



Module Offerings for International Students 2025-26 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*

Contents

Autumn Offering	3-10
EDU117 Digital Technologies 1	3
EDU116 Foundations for Teaching and Learning 1: Schools and Society	3
EDU113 Language Education 1 (English): Supporting Integrated Learning Across the Curriculum	4
EDU114 Mathematics Education 1: Developing Critical Mathematical Literacies to make Sense of the World	4
EDU233 Arts Education 2	4
EDU220 Including Every Child 1	4
EDU217 Language Education 3 (English): Inclusive Language and Literary Practice	5
EDU221 Local, Global and Environmental Studies 1	5
EDU218 Mathematics Education 3: Developing Critical Mathematical Literacies to make Sense of the World	5
EDU222 Science Education 1: Creating a Scientific Habit of Mind	6
EDU219 Wellbeing: Physical Education & Social Personal and Health Education 1	6
EDU225 Ethical, Multi Belief and Values Education Patrons' Curricula 1	6
EDU224 Religious Education 1 (Christian Schools)	6
EDU305 Leading Teaching and Learning Through Assessment	7
EDU317 Arts Education 3	7

EDU307 Foundations for Teaching and Learning 3: Schools and Society – Equality and Equity in Education; Perspectives on Race, Ethnicity, and Social Class	8
EDU308 Early Childhood Curriculum and Education 2: Pedagogical Practice in Early Primary Education.....	8
EDU309 Pedagogical Practice 2: Transdisciplinary, Inclusive & Global Citizenship Education Methodologies	9
EDU314 Research Methods – Exploring Teacher Professional Growth	9
EDU225 Ethical, Multi Belief and Values Education Patron’s Curricula 1	10
EDU224 Religious Education 1 (Christian Schools)	10
Spring Offering	11-18
EDU165 Child as Learner 1: Relationships in Learning (Classroom Communications, Organisation and Management)	11
EDU172 Arts Education 1.....	11
EDU167 Foundations for Teaching and Learning 2: Global Citizenship	11
EDU162 Language Education 2 (English): Supporting Integrated Learning across the Curriculum	12
EDU163 Mathematics Education 2: Developing Critical Mathematical Literacies to make Sense of the World	12
EDU166 Pedagogical Practice 1: Microteaching and Global Citizenship Education	12
EDU275 Early Childhood Education and Curriculum 1	12
EDU269 Language Education 4 (English): Supporting Integrated Learning Across the Curriculum	13
EDU270 Mathematics Education 4: Developing Critical Mathematical Literacies to make Sense of the World	13
EDU272 Science Education 2: Developing Scientific Connection with the World Around Us.....	13
EDU271 Wellbeing: Physical Education & Social Personal and Health Education 2.....	13
EDU277 Ethical, Multi Belief and Values Education Patrons’ Curricula 2	14
EDU276 Religious Education 2 (Christian Schools)	14
EDU359 Including Every Child 2: Collaborating for Teaching, Learning and Assessment for Children with Inclusive Special Education Needs.....	14
EDU360 Foundations for Teaching and Learning 4: Professional Relationships, Partnerships and Communication	15
EDU361 Language Education 5 (English): Supporting Integrated Learning across the Curriculum	15
EDU362 Creative Technologies: STEAM	16
EDU363 Local, Global, Environmental Studies 2	16
EDU277 Ethical, Multi Belief and Values Education Patrons’ Curricula 2	17
EDU276 Religious Education 2 (Christian Schools)	17
EDU450 Policy and Leadership in Education	18
EDU451 Schools and Society 4: Philosophical, Sociological and Historical Perspectives on Education	18

Autumn Offering

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.

This module examines the origins and development of the Irish education system, the nature and purposes of education, and the social and historical contexts in which the aims of education are defined and implemented. Some of the topics which will be examined in this module include the foundation of the national school system, policy, curricular, and institutional developments, demographic changes and their impact on the educational landscape. A central focus will also be placed on understanding and assessing changing and conflicting views on the purposes of education, the philosophical arguments that underpin these views and the role they play in influencing understandings of what counts as desirable classroom practice. Participants will explore these issues creatively and critically at lectures and tutorials through active collaboration with their module peers in a learning community which engages in group reflection, learning and practice as well as self-reflective problem solving, document analysis, and historical enquiry.

EDU113 Language Education 1 (English): Supporting Integrated Learning Across the Curriculum	3 ECTS
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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
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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

EDU233 Arts Education 2	3 ECTS
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Arts Education 2 will develop the work that began in Arts Education 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.

This module will advance student teachers' professional and practical knowledge, skills and techniques in Drama, Music and Art education. The interrelated aspects of subject areas will be explored in addition to opportunities to support the potential of integrating the arts with other subject areas, and of integrating relevant principles and theories of education in the context of arts education.

EDU220 Including Every Child 1	6 ECTS
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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

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
<p>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.</p>	
EDU219 Wellbeing: Physical Education & Social Personal and Health Education 1	3 ECTS
<p>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.</p>	
EDU225 Ethical, Multi Belief and Values Education Patrons’ Curricula 1	3 ECTS
<p>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</p> <p>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.</p>	
EDU224 Religious Education 1 (Christian Schools)	3 ECTS
<p>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</p>	

will address planning in Religious Education and integrating suitable, age-appropriate methodologies in the primary classroom.

Autumn Semester – Year 3

EDU305 Leading Teaching and Learning Through Assessment

6 ECTS

This module introduces students to the theories, concepts and methods pertaining to effective teaching, learning, and assessment. Students will be expected to select and apply appropriate assessment methodologies to support, monitor, and assess pupils' approach to learning. Students will integrate and interpret assessment information to formulate a comprehensive profile of pupil strengths and needs. Students will demonstrate ways in which assessment information can be communicated to parents from diverse backgrounds. Students will explore contemporary developments in the field of digital assessment and assessment technology, with a focus on ways in which such technologies can complement pedagogical practices. Students will also examine ways to adopt a strengths-based approach to educational assessment and planning. Further, students will draw on a range of policy, legislative, and academic sources in supporting their capacity to think critically, analyse, and solve problems relating to principles and practices of assessment.

This module will introduce students to current thinking on human development and learning, with a specific focus on the theories, concepts, and practices associated with assessment of, for, and as learning. This module will enable students to apply a range of assessment methodologies conduct a systematic, holistic assessment of student needs, with a focus on establishing pupil capacity for self-evaluation and self-regulation in their learning. Students undertaking this module will participate in both lectures and tutorials. Within tutorials, students will engage in a range of collaborative learning activities e.g. discussion and critique of relevant literature and policy, applying assessment methodologies, triangulating and interpreting data, conceptualizing student learning profiles, and developing approaches to parent partnership in assessment.

EDU317 Arts Education 3

3 ECTS

This is the third Arts Education module of the programme; therefore, the module will *allow for key concepts and topics on music, drama and art to be revisited with the aim to develop the students' deeper understandings* of the links between theory and practice in music, drama and art education, and their application in primary school contexts to support the learning of all pupils.

- This module will advance students' understanding of the dynamic processes by which music, art and drama curricula can be designed and facilitated for all pupils.
- Students will critically reflect upon and enquire into their own practice and learning experiences through engagement in making, performing and responding to each art form, as an individual and as a member of a team.
- Through research and practice, students will be challenged to develop and implement cross-curricular links and themes through the arts, including those outlined under the core elements of ITE programmes, and how these are related to life experiences.
- They will be required to integrate theory and practice from arts education, in the context of the music, art and drama curricula, using well-developed skills of enquiry to inform their professional practice.
- This module will also explore and critique the role of the arts in the current national curricula for Music, Drama and Art (PK2) and how within each discipline and across disciplines the students can set clear, challenging and achievable expectations for all pupils.
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This module will support critical engagement in the processes of creating, performing and responding in each of the art forms; and across art forms exploring the application of these processes to classroom practice and materials for learning and teaching to support and challenge all pupils. In particular, Arts Education 3 will engage the students in advanced planning to support teaching, learning and assessment in music, drama and art and in using the arts as an integrated medium across the primary school.

EDU307 Foundations for Teaching and Learning 3: Schools and Society – Equality and Equity in Education; Perspectives on Race, Ethnicity, and Social Class

3 ECTS

The purpose of this module is to develop students' understanding of issues relating to equality and equity in education. This module is the first of two modules that examine how axes of inequality, such as socio-economic background, race, ethnicity, gender and sexuality, intersect to impact on children's educational experiences and outcomes. Building upon prior learning (Schools and Society 1, School Placement, Global Citizenship Education, SPHE, Inclusive Education and Wellbeing) the focus of this module is on race, ethnicity and social class. Participants will explore Historical, Philosophical and Sociological perspectives on the issues that race, ethnicity and social class give rise to in the education system in order to deepen their awareness and understanding of the impact these factors can have on children's educational experiences and outcomes. Drawing on these insights and school placement experiences, participants will critically explore how beliefs, values and attitudes relating to race, ethnicity and social class permeate their professional practice. Following these reflections, participants will be encouraged to imaginatively explore ways that they can become the kind of teachers that actively work to promote equality, inclusion and social justice in their own teaching, their schools and in their communities.

In this module, students will be enabled to critically reflect upon the embedded nature of inequity and inequality in education. Participants will listen to and learn from the historical and contemporary educational experiences of individuals from diverse and disadvantaged ethnic, racial and social class backgrounds. This includes members of the mixed-race, Traveller and migrant communities as well as those from socio-economically disadvantaged backgrounds. Reflecting on these experiences through Historical, Philosophical and Sociological lenses, participants will assess conflicting views on educational issues linked to child poverty, social exclusion, discrimination, democracy and indoctrination. Other education sectors and the role race, ethnicity, and social class may play on pupils' transition from one sector to another will also be examined.

EDU308 Early Childhood Curriculum and Education 2: Pedagogical Practice in Early Primary Education

3 ECTS

This module builds on learning from pedagogical practice across various modules and students' experiences on professional placement. Its focus is on teaching and learning in the junior classes of primary school through the lens of Universal Design for Learning. It precedes students' extended placement which includes an infant class placement. Developmentally appropriate knowledge, attitudes, skills, practice and reflection are needed for students to become efficient, competent, compassionate and effective professionals in the junior classroom; this module seeks to contribute to students' personal and professional development in the area of inclusive early primary education. As a pedagogy module, it combines academic content, classroom strategies and approaches and the development of inclusive resources. It provides experiential learning for the students to enhance their understanding of playful pedagogies for the learner in the junior classroom.

This module provides opportunities for students to deepen their understanding of pedagogy, with a focus on teaching and learning in the junior classroom, in preparation for extended placement. All learning experiences are prepared in line with Universal Design for Learning and build on theories and practices promoted in early childhood education modules. The module includes such elements as developmentally appropriate practice, playful pedagogies, inclusive learning approaches, planning and preparation, classroom organisation and management, positive behaviour practices, the physical and emotional environment and inclusive learning. Students learn how

to support young pupils' physical, sensory, creative, social, emotional, behavioural and academic learning as well as enhancing pupils' self-esteem, belonging, participation and engagement. Play, as a natural channel for young children's thinking, learning and development, is central to this module and students will be facilitated to explore play-based approaches that encourage progression in a child's thinking, understanding and self-regulation.

EDU309 Pedagogical Practice 2: Transdisciplinary, Inclusive & Global Citizenship Education Methodologies

6 ECTS

This integrated module builds on learning from Pedagogical Practice 1 and students experiences on professional placement. It provides student teachers with opportunities to critically reflect on their experiences in the context of specialised educational theory. It equips students with the knowledge, skills and dispositions to appreciate the agentic child in the context of increasingly diverse and globalised societies. The module will focus on promoting multiple means of representation, engagement, and action and expression to support the education of individual learners. Students will be supported to come to respect, celebrate and recognise the normality of diversity across society through the promotion of human rights. This module will pay particular attention to the relevance of evolving controversial global citizenship topics to the primary classroom and in doing so support students to connect their classroom practice to the wider world.

This module emphasises experiential learning and incorporates a variety of active learning pedagogies within workshops. Content is presented through the lens of both Universal Design for Learning and Global Citizenship Education. Students learn about, experience and appreciate the benefits of developmentally appropriate practice and playful pedagogies. They build on their prior knowledge, skills and experiences to consider how to promote pupils' engagement, persistence and self-regulation. Their enhanced pedagogical knowledge enables greater creativity in the design of resources and learning environments. Students learn to identify the need for inclusive learner expression. This module equips students with the knowledge and skills to facilitate critical intercultural education across a variety of class levels and educational settings. Students develop their awareness of the place of controversy within classrooms and are equipped to respond to evolving controversial topics through a focus on active global citizenship.

EDU314 Research Methods – Exploring Teacher Professional Growth

3 ECTS

To develop a research literacy for preservice teachers to help them explore teacher professional growth through reflection and portfolio-based learning. This will assist prospective teachers in planning on how they might select, reflect, and link evidence of their practice in subsequent modules pertaining to research and portfolio. This will be the beginning of formally developing a research strategy with a view to cultivating this professional capacity throughout their careers.

This module will expose students to a broad range of approaches to research to help them understand and interrogate the research that might inform their practice as well as the practical strategies to research their own practice through an auto-ethnographic approach. It 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 their research project in fourth year, and later in their teaching career. career.

EDU225 Ethical, Multi Belief and Values Education Patron's Curricula 1

3 ECTS

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

*This module will meet part of the requirements set down by the Irish Episcopal Conference for those wishing to teach in Catholic schools.

This module provides a systematic review and critique of the foundational principles underpinning contemporary approaches to Religious Education. It primarily explores the nature, purpose and value of Religious Education in schools with a Christian ethos. This module also examines critically emerging approaches to Religious Education, and their understanding of the child and society. Students will evaluate the principles of teaching and learning in Religious Education and be facilitated in understanding and critiquing various theorists and teaching methodologies in relation to Religious Education and regarding fostering the spiritual, moral, religious and social dimension of the child. The module will explore how Religious Education contributes to the wellbeing of the child.

The module will explore the pedagogy and practice of national programmes for teaching Religious Education, for example, the Grow in Love and Follow-Me series. Students will be equipped to engage in short-term planning in Religious Education and enabled to develop meaningful and child-centred classroom experiences for Religious Education in schools with a Christian ethos.

Please note:

Students are on Teaching Practice in Autumn Semester of Year 4

Spring Offering

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.

EDU172 Arts Education 1

3 ECTS

This introductory Arts Education module immerses students in both the practical and theoretical aspects of Drama, Music, and Art as they connect with the redeveloped curriculum. It explores the distinct knowledge and methodologies of drama, music, and art, providing an understanding of the unique concepts within them. Students will learn how the arts can be adapted to meet the needs of all children. Through both individual and collaborative activities, students will actively engage in the interconnected processes of exploring and creating, performing and presenting, and responding and connecting. Additionally, they will examine the integrated nature of the arts and how these subjects support the learning of other subjects in the primary redeveloped curriculum. Students will be equipped to teach arts education during their first school placement.

This module offers students experiential engagement with the processes of drama, music, and art. It emphasizes self-reflection as an integral component throughout. Students will explore the interconnected aspects of these art forms and examine their integration with other subject areas. Additionally, the module will examine principles and theories which underpin the arts.

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

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

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

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

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

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

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

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

EDU359 Including Every Child 2: Collaborating for Teaching, Learning and Assessment for Children with Inclusive Special Education Needs	6 ECTS
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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. The module supports the classroom teacher to build skills, knowledge, and competencies which will allow them to use appropriate evidence-based practices to respond to individual learner profiles in the inclusive classroom. This is the second of two core modules in Inclusive Special Education. Both modules are underpinned theoretically by Hornby's Framework of Inclusive Special Education, which flexibly combines the most useful elements of special and inclusive education, centralising the children'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 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

The focus of this module is on matching educationally relevant characteristics, strengths and needs to evidence-based interventions. There is an emphasis on individual planning with the identification and evaluation of learning targets for children with special educational needs, and the role of the class teacher within this process. A collaborative approach, underpinned by appreciative inquiry, between the class teacher, parents, the child, and co-professionals are highlighted throughout.

EDU360 Foundations for Teaching and Learning 4: Professional Relationships, Partnerships and Communication

3 ECTS

This module will develop students' capacity to engage fully with partnership activities and processes in schools and to understand the interdependence of teacher, pupil and parent in relation to the social and policy contexts that influence the nature and purposes of education. Students will learn how to develop positive relationships, meaningful interactions and effective communication with pupils and all education partners based on mutual respect and trust and in the context of developing a positive school culture for partnership. The module will focus on the philosophical, theoretical, statutory and policy-making framework as well as the practical applications of the development of educational partnerships in schools to contribute to teachers' understanding of their legal and professional responsibilities in the holistic development of their pupils. Examples of evidence-based research and effective partnership practices in Ireland and internationally will be evaluated and students will engage in practices for working with parents on literacy, numeracy, and other curricular areas as well as parents' role in school planning and policy making. Students will interrogate their own values, beliefs and assumptions regarding the teacher's role in working proactively with parents. The contribution of a range of background factors that contribute to pupils' identity, experience and dispositions towards learning will also be analysed. Challenges to developing educational partnerships will be examined through analysis of educational standards and guidelines. Students will gain practical knowledge of the role of the Home School Community Liaison (HSCL) co-ordinator in DEIS schools, and the range of activities involved in the role

In this module, students will critically review research and policy on family engagement particularly as it relates to improved pupil outcomes. The value of building trusting relationships and effective communication with a diverse range of families and creating a welcoming school environment will be discussed. Students will evaluate a range of strategies to engage families in learning and in curricular areas (in school and at home) as well as in school planning and policy development and the support of pupils in school transitions. The role of the home school community liaison (HSCL) coordinator within a whole school approach to developing partnership and the role and place of home visits will be discussed. Challenges to parent engagement will be evaluated, including the importance of reaching all parents, including fathers and those from diverse backgrounds.

EDU361 Language Education 5 (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 in the early primary years, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the infant primary years. The professional English component of this module will focus on the development of the student teacher as a competent language user in relation to aspects relevant to the infant primary level.

This module will develop student knowledge and understanding of how to support language and literacy development in the infant primary classroom. This will involve engagement with contemporary theory and research underpinning effective early years' pedagogy in oral language, reading and writing. An integrated, balanced approach to literacy instruction will be promoted and explored, with a core focus on content and pedagogy in the early years' primary classroom. Participants will develop their understanding of curriculum requirements in Oral Language, Reading and Writing in the infant primary years. Participants will access, develop, adapt and use a variety of language and literacy curriculum resources and materials to support the learning and teaching of pupils in the infant primary school context. The importance of teaching in developmentally appropriate ways relevant to the infant primary years will be explored.

EDU362 Creative Technologies: STEAM

6 ECTS

The module aims to promote a healthy skepticism (PEAT - Attitudinal) in students towards the role of educational technology, one that is open to considering both the affordances and limitations of technologies within and across a range of curricular areas. This module specifically encourages an openness to explore how enhanced digital competences coupled with an emphasis on discipline-specific knowledge, skills and attitudes in STEAM-related (Science, Technology, Engineering, Art and Maths) areas can be utilised to cultivate integration and creativity across the curriculum.

Through a balance of practitioner and research inputs, coupled with teacher-led practical learning opportunities, students will explore the differing conceptualisations, understandings, critical components and/or models of STEAM-related practice in educational endeavours. Successful implementation of the module is bolstered by the shared commitment of extended faculty who will expose students to high-quality examples, advice, integrated subject-specific guidance and classroom/school exemplars on how to support teaching and learning through a range of STEAM-related approaches and methodologies. Students will also have the opportunity to deconstruct the concept of creativity, and to explore a selection of approaches and tools associated with the evaluation and assessment of same as it applies to STEAM and digital technologies. Students will work collaboratively with facilitators to generate and play with unusual and radical ideas through a design thinking approach and produce a meaningful output to a real-world theme that is personally novel. Particular focus will be given to solutions which employ new (or innovative use of existing) technologies in conjunction with scientific, mathematical and artistic concepts.

EDU363 Local, Global, Environmental Studies 2

3 ECTS

This module is designed to help students use the concept of place as a key resource for the development of conceptual understanding in geography and history. Places have a past, a present and a future. A place-based perspective includes an analysis of children's emotional, aesthetic and spiritual connections to places and localities. Places are meaningful for children. Based on the child's locality, place-based learning embraces the unique history, geography, culture, community, social norms, literature and art of a particular place. Through a focus on place-based learning, students will be able to access, develop, adapt and use a variety of curriculum resources and material for teaching geography and history in a manner that supports and challenge all pupils.

This module presents various strategies for teaching place from historical and geographical perspectives. Geographical enquiry-based approaches include map work, local audits, place-based learning, student investigations. Historical constructivist approaches include students working as historical investigators, through engagement with artefacts, timelines and interviews. A locality and place-based approach will provide opportunities for students to work as historians and geographers through place audits and the

creation of strategies and resources for using their local area as a site for geographical and historical conceptual understanding. The module will also focus on methodologies for teaching geography and history of other places in Ireland, Europe and the wider world.

EDU277 Ethical, Multi Belief and Values Education Patrons' Curricula 2

3 E

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 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! (GMY) 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 GMY 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 E

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, whole 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 requirement set down by the Irish Bishops' Conference for those wishing to teach in Catholic Schools.

This module 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. Students will be encouraged to develop approaches that will support and challenge all pupils, appreciating the importance of integration and differentiation in planning for an inclusive learning environment. An emphasis will be placed on developing the sacramental life of children within Christian communities, social justice, environmental issues, whole school approaches to Religious Education, celebrating religious diversity and contemporary issues in the field of Religious Education.

Spring Semester Year 4

EDU450 Policy and Leadership in Education

6 ECTS

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

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**.