the World	3 ECTS
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This module will build on Mathematics Education 3 module. It aims to advance student teachers' competence in nurturing the mathematical proficiency of primary pupils which encompasses the development of conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and a productive disposition. This module will further focus on the Number strand and introduce the Algebra strand and provide students with the mathematical pedagogy necessary to prepare them for their future career and more immediately in their professional placements. It will enable student teachers to access, develop and adapt resources for teaching and learning in the area of number. It will encourage students to develop a range of strategies to support, monitor and assess pupils' approach to learning and their progress.

EDU272 Science Education 2: Developing Scientific Connection with the World Around Us	3 ECTS
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This module will concentrate on developing a strong knowledge base in science and strengthen conceptual understanding 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 across the primary curriculum through their participation in the practical component of the module. The practical activities require the participants to engage in an inquiry, analytical and reflective approach to learning. Participants will develop and appreciate children's scientific knowledge, understanding and misunderstandings in science at different stages in their cognitive development. This will be achieved through their experience of teaching and assessment strategies that provoke discussion and argumentation and stimulate scientific thinking.

EDU271 Wellbeing: Physical Education & Social Personal and Health Education 2	3 ECTS
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This module seeks to build on the previous module (EDU 207) and explore the social and policy contexts in which SPHE and PE are defined and implemented, and to review their specific roles and responsibilities in the development of policy together with the roles and responsibilities of all other stakeholders, and to display competence and confidence in the teaching and assessment of SPHE and PE in a variety of contexts. Students are given the opportunity to think critically, analyse, and solve problems, as an individual and as a member of a team. They will also engage with educational research pertaining to SPHE and PE and explore its contribution to teaching, learning and assessment. Students will be required to plan and implement appropriate learning opportunities through physical education, physical activity and co-curricular learning in a variety of contexts, and to motivate, inspire, acknowledge and celebrate effort and success

EDU277 Ethical, Multi Belief and Values Education Patrons' Curricula 2	3 ECTS
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This module is designed to provide students with an understanding of the historical background, philosophical rationale and methodological approaches for teaching the Ethical, Multi-Belief and Values Education patrons' curricula in multi-denominational/equality-based schools in Ireland. This module begins to provide students with the knowledge, skills, values and dispositions that teaching these curricula requires.

This module builds upon Ethical, Multi-Belief and Values Education Patrons' Curricula 1 and extends foundation in pedagogies and approaches in the Learn Together curriculum used in Educate Together and the Goodness Me, Goodness You! (GMGY) curriculum Community National Schools (CNSs). The module provides students with a range of approaches and tools for effective preparation for teaching, learning and assessment in these curricula, with an emphasis on long term preparation. Learners will discuss and analyse the strands and elements of both GMGY and Learn Together (stages 3 and 4), as well as explore the broad range of teaching, learning and assessment strategies to facilitate responsive learning experiences for children in schools. Students will access and evaluate resources to support children's engagement with learning outcomes across stages 3 and 4 of both curricula.

EDU276 Religious Education 2 (Christian Schools)	3 ECTS
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This module seeks to explore the importance and relevance of Religious Education in Christian primary schools in a pluralist society. It will develop on Religious Education 1 (Christian Schools), with the focus moving to school ethos and contemporary issues in the field of Religious Education. The age-appropriate faith development of the child at the heart of Religious Education will be explored. Religious Education curricula and methodologies for teaching in Christian schools will be explored and critiqued, ensuring that students can access, develop, adapt and use a variety of curriculum resources and materials for teaching and learning in the classroom. Students will be encouraged to develop approaches that will support and challenge all pupils, appreciating the importance of integration and differentiation in an inclusive learning environment. An emphasis will be placed on developing the sacramental life of children within the Christian community, social justice, environmental issues, who school approach to Religious Education, celebrating religious diversity and contemporary issues in the field of Religious Education.

This module will be delivered through paired, group and individual activities, supporting the development of critical thinking and appropriate pedagogical skills, which are central to the teaching of Religious Education.

Currently the majority of primary schools in Ireland are faith based. This module will meet part of the requirements set down by the Irish Bishops' Conference for those wishing to teach in Catholic Schools.

Spring Semester Year 3

EDU351 Schools and Society 3: Philosophical, Sociological and Historical Perspectives	3 ECTS
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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.

EDU357 Early Primary Education and Advanced Educational Methods	3 ECTS
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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 Educational Needs 2	3 ECTS
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This is the second of two discreet 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 discreet and permeated modules, is on matching educationally relevant characteristics, strengths and needs to evidence-based key educational 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 ECTS
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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 ECTS
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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.

EDU356 Research Methods 2	3 ECTS
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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.

Spring Semester Year 4

EDU450 Policy and Leadership in Education	6 ECTS
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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.

EDU451 Schools and Society 4: Philosophical, Sociological and Historical Perspectives on Education	6 ECTS
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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.

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**.