

# Programme Documentation



**GA\_LMTLG\_V09**

Master of Arts in Teaching and Learning

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# GA\_LMTLG\_V09

## Master of Arts in Teaching and Learning

Programme	GA_LMTLG_V09 Master of Arts in Teaching and Learning				
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Code	GA_LMTLG_V09	Level	09	Required Credits	90
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Start Term	Full Academic Year 2016/17		End Term	The End of Time	
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Award Class	Taught Masters		Award Type	MA	
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Award Standard	QQI		Standard Discipline	Professional Master of Education	
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Discipline Area	Education		Specialisation	Teaching and Learning	
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Author	Carina Ginty		Department	Languages & Humanities	
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Author(s)	Pauline Logue				
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Delivered By	Stage	Minimum Duration	1	Attendance
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Delivery Modes	Part Time, Online Learning, Open Learning				
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### Educational Aim

This programme is intended for applicants who wish to gain a formal qualification in teaching and learning in higher education. The programme is committed to enabling each learner to achieve their potential. The programme is underpinned by the following core values:

**Inclusion** is demonstrated by flexible delivery and variety of learning options.

**Research** is demonstrated by evidenced based research in teaching and learning.

**Openness and innovation** are demonstrated by digital literacy.

**Higher order learning** is demonstrated through problem based learning/enquiry based learning.

**Collaborative learning** is demonstrated by the establishment of a community of practice, supported by a mentoring process and both national and international teaching networks.

**Student-Centered Learning** demonstrated by a dedicated module and active learning strategies.

**Best practice** in teaching and learning is demonstrated through teaching excellence showcases, observation of expert practitioners and model sample portfolios.

#### Access

The entry requirement for undertaking the programme is an Honours Degree (H2.2) in any discipline. Candidates with further qualifications at level 9 in education or teaching practice may also apply for RPL using GMIT's Recognition of Prior Learning (RPL) processes and the CUA e-Portfolio tool ( [www.myexperience.ie](http://www.myexperience.ie) ) to determine if they meet the entry requirement.

Candidates with an equivalent Level 9, Diploma in Teaching and Learning from another third level institute may apply to the final stage of the MA Degree programme (Step 3 - see Figure 2, AQA2 - includes Thesis in Education Science module and the Research Cycle:Applied module).

The access process is aligned with the GMIT code of practice number 4 (Access, Transfer and Progression).

#### Transfer

Recognition of Prior Learning (RPL) can be used as a means to gain entry to the programme,

or gain exemptions in accordance with Code of Practice No. 6 (Policy and Procedures for the Recognition of Prior Learning). Prior learning can be certified or experiential, and will be assessed in accordance with the code and engagement with the RPL assessment tool at [www.myexperience.ie](http://www.myexperience.ie)

## Progression

### **The Learning Pathway**

Step 1: Certificate in Teaching and Learning (SPA, 30 ECTS)

Step 2: Stand alone modules (up to 30 ECTS) to reach Diploma level (total 60 ECTS - includes Cert. and Diploma)

Step 3: MA in Teaching and Learning (total 90 ECTS - includes Cert., Diploma and MA)

## Teaching and Learning

This programme will be defined by e-learning and blended teaching and learning strategies and mentoring circles. Examples of teaching methodologies will include webinars, flipped classroom, workshops, peer learning strategies, active learning techniques, student-centered discussions, online forums/reflections and blogs, independent enquiry-based learning, micro teaching techniques and creation of e-portfolios.

## Assessment Strategies

100% Continuous Assessment.

All modules follow a pass/fail, non-numerical grading system.

A pass is awarded when all of the programme learning outcomes are met at module level.

All modules include self/peer/tutor formative reviews and rubric based assessments.

A defining element of the programme is the introduction of the FIP - Formative Instructional Procedures.

A large suite of assessment strategies and methodologies are used throughout the programme(s). These include: Microteaching, e-Portfolio, critical incident analyses, case studies, videos, journal articles, live conference presentations, industry fieldwork assignments, academic essays, tutorials, multi-media presentations, reports, continuing assessments, and project work, self-reflection, self, peer and tutor reviews and assessments, Formative Instructional Procedures (FIP) thesis, Assessment for Learning (AfL), Assessment of Learning (AoL).

## Additional Information

The Master of Arts in Teaching & Learning (L9, 90 ECTS) will serve the needs of the institute, regional higher education partners, international partners and a number of further education colleges. The programme will be delivered in a flexible manner using a blended learning approach, which will enable teaching professionals the opportunity to gain a formal qualification in teaching and learning. The National Strategy for Higher Education 2030 (HEA, 2011, p 8) sets out a vision for developing staff 'all higher education institutions must ensure

that all teaching staff are both qualified and competent in teaching and learning and should support ongoing development and improvement of their skills'.

Furthermore enhancing the quality of teaching and learning is identified as critical for the future of higher education in Ireland and is intrinsically linked to retention, student engagement and progression. The creation of an Irish professional development framework for teaching in higher education has been a core strand of the National Forum for the Enhancement of Teaching and Learning since its inception in 2013. In 2015, the National Forum released a report on the range of professional development models for consideration by HEI's. The process has been informed by the Forum's parallel research findings from the national seminars on 'Teaching for Transitions', findings from the Learning Impact Awards and the national roadmap for building digital capacity (Teaching and Learning in Higher Education: A Roadmap for Enhancement in a Digital World 2015-2017). The Chair and Director of the Forum (Moore and McGuire, 2015 p.2) stated 'when we talk about continuing professional development (CPD) in teaching we are also talking about staff's digital literacies and when we talk about supporting excellent teaching we must listen to what students say'.

## Approved Programme Schedule - Stage 1

Programme GA\_LMTLG\_V09 Master of Arts in Teaching and Learning

### Stage 1

Delivery	Code	Title	Level	Credit	ME	FT	PT	CA	PJ	PC	FE	Total
Year	EDUC09014	Thesis in Education Science	09	15	M	0.00	0.25	100	0	0	0	100
Year	EDUS09004	The Research Cycle: Foundation	09	10	M	0.00	1.50	100	0	0	0	100
Year	EDUS09005	The Research Cycle: Applied	09	15	M	0.00	1.50	100	0	0	0	100
Year	EDUC09011	Teaching and Learning	09	30	M	0.00	2.28	100	0	0	0	100
Year	EDUC09016	Assessment and Evaluation	09	15	E1	0.00	1.88	100	0	0	0	100
Year	EDUS09006	Mentoring	09	05	E1	0.00	0.53	100	0	0	0	100
Year	EDUS09003	Recognition of Prior Learning (RPL)	09	10	E1	0.00	1.00	100	0	0	0	100
Year	EDUC09013	Student Centred Learning (SCL)	09	10	E1	0.00	1.56	100	0	0	0	100
Year	EDUC09015	Technology Enhanced Learning	09	15	E1	0.00	1.13	100	0	0	0	100
Year	EDUC09009	Learning & Teaching e-Portfolio	09	10	E1	0.00	1.00	0	0	100	0	100
Year	EDUC09012	Educational Leadership and Management	09	10	E1	0.00	1.25	100	0	0	0	100
Year	EDUC09006	Creating an Inclusive Curriculum	09	05	E1	0.00	0.95	100	0	0	0	100

Semesters Per Stage	1	Elective Rules	1	Credits Required	90	Award Percentage	100 %
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Elective Rule	ELECTIVE_1	Electives Required	0	Credits Required	20
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### Special Regulation

Candidates are required to complete the Diploma in Teaching and Learning and/or the equivalent to progress to the MA award, including the Research Cycle Foundation module as mandatory or they can complete the RPL requirements.

ME - Mandatory or Elective, FT - Fulltime Average Weekly Hours, PT - Parttime Average Weekly Hours,  
CA - Continuous Assessment Percentage, PJ - Project Percentage, PC - Practical Percentage, FE - Final Exam Percentage



# Programme Learning Outcome Mapping - Stage 1

Programme GA\_LMTLG\_V09 Master of Arts in Teaching and Learning

## Stage 1

Delivery	Code	Title	Level	Credit	HKB	HKK	HKR	HKS	HCC	HCR	HCL	HCI
Year	EDUC09014	Thesis in Education Science	09	15	Y	Y	Y	Y	Y	Y	Y	Y
Year	EDUS09004	The Research Cycle: Foundation	09	10	Y	Y	Y	Y			Y	
Year	EDUS09005	The Research Cycle: Applied	09	15	Y	Y	Y	Y			Y	
Year	EDUC09011	Teaching and Learning	09	30	Y	Y	Y	Y	Y	Y	Y	Y

KB - Knowledge Breadth, KK - Knowledge Kind, KR - Know How and Skill Range, KS - Know How and Skill Selectivity  
 CC - Competence Context, CR - Competence Role, CL - Competence Learning to Learn, CI - Competence Insight  
 Y - Module Learning Outcomes map to Programme Outcomes

# Programme Outcomes

Programme GA\_LMTLG\_V09 Master of Arts in Teaching and Learning

Programme Outcomes : On successful completion of this programme the learner will/should be able to

## Knowledge Breadth

Analyse and critically evaluate published literature in a chosen teaching and learning topic.

Debate current developments in the Irish HE and FE landscapes, nationally and internationally.

Critique and apply a variety of educational philosophies and theoretical perspectives to the context of teaching and learning in the classroom.

Encourage the implementation of change and innovation in education practice, in the context of curriculum development.

## Knowledge Kind

Distinguish between different forms of assessment and evaluation, and their implementation in the classroom and in programme design and delivery.

Apply knowledge of national policy in RPL to the contexts of programme design and classroom delivery.

Demonstrate professionalism and ethical integrity in the practices of teaching, educational leadership and research.

Demonstrate best practice in educational leadership and management.

Facilitate participants to critically apply the theory and practice of adult education (*andragogy*) in teaching and learning.

## Know How & Skill Range

Formulate a hypothesis and design a research proposal relevant to their research specialisation.

Prepare and submit a thesis in their chosen specialisation.

Demonstrate knowledge and skill competence in relation to active and student-centred teaching and learning strategies.

Provide evidence of best practice knowledge and skills in the fields of academic development, research and writing.

Develop tools and techniques to assess experiential learning in the context of RPL, in line with national policy and practice.

Develop and practically apply a personal statement of philosophy.

## Know How & Skill Selectivity

Assess and apply standard primary and secondary data collection methodologies in their chosen research topic.

Demonstrate the effective and innovative use of ICT and educational technology, including: innovative pedagogical tools in the classroom, VLEs, e-Portfolio, blended learning and educational management systems.

Effectively select and apply appropriate means of assessment and evaluation in the contexts of programme design and classroom delivery.

Develop student-led learning strategies and techniques that promote active engagement, and that support both retention and learners' transition in HE.

Provide evidence of the skill of innovative real world curriculum development and the use of related systems tools.

Demonstrate the capacity for independent and flexible learning by means of a flipped classroom approach.

Competently implement a FIP assessment model in teaching and learning.

Build on the development of a personal teaching and learning e-Portfolio.

### Competence Context

Demonstrate the principals of validity and reliavility in data analysis in their research work.

Publish and debate their reserch findings among their peers.

Competently apply theories of teaching and learning to a variety of professional teaching and learning contexts.

Demonstrate flexibility and adaptability in the application of teaching and learning theory to a variety of educational settings.

### Competence Role

Demonstrate appropriate professional and ethical practice in educational research.

Apply theories of leadership, management and mentoring to teaching and learning contexts.

Demonstrate effective independent, flexible learning through the model of the flipped classroom.

### Competence Learning to Learn

Engage in critical reflection and reflective practice.

Reflect on the effectiveness of teaching, learning and assessment practice and the implementation of change and innovation in education practice.

Provide evidence of higher order critical reflection skills in the context of enquiry-based learning and reflective practice.

### Competence Insight

Analyse current trends in education from the perspective of inclusion and transformation.

Advance a holistic model of inclusive education, with attention to service learning, civic engagement, social justice, differentiation, gender inclusion and multicultural inclusion.

## Programme Module Owners

### Stage 1

Delivery	Code	Title	Level	Owner	CoOwners	Approver
Year	EDUC09014	Thesis in Education Science	09	Ginty, Carina	Pauline Logue	ONeill, Gerry
Year	EDUS09004	The Research Cycle: Foundation	09	Logue, Pauline		ODonovan, Dermot
Year	EDUS09005	The Research Cycle: Applied	09	Logue, Pauline		ODonovan, Dermot
Year	EDUC09011	Teaching and Learning	09	Ginty, Carina	Pauline Logue	ONeill, Gerry
Year	EDUC09016	Assessment and Evaluation	09	Ginty, Carina		ONeill, Gerry
Year	EDUS09006	Mentoring	09	Ginty, Carina		ONeill, Gerry
Year	EDUS09003	Recognition of Prior Learning (RPL)	09	Ginty, Carina		Griffin, Nicola
Year	EDUC09013	Student Centred Learning (SCL)	09	Ginty, Carina	Evelyn Moylan	Griffin, Nicola
Year	EDUC09015	Technology Enhanced Learning	09	Ginty, Carina		ODonovan, Dermot
Year	EDUC09009	Learning & Teaching e-Portfolio	09	Logue, Pauline		ODonovan, Dermot
Year	EDUC09012	Educational Leadership and Management	09	Logue, Pauline		ONeill, Gerry
Year	EDUC09006	Creating an Inclusive Curriculum	09	Ginty, Carina		Griffin, Nicola

# Programme Assessment Matrix

Stage 1		
Week	Assessment in Modules	Amount
Week 2	EDUC09015	1
Week 3	EDUS09004, EDUS09005	2
Week 4	EDUS09005, EDUC09015	2
Week 6	EDUS09004, EDUC09015	2
Week 7	EDUC09012	1
Week 8	EDUC09006	1
Week 9	EDUC09015	1
Week 11	EDUS09005, EDUC09015, EDUC09015	3
Week 12	EDUS09004, EDUS09005, EDUC09006	3
Week 13	EDUC09012	1
Week 26	EDUC09009	1
End of Term	EDUS09003, EDUC09013	2
OnGoing	EDUS09004, EDUS09005, EDUS09006, EDUS09003, EDUC09013, EDUC09013, EDUC09009, EDUC09012	8
Any	EDUC09011, EDUC09011, EDUC09011, EDUC09011, EDUC09016, EDUC09016	6
TBA	EDUC09014	1

Approval Information

School Approval by

Gerry ONeill on 16-02-2017

Academic Council on

16-02-2017

Short Title	Thesis in Education Science		
Full Title	Thesis in Education Science		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Languages & Humanities
Co Author(s)	Pauline Logue		
Official Code	EDUC09014	NFQ Level	09
		ECTS Credit	15

#### Module Description

The thesis module will provide a comprehensive overview of different research methodologies to enable the preparation of a valid and appropriate methodological framework for a teaching and learning or education study. This flexible framework will reflect the evolving nature of research involving the preparation and submission of a research design plan, research proposal, the development of a detailed literature review, the testing and selection of appropriate data collection and analysis techniques, and presentation of the findings. The learner will prepare a minor thesis (15,000 words) under the guidance of a research supervisor. Participants will also undertake the *The Research Cycle: Applied* module (15 ECTS) in parallel to the Thesis in Education Science module.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Analyse and critically evaluate published literature in their chosen teaching and learning topic.
2. Formulate a hypothesis and design a research proposal relevant to their research specialisation.
3. Assess and apply standard primary and secondary data collection methodologies in their chosen research topic.
4. Demonstrate the principles of validity and reliability in data analysis in their research work.
5. Prepare and submit a thesis in their chosen specialisation.
6. Publish and debate their research findings amongst their peers.
7. Demonstrate appropriate professional and ethical practice in educational research.

#### Teaching and Learning Strategies

The teaching and learning strategy is two-fold:

- 1) The *Research Cycle: Applied* module which runs in parallel with the Thesis in Education Science module, provides structured support.
- 2) One to one thesis supervision/mentoring.



## Assessment Strategies

The assessment strategy is two-fold and is cross modular:

- 1) The *Research Cycle: Applied* module assessments include: Participation on online research courses (Epigeum); Creation of a Design Plan; Research Proposal; Peer Reviewed Thesis Chapters; Critical Reflections Online; A Research Presentation.
- 2) One to one thesis supervision/mentoring. The assessment includes ongoing formative feedback and a final report summative assessment.

## Repeat Assessment Procedures

Students must resubmit the work within one year of the original submission date.

## Module Dependencies

### Prerequisite Modules

None

### Corequisite Modules

None

### Incompatible Modules

None

## Indicative Syllabus

### Part 1 RESEARCH METHODOLOGY

#### Introduction to Academic Research

Concept and classifications of research; theories and paradigms; research styles; quantitative and qualitative approaches; ethical and moral issues in research; time management

#### Research Design and Proposal Development

The research process; selection of a topic, developing a hypothesis; writing the proposal; working with a supervisor; typical thesis structure.

#### Literature Review

Rationale for literature review; sources of information including online database search tools, use of web materials and library resources; critical thinking and analysis; concept mapping and note taking; theoretical frameworks; organisation; referencing and endnote software;

#### Research Design

Research strategy; comparison of quantitative and qualitative approaches; approaches to primary data collection including surveys, case studies and problem solving; approaches to secondary data collection

including statistical and descriptive formats.

### **Data Collection Techniques**

Postal and electronic questionnaire design; unstructured, semi-structured and structured interview design; random and selected sampling; sample size; descriptive, analytical and exploratory case studies; problem solving/action research; statistical and descriptive secondary data collection.

### **Data Analysis**

Measurements and probability; exploratory data analysis; critical evaluation; descriptive statistics method including frequency distribution, tabulation, bar charts, histograms, pie charts, measures of central tendency; inferential statistical method/bivariate statistical analysis including parametric and non parametric tests.

### **Structure and Academic Writing**

Thesis organization including: the abstract, introduction, literature review, core primary data, data collection, data analysis, conclusions, recommendations; elements of style; submission format guidelines; journal and conference papers/posters; oral presentation and question handling.

### **Research Professionalism and Ethics**

Protocols, values, principles, consent procedures, ethical clearance, gatekeepers.

## **Part 2 RESEARCH IN A SPECIALIST TOPIC**

Each student will pick a topic relevant to their specialisation within the programme. The student will learn to critically analyse information, evaluate and develop specialist knowledge and to be able to make reasoned argument among their peers specialist in their chosen topic. The student will learn to publish their research in relevant journals and conferences.

Through the process of research the student will not only become specialised in their chosen teaching and learning topic but will develop skills enabling them to transfer their knowledge to new related topics and to general discipline specific knowledge acquisition, research and development.

### **CourseWork / Assessment Breakdown**

CourseWork / Continuous Assessment	100 %
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### **Coursework Assessment Breakdown**

Description	Outcome Assessed	% of Total	Assessment Week
Thesis	1,2,3,4,5,6,7	100	TBA

### **End Exam Assessment Breakdown**

Description	Outcome Assessed	% of Total	Assessment Week
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## ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Other	Not Specified	Supervision	1	Fortnightly	0.50
Workshop	Not Specified	Mentoring Research Circles	1	Monthly	0.25
Independent Learning	Not Specified	Independent Learning	200	Once Per Module	6.25

Total Average Weekly Learner Workload 0.25 Hours

## Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Module Resources

### Module Book Resources

None

### Module Alternate Book Resources

None

### Module Other Resources

Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Columbus: Pearson Merrill Prentice Hall.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publications.

Conrad, C. F. and R. C. Serlin (2006). *The SAGE Handbook for Research in Education: Engaging Ideas and Enriching Inquiry*, SAGE Publications.

Cohen, L., L. Manion, et al. (2011). *Research Methods in Education*, Taylor & Francis.

Denzin, N. K. and Y. S. Lincoln (2005). *The Sage Handbook of Qualitative Research*, Sage Publications.

Gillham, B. (2000) *Case Study Research Methods*. Real World Research Series, London; New York: Continuum.

Moore, N. (2006) *How to do Research: A Practical Guide to Designing and Managing Research Projects*. London: Facet.

Salkind, N.J. (2000) *Exploring Research*. Upper Saddle River, N.J.: Prentice Hall.

### Module URLs

Online Journals:

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

The International HETL Review <https://www.hetl.org/publications/>

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

The Teaching Council (registered teachers only) - Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

Webography: Academic writing

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

UEfAP <http://www.uefap.com/>

Unilearning <http://unilearning.uow.edu.au/>

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

## General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.cslireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.hea.ie/>  
Higher Education Academy (UK) <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre  
<https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

## Additional Information

None

## ISBN BookList

## Book Details

John Gill 2010 *Research Methods for Managers* SAGE Publications Ltd

ISBN-10 1847870945 ISBN-13 9781847870940

John W. Creswell 2010 *Designing and Conducting Mixed Methods Research* SAGE Publications, Inc

ISBN-10 1412975174 ISBN-13 9781412975179

Ian Brace 2008 *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research (Market Research in Practice)* Kogan Page

ISBN-10 0749450282 ISBN-13 9780749450281

A. N. Oppenheim 2000 *Questionnaire Design, Interviewing and Attitude Measurement* Bloomsbury Academic

ISBN-10 0826451764 ISBN-13 9780826451767

Willem E. Saris 2007 *Design, Evaluation, and Analysis of Questionnaires for Survey Research* Wiley-Interscience

ISBN-10 0470114959 ISBN-13 9780470114957

## Approval Information

School Approval by	Gerry O'Neill on 07-02-2017
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Academic Council on	07-02-2017
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## Programme Membership

Code	Intake Year	Programme Title
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning

Short Title	Research Cycle: Foundation
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Full Title	The Research Cycle: Foundation
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Attendance	N/A	Discipline	142 Education Science
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Coordinator	Pauline Logue	Department	Humanities
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Official Code	EDUS09004	NFQ Level	09	ECTS Credit	10
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#### Module Description

This ten credit module, delivered over one semester, offers a level 9 introduction to secondary research skills.

The module is open to candidates who have successfully completed a level 8 programme (minimum).

Because of the hands-on, interactive mode of delivery, full participation in workshops is a requirement.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Implement skills in scholarly academic writing.
2. Conduct a comprehensive and critical literature review.
3. Design an individualised research plan.
4. Formulate and construct a research proposal.
5. Produce a literature-based, scholarly journal article.
6. Illustrate reflective processes, through the medium of forum contributions.

#### Teaching and Learning Strategies

A variety of instructionist and active learning teaching methodologies.

Hands-on, interactive workshops.

Peer review processes by experts in the field.

Online forum critical reflections.

Expert input on library research.

Guest lectures.



Panel discussion with experienced researchers.

### Assessment Strategies

Assessment is conducted on the basis of a PASS/INCOMPLETE framework.

Workshops are intentionally designed to facilitate achievement of the learning outcomes, therefore, as a general rule, a minimum of 80% attendance at workshops is a requirement.

Once all the learning outcomes are met to level 9 standard the candidate is deemed to have passed.

Submissions are critically assessed by expert peer reviewers and module tutors.

Significant emphasis is placed on formative assessment throughout the module.

### Repeat Assessment Procedures

Candidates will be allowed to access the module - or part of - during the following academic year, in order to complete any outstanding assessment tasks.

### Assessment Facilities

IT Training Room and/or the GMIT Staff training room for group work.

### Module Dependencies

#### Prerequisite Modules

None

#### Corequisite Modules

None

#### Incompatible Modules

None

### Indicative Syllabus

The theory and practice of research design.

Developing a research design plan.

Framing a central research question, or hypothesis, or proposition.

Distinguishing and formulating the aims and objectives of research.

Key components of an effective research proposal.

The literature review as a work of critical thinking.

Academic writing skills: planning, structuring, grammar, punctuation, formatting, and proofreading.

Journal analysis.

Journal writing and submission guidelines.

Referencing, including software tools.

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Continuous Assessment 1: Research Design Plan	1	15	Week 3
Continuous Assessment 2: Research Proposal	2	20	Week 6
Continuous Assessment 3: Peer Reviewed Journal Article	3,4,5	50	Week 12
Continuous Assessment 4: Critical Reflection	6	15	OnGoing

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	IT Training Centre	Workshop	3	Fortnightly	1.50

Total Average Weekly Learner Workload 1.50 Hours

#### Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
------	----------	-------------	-------	-----------	----------------

Total Average Weekly Learner Workload 0.00 Hours

#### Module Resources

##### Module Book Resources

Bryman, A. 2012. *Research Methods*, 4 th Ed. Oxford: Oxford University Press.

Crowe, M. & L. Sheppard, 2012. Mind Mapping Research Methods, *Quality & Quantity* , Vol. 46, Issue 5, pp. 1493-1504.

Charmaz, K. 2006. *Constructing Grounded Theory . A Practical Guide through Qualitative Analysis*. London: SAGE.

Chen, H.X. 2012. *Approaches to Quantitative Research: a guide for dissertation students*. Oak Tree Press.

Creswell, J.W. 2007. *Qualitative Enquiry & Research Design: Chosing Among Five Approaches*, Thousand Oaks, CA/London: SAGE.

Creswell, J. 2009. *Research Design: qualitative, quantitative and mixed methods approach*. SAGE.

Gillham, B. 2000. *Case Study Research Methods*, London/ New York: Continuum.

Kalmbach Phillips, D. *et al.* 2006, 2010. *Becoming a Teacher through Action Research*. London: Routledge.

Marshall, C. 2011. *Designing Qualitative Research*. Thousand oaks, CA/London: SAGE.

Marzano, R.J. *et al* .2011. *Effective Supervision*. Alexandria, Virginia: ASCD.

Marzano, R.J. *et al* .2012. *Becoming a Reflective Teacher*, Bloomington. IN: Marzano Research Laboratory.

Mertens, DM. 2010. Transformative Mixed Methods Research, *Qualitative Inquiry* , 07, Vol.16, 469-474.

Mis. B. 2011. *Quantitative Research: An Introduction* , B. Mis Electronic Publ.

Punch, K.F. 2005. *Introduction to Social Research: quantitative and qualitative approaches*. 2nd Ed. SAGE.

Terrell, S.R. 2012. Mixed-Methods Research Methodologies, *The Qualitative Report* , 01/2012, Vol. 17, Issue 1, 254.

Silverman, D. 2005. *Doing Qualitative Research* . 2 nd Ed. London: SAGE.

Wilson, V. 2012. Research Methods, Interviews. *Evidence Based Library and Information Practice*, 06/2012, Vol. 7, Issue 2, 96 - 98;

Wilson, V. 2012. Research Methods: Bibliometrics, *Evidence Based Library and Information Practice* 09/2012, Vol. 7, Issue 3, 121 - 123;

York-Barr, J. *et al* .2006. *Reflective Practice to Improve Schools*, Corwin Press.

#### Module Alternate Book Resources

None

#### Module Other Resources

Computer and internet access

#### Module URLs

AISHE-J The All Ireland Journal of Teaching and Learning in Higher Education. At [http://www.gla.ac.uk/media/media\\_41223\\_en.pdf](http://www.gla.ac.uk/media/media_41223_en.pdf)

Daniel, P.J. *et al* .2007. Writing for Scholarly Journals: Publishing the Arts, Humanities and Social Sciences. At [http://www.gla.ac.uk/media/media\\_41223\\_en.pdf](http://www.gla.ac.uk/media/media_41223_en.pdf)

#### Additional Information

Places are normally limited to ten for accreditation.

Other candidates can participate by ACCS, and attend workshops of interest, on a first-come, first-served basis, to a maximum of 15 candidates.

#### ISBN BookList

## Book Details

2003 *Learning to Read Critically in Teaching and Learning (Learning to Read Critically series)* SAGE Publications Ltd

ISBN-10 0761947981 ISBN-13 9780761947981

Louis Cohen 2011 *Research Methods in Education* Routledge

ISBN-10 0415583365 ISBN-13 9780415583367

Judith Bell 2010 *Doing Your Research Project (Open Up Study Skills)* Open University Press

ISBN-10 0335235824 ISBN-13 9780335235827

Keith F Punch 2009 *Introduction to Research Methods in Education* SAGE Publications Ltd

ISBN-10 184787018X ISBN-13 9781847870186

2011 *The SAGE Handbook of Qualitative Research (Sage Handbooks)* SAGE Publications, Inc

ISBN-10 1412974178 ISBN-13 9781412974172

## Approval Information

School Approval by Dermot ODonovan on 18-12-2015

Academic Council on 18-12-2015

## Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LRCFG_N09	201600	Certificate in Research Cycle: Foundation

Short Title	The Research Cycle: Applied		
Full Title	The Research Cycle: Applied		
Attendance	N/A	Discipline	142 Education Science
Coordinator	Pauline Logue	Department	Humanities
Official Code	EDUS09005	NFQ Level	09
		ECTS Credit	15

#### Module Description

This fifteen credit module, delivered over one semester, builds upon *The Research Cycle: Foundation* module, which is a pre-requisite. The module is open to all who have successfully completed *The Research Cycle: Foundation* module and/or its equivalent. It provides participants with a theoretical and practical knowledge of primary research, journal writing and conference presentation, to a level 9 standard. Participants build upon their prior literature review (completed in *The Research Cycle: Foundation* module) and conduct complimentary small scale primary research. The research is presented at an open GMIT research conference at the end of the semester, using advanced ITC tools. A journal article is also completed. Critical thinking is promoted by means of forum reflections. Because of the hands-on, interactive mode of delivery, full participation in workshops is a requirement.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Design a detailed research plan and corresponding research proposal for small scale primary research which builds upon Research Cycle: Foundation Learning Outcomes.
2. Critically assess primary research terminology, frameworks, methodologies and methods, to an advanced level.
3. Competently conduct and document ethically appropriate primary research, demonstrating triangulation.
4. Write a journal article which incorporates both secondary and primary research.
5. Present a research conference paper at a GMIT research conference, as a live-project assessment.
6. Demonstrate problem-solving and reflective critical thinking, in dialogue with the literature, in the context of on-going forum discussions.

#### Teaching and Learning Strategies

Fortnightly workshops by module tutors and guest experts.

#### Assessment Strategies

This is a PASS/INCOMPLETE assessment.

A candidate is deemed to have passed when all learning outcomes are met to the appropriate level 9

standard.

Regular review processes are incorporated into module delivery (class, tutor and expert peer reviews).

On-going formative feedback occurs throughout the module.

The module culminates in a live-project open conference presentation assessment .

The module includes forum critical reflections.

#### Repeat Assessment Procedures

Candidates can complete any outstanding assessments to the required standard in the following academic year.

#### Assessment Facilities

NONE

#### Module Dependencies

##### Prerequisite Modules

EDUS09004

##### Corequisite Modules

None

##### Incompatible Modules

None

#### Indicative Syllabus

The theory and practice of primary research.

Primary research frameworks, methodologies and methods.

Academic writing and advanced library research skills.

An introduction to selected research tools: SPSS and NVIVO.

Research ethics and academic integrity in the context of primary research and dissemination.

Journal analysis and submission guidelines & the peer review process.

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment 100 %

#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
	1	10	Week 3

Continuous Assessment 1: Primary Research Design Plan			
Continuous Assessment 2: Primary Research Proposal	1,2	15	Week 4
Continuous Assessment 3: Academic Journal Article	2,3,4	30	Week 11
Continuous Assessment 4: Conference Presentation	5	30	Week 12
Continuous Assessment: Critical Reflection	6	15	OnGoing

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	IT Training Centre	Workshops	3	Fortnightly	1.50

Total Average Weekly Learner Workload 1.50 Hours

#### Full Time Mode Workload



Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Total Average Weekly Learner Workload 0.00 Hours					

#### Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Total Average Weekly Learner Workload 0.00 Hours					

#### Module Resources

##### Module Book Resources

- Bryman, A. 2012. *Research Methods*, 4 th Ed. Oxford: Oxford University Press.
- Chen, H.X. 2012. *Approaches to Quantitative Research: a guide for dissertation students*. Oak Tree Press.
- Creswell, J. 2009. *Research Design: qualitative, quantitative and mixed methods approach*. SAGE.
- Crowe, M. & L. Sheppard, 2012. Mind Mapping Research Methods, *Quality & Quantity* , Vol. 46, Issue 5, pp. 1493-1504.
- Charmaz, K. 2006. *Constructing Grounded Theory . A Practical Guide through Qualitative Analysis*. London: SAGE.
- Creswell, J.W. 2007. *Qualitative Enquiry & Research Design: Chosing Among Five Approaches*, Thousand Oaks, CA/London: SAGE. 2009. *Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA/London: SAGE.
- Gillham, B. 2000. *Case Study Research Methods*, London/ New York: Continuum.
- Kalmbach Phillips, D. *et al.* 2006, 2010. *Becoming a Teacher through Action Research*. London: Routledge.
- Marshall, C. 2011. *Designing Qualitative Research*. Thousand oaks, CA/London: SAGE.
- Marzano, R.J. *et al.* 2011. *Effective Supervision*. Alexandria, Virginia: ASCD.
- Marzano, R.J. *et al.* 2012. *Becoming a Reflective Teacher*, Bloomington. IN: Marzano Research Laboratory.
- Mertens, DM. 2010. Transformative Mixed Methods Research, *Qualitative Inquiry* , 07, Vol.16, 469-474.
- Mis. B. 2011. *Quantitative Research: An Introduction* , B. Mis Electronic Publ.
- Punch, K.F. 2005. *Introduction to Social Research: quantitative and qualitative approaches*. 2nd Ed. SAGE.

Terrell, S.R. 2012. Mixed-Methods Research Methodologies, *The Qualitative Report* , 01/2012, Vol. 17, Issue 1, 254.

Silverman, D. 2005. *Doing Qualitative Research* . 2 nd Ed. London: SAGE.

Wilson, V. 2012. Research Methods, Interviews. *Evidence Based Library and Information Practice*, 06/2012, Vol. 7, Issue 2, 96 - 98;

#### Module Alternate Book Resources

None

#### Module Other Resources

NONE

#### Module URLs

AISHE-J The All Ireland Journal of Teaching and Learning in Higher Education. At [http://www.gla.ac.uk/media/media\\_41223\\_en.pdf](http://www.gla.ac.uk/media/media_41223_en.pdf)

Daniel, P.J. et al. 2007. Writing for Scholarly Journals: Publishing the Arts, Humanities and Social Sciences. At [http://www.gla.ac.uk/media/media\\_41223\\_en.pdf](http://www.gla.ac.uk/media/media_41223_en.pdf)

#### Additional Information

NONE

#### ISBN BookList

##### Book Details

2003 *Learning to Read Critically in Teaching and Learning (Learning to Read Critically series)* SAGE Publications Ltd

ISBN-10 0761947981 ISBN-13 9780761947981

Louis Cohen 2011 *Research Methods in Education* Routledge

ISBN-10 0415583365 ISBN-13 9780415583367

Judith Bell 2010 *Doing Your Research Project (Open Up Study Skills)* Open University Press

ISBN-10 0335235824 ISBN-13 9780335235827

Keith F Punch 2009 *Introduction to Research Methods in Education* SAGE Publications Ltd

ISBN-10 184787018X ISBN-13 9781847870186

2011 *The SAGE Handbook of Qualitative Research (Sage Handbooks)* SAGE Publications, Inc

ISBN-10 1412974178 ISBN-13 9781412974172

2012 *Approaches to Quantitative Research: A Guide for Dissertation Students* Oak Tree Press

ISBN-10 1781190585 ISBN-13 9781781190586

Dr. Bethel Ann Powers RN PhD 2010 *Dictionary of Nursing Theory and Research: Fourth Edition* Springer Publishing Company

ISBN-10 082610665X ISBN-13 9780826106650

#### Approval Information

School Approval by Dermot ODonovan on 18-12-2015

Academic Council on 18-12-2015

## Programme Membership

Code	Intake Year	Programme Title
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning

Short Title	Teaching and Learning		
Full Title	Teaching and Learning		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Languages & Humanities
Co Author(s)	Pauline Logue		
Official Code	EDUC09011	NFQ Level	09
		ECTS Credit	30

#### Module Description

This module provides participants with the knowledge and skills necessary for effective teaching and learning in higher education. The module, which is practically-based and interactive, is aimed at developing effective teaching practice. The module promotes research-based teaching and learning, and provides training in lesson planning, lesson delivery and reflective practice. The module incorporates microteaching techniques, small and large group teaching and learning strategies, the promotion of student engagement, the development of teaching portfolios, classroom management strategies, and training in assessment strategies, including assessment design and formative feedback strategies.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Develop, deliver and review lessons in the context of microteaching techniques.
2. Effectively apply and critique a suite of educational technology tools.
3. Critically assess key educational theories and their application to teaching.
4. Develop a web-based teaching portfolio tool (e-Portfolio) in the context of teaching practice.
5. Demonstrate research-based, inquiry-based teaching practice, including competence in problem-based learning (PBL).
6. Design and evaluate effective and innovative assessment strategies.
7. Critically evaluate the role of an educator in the context of Higher Level Education.
8. Demonstrate the skill of reflective practice.

#### Teaching and Learning Strategies

This module will employ microteaching techniques, observation techniques, peer reviews, active learning strategies, student centered learning discussions, on-line forum critical reflections, and online learning technologies.

#### Assessment Strategies

## 100% Continuous Assessment

Participants will engage in a sequence of learning assignments which will be carried out in parallel with supportive workshops as well as facilitated by online resources:

Team lesson planning and delivery (micro teaching)

Online critical reflection (forum/blog/diary)

Observation, peer evaluation and feedback (micro teaching)

Assessment design, pilot and evaluation.

Academic paper: a critical review of current literature in teaching and learning

e-Portfolio development

All assessments will be marked on a pass/fail basis, depending on whether or not the learning outcomes have been met. Formative feedback will be provided for all assessments and where that feedback is provided it will include advice as to future improvement. Self- assessments, peer-assessments and lecturer-assessments will be employed.

## Repeat Assessment Procedures

Students will have the opportunity to present repeat assessments in the autumn.

## Module Dependencies

### Prerequisite Modules

None

### Corequisite Modules

None

### Incompatible Modules

None

## Indicative Syllabus

The module syllabus consists of five parts. Initially, in parallel with the workshops/classroom/online sessions, participants will engage in a sequence of teaching and learning tasks that they carry out either on an individual or a group basis. These tasks will be carried out and facilitated by online resources. Each workshop and teaching and learning task is designed to meet a particular learning outcome of the module. A summary of the key themes covered in all workshops is outlined as follows:

### **Part 1: Higher Education Teaching and Learning**

Introduction to theoretical perspectives in Teaching & Learning: *cognitivism, social constructivism, humanism, behaviourism, learning styles & multiple intelligences.*

Lesson planning: structuring a lesson plan: identifying learning outcomes, the sequential flow of learning, selecting appropriate teaching strategies, accommodating different learning styles, assessment of learning

Lesson Delivery: professionalism and competence  
Developing a suite of effective teaching resources  
Effective and creative use of educational technology  
Critical appraisal of the lesson

## **Part 2: Assessment and Evaluation**

Nature and underlying principles of assessment.  
Assessment in further and higher education - functions and mechanisms  
Formative versus summative assessment  
Preparing students for assessment  
Assessment of a range of knowledge and skills and relating assessment to learning outcomes  
Assessment methods  
Design and innovation in assessment  
Issues in assessment  
Managing and evaluating assessments  
Exam paper design and the role of the external examiner

## **Part 3: Learning Technologies**

Video Technology and Storyboards  
Advanced PowerPoint  
Prezi  
Clickers & Apps for the Classroom and Assessment  
Graphic Visualiser  
Interactive Board  
Development of a Teaching e-Portfolio  
Moodle forum

Tablet teaching apps

#### **Part 4: Student Engagement**

Team lesson and resource planning

Team Teaching: Microteaching

Teaching observations

Self and peer reviews

Peer Learning Techniques

Online Moodle collaboration and critical reflection

Developing a professional e-Portfolio

#### **Part 5: Reflective Practice**

Teaching observations - micro teaching reviews

Problem-based learning (PBL) - online forum reflection

Personal/professional diary entries

Peer reviews

e-Portfolio blogs

Formative feedback reflections

#### **CourseWork / Assessment Breakdown**

CourseWork / Continuous Assessment	100 %
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#### **Coursework Assessment Breakdown**

Description	Outcome Assessed	% of Total	Assessment Week
Micro teaching lesson	1,2,5,6,8	30	Any
e-Portfolio - assessment design, pilot and evaluation	2,4,6	30	Any
Academic Paper	3,5,7	20	Any
Critical Reflection	3,8	20	Any

## End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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## ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Independent Learning	Not Specified	Independent Learning	350	Once Per Module	15.91

Total Average Weekly Learner Workload 0.00 Hours

## Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	Flat Classroom	Workshops	25	Once Per Module	1.14
Online Learning	Not Specified	Online Seminars/Collaboration	25	Once Per Module	1.14

Total Average Weekly Learner Workload 2.28 Hours

## Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours



## Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

## Module Resources

## Module Book Resources

Bentham, S. (2002) *Psychology and Education*. Routledge. ISBN-10 0415227631 ISBN-13 9780415227636.

Brookfield, S.D. (1995) *Becoming a Critically Reflective Teacher*, Jossey-Bass

ISBN-10 0787901318 ISBN-13 9780787901318.

Bates, A.W. (2003) *Effective Teaching with Technology in Higher Education: Foundations for Success* Jossey-Bass. ISBN-10 0787960349 ISBN-13 9780787960346.

Bloxham, S. and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: a practical guide*, Maidenhead, Open University Press.

Brown, S. and Glasner, A (eds.) (1999) *Assessment Matters in Higher Education*, Buckingham, The Society for Research into Higher Education and Open University Press.

Dunn, L., Morgan, C., O'Reilly, M. and Parry, S. (2004) *The Student Assessment Handbook. New Directions in Traditional and Online Assessment*, London and New York, Routledge Falmer.

Biggs, J. (2003) *Teaching for Quality Learning at University: What the Student Does*, Buckingham, SRHE.

Race, P. (2001) *The Lecturer's Toolkit a Practical Guide to Learning, Teaching and Assessment*, 2nd Edition, London, Kogan Page.

Kennedy, D (2007) *Writing and Using Learning Outcomes, A Practical Guide*, Ireland, University College Cork.

HETAC, (2009) *Assessment and Standards*, Dublin, HETAC.

Higgs, B, and McCarthy, M. (Eds) (2008) *Emerging Issues II The Changing Roles and Identities of Teachers and Learners in Higher Education*, Cork, NAIRTL.

JISC (2007) *Effective Practice with eAssessment*, London, HEFCE. [Accessed <http://www.jisc.ac.uk/media/documents/themes/elearning/effpraceassess.pdf> ]

O'Neill, G., S. Moore and McMullin, B., (Eds) (2005) *Emerging Issues in the Practice of University Learning and Teaching*, Dublin, All Ireland Society for Higher Education,.

Prosser, M and Trigwell, K (1999) *Understanding Learning and Teaching: The Experience in Higher Education*, Buckingham, Open University Press.

- Ramsden, P. (2000) *Learning to Teaching in Higher Education*, London, Routledge Falmer.
- Reece, I and Walker, S (2003) *Teaching, Training and Learning a Practical Guide*, 5th Ed, Tyne and Wear, Business Education Publishers Limited.
- Tight, M (2003) *Researching Higher Education*, Berkshire, SHRE and Open University Press.
- Toohey, S (2002) *Designing courses for Higher Education*, Buckingham, SRHE.
- Freeman, R. and Lewis, R. (1998) *Planning and Implementing Assessment*, London, Kogan Page.
- Kennedy, D. (2007) *Writing and Using Learning Outcomes - A Practical Guide*, Cork, University College, Cork.
- Miller, A. H., Imrie, B. W. and Cox, K. (1998) *Student Assessment in Higher Education - A Handbook for Assessing Performance*, London, Kogan Page.
- Murphy, P. (ed.) (1998) *Learners, Learning and Assessment*, London, Paul Chapman.
- O'Neill, G., Huntley-Moore, S. and Race, P. (2007) *Case Studies of Good Practices in Assessment*
- McMullen, M. Cathi; Kaczynski, D. (Eds.) Tennant. (2010). *Teaching, Learning and Research in Higher Education: A Critical Approach*, Routledge.
- ISBN-10 0415962633 ISBN-13 9780415962636.
- Light, G. 200. *Learning & Teaching in Higher Education: The Reflective Professional*, SAGE Publications Ltd. ISBN-10 0761965521 ISBN-13 9780761965527.
- Brookfield, S.D. (1995). *Becoming a Critically Reflective Teacher*, Jossey-Bass
- ISBN-10 0787901318 ISBN-13 9780787901318.
- Cohen, L. (2004). *A Guide to Teaching Practice*. 5th Edition. Routledge
- ISBN-10 0415485584 ISBN-13 9780415485586.
- Kyriacou, C. (2007). *Essential Teaching Skills*. Third Edition Nelson Thornes Ltd.,
- ISBN-10 0748781617 ISBN-13 9780748781614.
- Muijs, D. & D. Reynolds. (2010). *Effective Teaching: Evidence and Practice*. SAGE Publications Ltd. SBN-10 1849200769 ISBN-13 9781849200769.
- Moon, J.A. 200. *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Routledge. SBN-10 0415335167 ISBN-13 9780415335164.
- Moon, J.A. (2006) *Learning Journals: A Handbook for Reflective Practice and Professional Development*. Routledge. ISBN-10 0415403758 ISBN-13 9780415403757.

Rieman, P. (2006) *Creating Your Teaching Portfolio: Presenting Your Professional Best*

McGraw-Hill. ISBN-10 0072876840 ISBN-13 9780072876840.

Woolfolk, A. (2012) *Educational Psychology*: Pearson. ISBN-10 0132893584 ISBN-13 9780132893589.

Module Alternate Book Resources

None

Module Other Resources

Biggs, J.B., Tang, C.S. ( 2011) *Teaching for quality learning at University*. Berkshire: Open University Press.

Ball, S.J. (2013) *The Education Debate*, Bristol: The Policy Press.

Barnett, R. (2013) *Imagining the University*, Oxon: Routledge.

Barnett, R., Coate, K. (2006) *Engaging the Curriculum in Higher Education*. Berkshire: Open University Press.

O'Neill, G. (2015) *Curriculum Design in Higher Education: Theory to Practice*. Dublin, UCD Teaching and Learning.

Online Journals:

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

The International HETL Review <https://www.hetl.org/publications/>

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

The Teaching Council (registered teachers only) - Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

Webography: Academic writing

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

UEfAP <http://www.uefap.com/>

Unilearning <http://unilearning.uow.edu.au/>

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

## General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.cslireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.hea.ie/>  
Higher Education Academy (UK) <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre  
<https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

## Module URLs

NATIONAL UNIVERSITY OF IRELAND, GALWAY. Preparing a Teaching and Learning portfolio. CELT. At <http://www.nuigalway.ie/celt/documents/teachingportfolio.pdf>

O'Farrell, C. Editor. (2007). Teaching Portfolio Practice in Ireland. Dublin: AISHE. Available at

<http://www.tcd.ie/CAPSL/staff/learning-teaching/cpd/>

or downloadable in individual chapters at [www.aishe.org/readings/2007-2/](http://www.aishe.org/readings/2007-2/)

UNIVERSITY OF LIMERICK. Portfolio Development. Centre for Teaching & Learning. At <http://www3.ul.ie/ctl/preparing-your-teaching-portfolio>

UNIVERSITY OF TEXAS (AT AUSTIN). Teaching Portfolio, Centre for Teaching & Learning. At [http://ctl.utexas.edu/teaching/peer\\_review/teaching\\_portfolio](http://ctl.utexas.edu/teaching/peer_review/teaching_portfolio)

## Additional Information

None

## Approval Information

School Approval by Gerry ONeill on 07-02-2017

Academic Council on 07-02-2017

## Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LCTLG_N09	201600	Certificate in Teaching and Learning

Short Title	Assessment and Evaluation		
Full Title	Assessment and Evaluation		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Languages & Humanities
Official Code	EDUC09016	NFQ Level	09
		ECTS Credit	15

### Module Description

Assessment is one of the key functions of teachers in higher and further education with all lecturers responsible for devising, delivering and monitoring the assessment of any courses they teach, with the support of the external examiners. This module which is practically based and interactive, is aimed at providing the basic knowledge and competencies to enable teachers to become effective assessors of student learning. The Certificate in Assessment and Evaluation aims to enable lecturers to explore concepts in assessment and evaluation and to develop their knowledge and skills as effective assessors of student learning and programme evaluation.

### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Discuss the nature of assessment in the college environment both at individual student (for accreditation and learning) and at system level (for quality assurance);
2. Critically review the formative and summative modes in their own courses;
3. Identify the knowledge and skills developed through a specific subject and demonstrate an awareness of how summative assessment affects student learning;
4. Design, implement and evaluate an appropriate assessment scheme for a specific subject area;
5. Consider the role of assessment in course design;
6. Monitor the quality of course assessment processes;

### Teaching and Learning Strategies

The module will be delivered through workshops and online seminars. Students must actively engage in the module through participation in peer learning teaching techniques, observation techniques, peer reviews, active learning strategies, student centred learning discussions, online-forum forum reflections, and use of online learning technologies.

### Assessment Strategies

A clear assessment strategy can complement a statement of intended learning outcomes and aid its interpretation by learners.

The module will be assessed through continuous assessment comprising of a critical essay on the implementation in practice of a particular assessment approach and an in class group presentation on an aspect of assessment theory.

#### Repeat Assessment Procedures

Students will have the opportunity to present repeat assessments in the autumn.

#### Module Dependencies

##### Prerequisite Modules

None

##### Corequisite Modules

None

##### Incompatible Modules

None

#### Indicative Syllabus

Assessment in further and higher education - functions and mechanisms, the role of the external examiner;

Nature and underlying principles of assessment - norm-referenced versus criterion referenced, reliability, validity, continuous, terminal;

Assessment and learning - formative versus summative, the nature of the students, preparing students for assessment, giving students feedback;

Assessing a range of knowledge and skills, relating assessment to learning outcomes, Bloom's Taxonomy of Educational Objectives, designing assessment tasks;

Assessment methods including assessment of practical work - laboratory and computer based, work placement, studio work;

Statistics for assessment;

Innovations in assessment - widening modes, involving students in assessment;

Use of IT in assessment;

Issues in assessment - assessing group work, plagiarism, cheating, the role of the Internet in research;

Evaluation and reporting of assessment, managing assessment - keeping records, reviewing the load on students and lecturers.

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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#### Coursework Assessment Breakdown



Description	Outcome Assessed	% of Total	Assessment Week
Critical Essay on the implementation in practice of a particular assessment approach	1,2,3,5	60	Any
In Class group presentation on an aspect of assessment theory	2,4,5,6	40	Any

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	Flat Classroom	Facilitated sessions	30	Once Per Module	1.88
Independent Learning	UNKNOWN	Self directed learning	175	UNKNOWN	175.00

Total Average Weekly Learner Workload 1.88 Hours

#### Full Time Mode Workload

Type	Location	Description	Hours	Frequency
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Avg Wkly  
Wrkld

Total Average Weekly Learner Workload 0.00 Hours

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Module Resources

Module Book Resources

Dunn, L., Morgan, C., O'Reilly, M. and Parry, S. (2004) *The Student Assessment Handbook. New Directions in Traditional and Online Assessment*, London and New York, RoutledgeFalmer.

Freeman, R. and Lewis, R. (1998) *Planning and Implementing Assessment*, London, Kogan Page.

Bloxham, S. and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: a practical guide*, Maidenhead, Open University Press.

Module Alternate Book Resources

None

Module Other Resources

Angelo, T.A. and Cross, K.P. (1993) *Classroom Assessment Techniques A Handbook for College Teachers*, San Francisco, Jossey-Bass Publishers.

Brown, S. and Glasner, A (eds.) (1999) *Assessment Matters in Higher Education*, Buckingham, The Society for Research into Higher Education and Open University Press.

Kennedy, D. (2007) *Writing and Using Learning Outcomes A Practical Guide*, Cork, University College, Cork.

Miller, A. H., Imrie, B.W. and Cox, K. (1998) *Student Assessment in Higher Education A Handbook for Assessing Performance*. London, Kogan Page.

Murphy, P. (ed) (1998) *Learners, Learning and Assessment*, London, Paul Chapman.

O'Neill, G., Huntley-Moore, S. and Race, P. (2007) *Case Studies of Good Practices in Assessment of Student Learning in Higher Education*, Dublin, AISHE.

*Journals*

Assessment and Evaluation in Higher Education

Assessment in Education

Module URLs

Online Journals:

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

The International HETL Review <https://www.hetl.org/publications/>

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

The Teaching Council (registered teachers only) - Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

Webography: Academic writing

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

UEfAP <http://www.uefap.com/>

Unilearning <http://unilearning.uow.edu.au/>

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.cslireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.hea.ie/>  
Higher Education Academy (UK) <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre  
<https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

Additional Information

**Approval Information**

School Approval by Gerry O'Neill on 07-02-2017

Academic Council on 07-02-2017

**Programme Membership**

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LASEG_N09	201600	Certificate in Assessment and Evaluation

Short Title	Mentoring		
Full Title	Mentoring		
Attendance	N/A	Discipline	142 Education Science
Coordinator	Carina Ginty	Department	Languages & Humanities
Official Code	EDUS09006	NFQ Level	09
		ECTS Credit	05

#### Module Description

This module aims to develop teachers' mentoring skills and strategies and enable them to analyse and explain their academic and pedagogical thinking so that they can share their expertise and support their colleagues' professional development. It incorporates critical reflection on the mentoring process.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Demonstrate competence in reflective self-evaluation and professional/academic awareness.
2. Implement a range of appropriate skills and strategies while acting as a role model, a coach and/or a critical friend within a professional community.
3. Articulate a critical awareness of the general principles and practices of mentoring.
4. Critically apply current theoretical mentoring models and insights to teaching and learning practice.
5. Distinguish between pair mentoring teams and mentor circles both in theory and practice.

#### Teaching and Learning Strategies

Workshops, groupwork, mentor circle discussions, role play, observations, case study exercise, video reviews, peer mentoring exercises.

#### Assessment Strategies

Design, implement and review a model of mentoring based on literature and applied to practice. The outputs of the module will be presented to peers in the form of a showcase assessment day utilising educational technology tools of choice.

#### Repeat Assessment Procedures

Same as above.

#### Module Dependencies

#### Prerequisite Modules

None
Corequisite Modules
None
Incompatible Modules
None

### Indicative Syllabus

Theory of Mentoring and Coaching

Professionalism and Ethics in Mentoring Relationships

Mentoring Case Studies, National and International Literature

Use of Technology and Mentoring

Peer Mentoring Models

Circle Mentoring Models

Mentoring Methodologies and Setting Targets

Research Based Mentoring: Video Reviews (micro teaching), Classroom Observations and Professional Interviews.

### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Design, implement and showcase a mentoring model.	1,2,3,4,5	100	OnGoing

### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total
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### Assessment Week

#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Group Learning	Flat Classroom	Workshops	5	Once Per Semester	0.33
Online Learning	Not Specified	Online Mentoring	3	Once Per Semester	0.20
Seminar	Flat Classroom	Showcase	5	Once Per Semester	0.33

Total Average Weekly Learner Workload 0.53 Hours

#### Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Online Learning Mode Workload

Type	Location	Description	Hours	Frequency
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Avg Wkly  
Wrkld

Total Average Weekly Learner Workload 0.00 Hours

## Module Resources

## Module Book Resources

*Essential Material*

Kerry, T. and Shelton Mayes, A. (1995) *Issues in mentoring*. London, Routledge

Online materials to be accessed via moodle

*Supplementary Material*

Portner, H. (2008) *Mentoring New Teachers*. 3rd Edition. Thousand Oaks CA, Corwin Press

Eraut, M. (1994) *Developing Professional Knowledge and Competence*. London, Routledge

Strong, M. (2009) *Effective Teacher Induction and Mentoring: Assessing the Evidence*. New York, Teachers' College Press

Gravells, J. (2007) *Mentoring in the Lifelong Learning Sector (Professional Development in the Lifelong Learning Sector)*. Exeter, Learning Matters Ltd

## Module Alternate Book Resources

None

## Module Other Resources

None

## Module URLs

Online Journals:

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

The International HETL Review <https://www.hetl.org/publications/>

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

The Teaching Council (registered teachers only) - Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

Webography: Academic writing

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

UEfAP <http://www.uefap.com/>

Unilearning <http://unilearning.uow.edu.au/>

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

## General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.cslireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre <https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

## Additional Information

None

## Approval Information

School Approval by Gerry ONeill on 22-02-2017

Academic Council on 22-02-2017

## Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning

Short Title	Recognition of Prior Learning		
Full Title	Recognition of Prior Learning (RPL)		
Attendance	80	Discipline	142 Education Science
Coordinator	Carina Ginty	Department	Languages & Humanities
Official Code	EDUS09003	NFQ Level	09
		ECTS Credit	10

#### Module Description

This module aims to provide participants with a deep understanding of the policies and procedures associated with the process of Recognition of Prior Learning (RPL). It will provide participants with an appreciation of the complexities associated with the management of RPL at a Higher Education Institution. This module, which is practically based and interactive, is aimed at developing mentors and assessors with the knowledge and competencies to enable them to become effective assessors of RPL candidates.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Review international and national best practice in Recognition of Prior Learning (RPL) for accreditation, access and exemptions.
2. Evaluate institute policy, national legislation and quality assurance measures in relation to the provision of RPL by HE providers.
3. Critically assess prior certified and/or experiential learning applications.
4. Demonstrate use of the CUA RPL e-Portfolio tool.
5. Engage with a range of relevant stakeholders in the promotion of RPL.
6. Critically evaluate the role of RPL in Work Based Learning programmes.

#### Teaching and Learning Strategies

This module will be delivered using active learning strategies, student centered learning discussions and online learning technologies.

#### Assessment Strategies

A clear assessment strategy can complement a statement of intended learning outcomes and aid its interpretation by learners.

The assessment of the module can be divided into two phases. Initially, in parallel with the workshops, participants will engage in a sequence of tasks that they carry out either on an individual or a group basis. These tasks will be carried out and facilitated by online resources. Each task is designed to meet a particular learning outcome of the module. Specific deliverables of each task might include online forum

postings, written reports, reflective journals, video outputs, social media tools etc.

The module will be assessed through continuous assessment comprising of an individual and group assignment. The assignments include:

### **1) An individual project**

This project entails a critical review report providing evidence of the student's own research into RPL and practical RPL assessor tasks and activities engaging a range of stakeholders. In addition, students will identify a specific organisation/company and engage with them in conducting an onsite review. Following this they will prepare an RPL implementation plan.

### **2) A reflective/research paper and presentation**

The group assignment includes two parts:

- The first part involves researching and preparing a draft academic paper on RPL/WBL/CBA. Participants will also provide evidence of their research by creating an annotated bibliography and links to resources that have shaped their learning experience.

- Part two involves a day long collaborative exercise including peer reviewing the draft academic papers and presenting a web plot of major findings. The group presentation will also cover a demonstration of the CUA e-Portfolio tool providing a case study example of a RPL applicant and outlining the assessor and mentor role during the application process.

All assessments will be marked on a pass/fail basis. Opportunities for formative feedback will be provided for all assessments and where that feedback is provided it will include advice as to future improvement. Each assignment will be presented to the group. This approach provides the basis for students to undertake peer and self-assessment of coursework.

#### **Repeat Assessment Procedures**

Students will have the opportunity to present repeat assessments in the autumn.

#### **Module Dependencies**

##### **Prerequisite Modules**

None

##### **Corequisite Modules**

None

##### **Incompatible Modules**

None

## Indicative Syllabus

The module syllabus can be divided into six workshops. Initially, in parallel with the workshops, participants will engage in a sequence of teaching and learning tasks that they carry out either on an individual or a group basis. These tasks will be carried out and facilitated by online resources. Each workshop and teaching and learning task is designed to meet a particular learning outcome of the module. A summary of the key themes covered in workshop 1-6 is outlined as follows:

### **Workshop 1: Recognition of Prior Learning (RPL) in Higher Education**

Nature and underlying principles of RPL

RPL in Ireland: practice and cases

RPL international case studies

Innovations in RPL

A review of certified and experiential learning

### **Workshop 2: Role of RPL in Work Based Learning (WBL)**

Work Based Learning

WBL: programmes and cases

Integrating RPL into WBL programmes

### **Workshop 3: Role of RPL in Competency Based Assessment (CBA)**

Competency Based Assessment (CBA)

CBA in practice

Integrating RPL into CBA

### **Workshop 4: National Legislation and policies in relation to RPL**

The Qualifications Act 1999

The National Framework of Qualifications

QQI Guidelines

The National Strategy for Higher Education to 2030

## Workshop 5: Institutes policy and procedures in relation to RPL

RPL policy at the institute

Roles of the different individuals involved in processing RPL applications i.e. Mentors and Assessors

Appeals from applicants

Limitations of RPL

## Workshop 6: Toolkit to assist in dealing with RPL applications

RPL online portfolio application tool i.e. CUA e-Portfolio tool

RPL checklist for applicants

Assessment and evaluation of RPL

Use of Online Badges

RPL Interview Questions

Europass CV

RPL case studies

Qualifications Recognitions Service

### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Individual Project	1,2,3,6	60	OnGoing
In Class Group Presentation/Academic Paper on RPL	1,3,4,5	40	End of Term

### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	Flat Classroom	Workshops	25	Once Per Module	1.00
Independent Learning	Not Specified	Independent Learning	175	Once Per Module	7.00

Total Average Weekly Learner Workload 1.00 Hours

#### Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Module Resources

#### Module Book Resources



CEDEFOP (2009) European guidelines for validating nonformal and informal learning. Luxembourg, Office for Official Publications of the European Communities. ISBN 978 92 896 0602 8

Corradi, C. Evans, N . Valk, A. (2006) Recognising Experiential Learning: Practices in European Universities. Tartu University Press. ISBN 9949 11 272 9

Harris,I., Van Kleef, J. and Wihak, C. (2014), Handbook of the Recognition of Prior Learning: Research into Practice. National Institute of Adult Continuing Education, 978-1862018617.

Murphy, A. (2008), APEL Matters in Higher Education. Red Lion Press. ISBN9780953576951

Recognition of Prior Learning (RPL) in the University Sector (October 2011): Policies, case studies and issues arising. Framework Implementation Network (FIN).

Sherdian, I. and Linehan, M. (2009), Recognition of Prior Learning: A Focus on Practice. CIT Press. ISBN 978 1 906953 01 0

Werquin, P. (2010) ;Recognising Non Formal and Informal Learning: Outcomes, Policies and Practices. OECD publishing. ISBN 978 92 64 06384 6

Module Alternate Book Resources

None

Module Other Resources

None

Module URLs

Quality and Qualifications Ireland [www.qqi.ie](http://www.qqi.ie)

Qualifications Recognition Ireland [www.qualificationsrecognition.ie](http://www.qualificationsrecognition.ie)

The ENIC Network (European Network of Information Centres [www.enic-naric.net](http://www.enic-naric.net)

Expert Group on Future Skill Needs

[www.skillsireland.ie/media/egfsn110411-developing\\_recognition\\_of\\_prior\\_learning.pdf](http://www.skillsireland.ie/media/egfsn110411-developing_recognition_of_prior_learning.pdf)

[http://www.oecd-ilibrary.org/education/recognising-non-formal-and-informal-learning\\_9789264063853-en](http://www.oecd-ilibrary.org/education/recognising-non-formal-and-informal-learning_9789264063853-en)

<http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

<http://www.nfq.ie/nfq/en/documents/NFQ-principles06brown.pdf>

## Additional Information

None

## Approval Information

School Approval by Nicola Griffin on 11-09-2014

Academic Council on 11-09-2014

## Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LRPLG_N09	201600	Certificate in Recognition of Prior Learning (RPL)

Short Title	Student Centred Learning		
Full Title	Student Centred Learning (SCL)		
Attendance	80	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Languages & Humanities
Co Author(s)	Evelyn Moylan		
Official Code	EDUC09013	NFQ Level	09
		ECTS Credit	10

#### Module Description

The module is practically-based with an emphasis on interactive discussion and group work. It explores student-centered learning techniques and activation strategies. The module promotes student engagement, retention initiatives and managing the first year experience. It incorporates peer learning leadership techniques; learning strategies; mentoring programmes; the promotion of student led learning; and eJournal assessment design.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Evaluate and apply the major concepts, theories and practices of student-centered learning in higher education.
2. Critically review a range of retention initiatives and first year experience programmes available in further and higher education.
3. Evaluate and develop appropriate student-centered classroom strategies and techniques.
4. Critically analyse e-Journals as student-centered assessment tools.
5. Design a retention initiative for implementation.

#### Teaching and Learning Strategies

This module will be delivered through workshops and online seminars. Students must actively engage in the module through participation in peer learning teaching techniques, observation techniques, peer reviews, active learning strategies, student centered learning discussions, on-line forum reflections, and use of online learning technologies.

#### Assessment Strategies

100% Continuous Assessment

Participants will engage in a sequence of learning assignments which will be carried out in parallel with supportive workshops as well as facilitated by online resources:

All assessments will be marked on a pass/fail basis, depending on whether or not the learning outcomes have been met. Formative feedback will be provided for all assessments and where that feedback is provided it will include advice as to future improvement. Self- assessments, peer-assessments and lecturer-assessments will be employed.

#### Repeat Assessment Procedures

Students will have the opportunity to present repeat assessments in the autumn.

#### Module Dependencies

##### Prerequisite Modules

None

##### Corequisite Modules

None

##### Incompatible Modules

None

#### Indicative Syllabus

##### **Student-Centered Learning (SCL)**

Theory and best practice of Student Centered Learning; Student-Centered Learning Classroom Strategies; Peer Learning and Mentoring Techniques; Flipped Classroom Approach; Students as Partners in Curriculum Design; Active Learning Strategies and Reflection; Designing and managing eJournal assessment tools; Teaching and Reviewing Student Reflections; Learning Contracts and Negotiating Assessment.

##### **Student Engagement and Managing the First year Experience**

Transition to Further and Higher Education; Retention Initiatives in Further and Higher Education; Managing Student Engagement - the Holistic Approach; Engaging the Learner and Building a Sense of Belonging; Exploring First Six Weeks Initiatives; Online Learning Technologies as Engagement Tools.

##### **Designing a Student-Centered Learning Initiative**

Overview of Peer Assisted learning; Peer Assisted Learning in Practice; Processes, Techniques and Strategies; Researching a Retention model for your organisation; Designing a Retention programme.

##### **Implementing and Managing Student-Centered Learning Approaches**

Planning for introduction; Implementation of a Retention Programme; Day to day running of a Retention Programme; Developing the Support Structures; Budgeting and Resource Implications; Evaluating Student-Centered Learning Programmes - An Action Research Approach.

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Research Report: literature review, SCL programme design and an implementation plan.	1,2,5	40	OnGoing
SCL Initiative Observation & Review	3,4	20	OnGoing
SCL Learning Resource Tool Development	2,3,4	40	End of Term

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Independent Learning	Not Specified	Independent Learning	175	Once Per Module	10.94

Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	Flat Classroom	Workshop/Online Seminars	25	Once Per Module	1.56

Total Average Weekly Learner Workload 1.56 Hours

Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Module Resources

Module Book Resources

Biggs, J. and C. Tang (2007). Teaching for quality learning at university: what the student does , McGraw-Hill.

Biggs, J. and C. Tang (2011). Teaching for Quality Learning at University . McGraw-Hill.

Klopper, C. and S. Drew (2015). Teaching for Learning and Learning for Teaching. Sense Publishers.

Kuh, G. D. (2003). "What We're Learning About Student Engagement from NSSE: Benchmarks for Effective Educational Practices." Change 35(2): 24-32.

Kuh, G. D. (2009). "What Student Affairs Professionals Need to Know about Student Engagement. " Journal of College Student Development. 50 (6): pp. 683&#8211;706.

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McInnis, C. (2010). "University Students' Experiences of Higher Education." Higher Education - Teaching and Learning in Higher Education . UK.

McInnis, C., R. James, et al. (2000). Trends in the First Year Experience , Department of Education, Training and Youth Affairs.

Moon, J. (2006). Learning Journals: A Handbook for Academics, Students and Professional Development , Taylor & Francis.

O&#8217;Farrell, C. (2006) Enhancing Student Learning through Assessment, A Toolkit Approach . [Online]. Dublin: Dublin Institute of Technology, Available at <http://www.tcd.ie/CAPSL/staff/learning-teaching/assessment/> . [Accessed July 2013].

Pascarella, E. T., and Terenzini, P. T. (2005). "How college affects students (Vol. 2): A third decade of

research. Jossey-Bass, San Francisco.

Pascarella, E. T., C. T. Pierson, et al. (2004). "First-Generation College Students: Additional Evidence on College Experiences and Outcomes." *The Journal of Higher Education* 75(3): 249-284.

Pike, G. R. and G. D. Kuh (2005). "A Typology of Student Engagement for American Colleges and Universities." *Research in Higher Education* 46(2): 185-209.

Reason, R., P. Terenzini, et al. (2006). "First Things First: Developing Academic Competence in the First Year of College." *Research in Higher Education* 47(2): 149-175.

Sheard, J., A. Carbone, et al. (2010). "Student engagement in first year of an ICT degree: staff and student perceptions." *Computer Science Education* 20(1): 1-16.

Smith, C. and D. Bath (2006). "The Role of the Learning Community in the Development of Discipline Knowledge and Generic Graduate Outcomes." *Higher Education* 51(2): 259-286.

Topping, K. J. (2005). "Trends in peer learning." *Educational Psychology* 25(6), 631-645.

&#160:::

Topping, K. J. and S. W. Ehly (1998). *Peer-assisted learning*, L. Erlbaum Associates.

Torenbeek, M., E. Jansen, et al. (2011). "The relationship between first-year achievement and the pedagogical-didactical fit between secondary school and university." *Educational Studies* (03055698) 37(5): 557-568.

Tosey, P. (1999). "The peer learning community: a contextual design for learning?" *Management Decision*. Volume: 37(Issue 5) .

Yorke, M. and B. Longden (2004). *Retention and student success in higher education*, Society for Research into Higher Education.

Yorke, M. and L. Thomas (2003). "Improving the Retention of Students from Lower Socio-economic Groups." *Journal of Higher Education Policy and Management* 25(1): 63-74.

Zhao, C.-M. and G. D. Kuh (2004). "Adding Value: Learning Communities and Student Engagement." *Research in Higher Education* 45(2): 115-138.

&#160:::

Further SCL Reading:

&#160::: BOLOGNA HANDBOOK website: <http://www.bologna-handbook.com>

&#160::: BRANDES, D. and GINNIS, P. (1986) *A Guide to Student-centred Learning*. (Oxford, Blackwell)

&#160::: BRITISH HIGHER EDUCATION ACADEMY website: <http://www.heacademy.ac.uk>

- DE GRAFF, E. and KOLMOS, A. (eds.) (2007) Management of Change: Implementation of Problem-Based and Project-Based Learning in Engineering. (Rotterdam, Sense Publishers)
- EI (2010) Enhancing Quality: Academics' Perceptions of the Bologna Process. (Brussels, Education International)
- EI, ESU (2010) Student-Centred Learning. An Insight into Theory and Practice. (Brussels, Education International, European Students' Union)
- ENQA (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area. (Helsinki, the European Association for Quality Assurance in Higher Education)
- ENQA (2009) Assessment Matters: The Quality Assurance of Student Assessment in Higher Education. Report of an International Working Group. (Helsinki, the European Association for Quality Assurance in Higher Education)
- ESU (2009) Bologna at the Finish Line. (Brussels, European Students' Union)
- EUROPEAN COMMISSION (2009) European Credit Transfer System Users' Guide. (Brussels, European Communities)
- EUROPEAN STUDENTS' UNION website: <http://www.esu-online.org>
- EUROPEAN UNIVERSITY ASSOCIATION website: <http://www.eua.be>
- GIBBS, G. (1995) Assessing Student-Centred Courses. (Oxford, Oxford Centre for Staff Learning and Development)
- HENRIKSEN, L.B., NREKLIT, L., JRGENSEN, K. M., CHRISTENSEN, J. B. and O'DONNELL, D. (2004) Dimension of Change: Conceptualising Reality in Organisational Research. (Copenhagen, Copenhagen Business School)
- KEMBER, D. (2008) Promoting Student-Centred Forms of Learning across an Entire University. In: Higher Education, 58, pp.1-13.



LAVOIE, D. and ROSMAN, A.J. (2007) Using Active Student-Centred Learning-Based Instructional Design to Develop Faculty and Improve Course Design, Delivery, and Evaluation. In: Issues in Accounting Education, 22:1, pp.105-118.

LEA, S. J., STEPHENSON, D. and TROY, J. (2003) Higher Education Students' Attitudes

to Student-Centred Learning: Beyond Educational Bulimia. In: Studies in Higher

Education,

28(3), pp. 321-334.

MOUST, J.H.C., Van BERKEL, H.J.M and SCHMIDT, H.G. (2005) Signs of Erosion: Reflections

on three decades of problem-based learning at Maastricht University. In:

Higher Education, 50, pp.665-683.

O'Neill, G. and McMAHON, T. (2005) Student-Centred Learning: What does it mean for

Students and Lecturers? In: O'Neill, G., Moore, S., McMullin, B. (eds). Emerging Issues

in the Practice of University Learning and Teaching. (Dublin, AISHE)

ROGERS, C.R. (1983) Freedom to Learn for the 80s. (Columbus, OH: Charles Merrill)

SANTIAGO, P., TREMBLAY, K., BASRI, E., and ARNAL, E., (2008) Tertiary Education for the

Knowledge Society: OECD Thematic Review of Tertiary Education. Synthesis Report.

Vol.2. (Paris, Organisation for Economic Cooperation and Development)

UNIVERSITY OF ADELAIDE (2000) Leap Into Student-Centred Learning. (Adelaide,

University of Adelaide)

UNIVERSITY COLLEGE DUBLIN CENTRE FOR TEACHING AND LEARNING website: [http://](http://www.ucd.ie/teaching)

[www.ucd.ie/teaching](http://www.ucd.ie/teaching)

UNIVERSITY OF GLASGOW (2004) Student-Centred Learning. <http://www.gla.ac.uk/otherdepts/TLS/Project/Reports>

Online Journals:

&#160;:::

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

&#160;:::

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

&#160;:::

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

&#160;:::

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

&#160;:::

The International HETL Review <https://www.hetl.org/publications/>

&#160;:::

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

&#160;:::

The Teaching Council (registered teachers only) &#8211; Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

&#160;:::

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

&#160;:::

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

&#160;:::

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

&#160;:::

&#160;:::

Webography: Academic writing

&#160;:::

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

&#160;:::

UEfAP <http://www.uefap.com/>

&#160;:::

Unilearning <http://unilearning.uow.edu.au/>

&#160;:::

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

&#160;:::

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

&#160;:::

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General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.cslireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.hea.ie/>  
Higher Education Academy (UK) <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre  
<https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

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Module Alternate Book Resources

None

## Module Other Resources

- The First Year Experience in an Institute of Technology and a University in Ireland. A digital video story <https://www.youtube.com/watch?v=dknqboDf5RU>
- Ginty, Carina and Harding, Nuala M. (2014) The first year experience of a peer assisted learning program in two institutes of technology in Ireland, *Journal of Peer Learning*, 7, 2014, 36-56. University of Wollongong, Australia. Available at <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1062&context=ajpl>
- Student Led Learning (SLL), a national special interest group focused on retention, student engagement and learner transition to HE. To access the national resources register at [www.lin.ie/sll](http://www.lin.ie/sll) . Founded by Dr Carina Ginty (GMIT) and Ms Nuala Harding (AIT).

## Module URLs

1. What works? Student Retention and Success Programme, HEA UK (2008-2012)

<http://www.lizthomasassociates.co.uk/phase1.html>

2. RAISE - Researching, advancing and inspiring student engagement.

<http://raise-network.ning.com/>

3. Student Engagement Literature Review, HEA UK.

[https://www.heacademy.ac.uk/sites/default/files/StudentEngagementLiteratureReview\\_1.pdf](https://www.heacademy.ac.uk/sites/default/files/StudentEngagementLiteratureReview_1.pdf)

4. Popular student engagement book links online

<https://www.goodreads.com/shelf/show/student-engagement>

5. TIME FOR A NEW PARADIGM IN EDUCATION:STUDENT-CENTRED LEARNING

<http://www.esu-online.org/pageassets/projects/projectarchive/100814-SCL.pdf>

## Additional Information

None

## Approval Information

School Approval by Nicola Griffin on 02-02-2016

Academic Council on 02-02-2016

## Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LSCLG_N09	201600	Certificate in Student Centred Learning (SCL)

Short Title	Technology Enhanced Learning		
Full Title	Technology Enhanced Learning		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Humanities
Official Code	EDUC09015	NFQ Level	09
		ECTS Credit	15

## Module Description

This module will introduce participants to a range of technologies for learning and provide them with an opportunity to try out technologies and to consider how they can make effective use of such technologies to enhance their teaching.

## Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Critically evaluate theories concerning the relationship between technology and learning.
2. Compare and contrast a range of technologies available to teachers in higher education (including classroom technologies & internet based technologies).
3. Evaluate the effectiveness of various technologies in the context of their own teaching practice.
4. Develop simple multimedia materials for teaching purposes. These resources will be underpinned by the principles of universal design for learning.
5. Effectively select and use appropriate technologies in their own teaching.
6. Develop a comprehensive learning environment, which would incorporate a range of resources, appropriate for a specific group of learners.
7. Design and deliver an online microteaching session, using suitable web-conferencing software.

## Teaching and Learning Strategies

This course is primarily intended for practitioners. The intention is that the face-to-face sessions will provide an opportunity for discussion and sharing of experiences and viewpoints. A Moodle Technology Enhanced Learning (TEL) page will provide for content management, assessment submission, and discussion fora. In addition, participants will populate an individual Moodle page (their Comprehensive Learning Environment) with material specific to the delivery and assessment of a module or element of a module for a selected cohort of learners. Responses to practical and reflective tasks and activities will also be uploaded to the TEL Moodle page.

## Assessment Strategies

The certificate is assessed both formatively and summatively. Formative assessment takes place through the tutors, in addition to peer and self-review of work done during the programme. There are a range of assessment elements (indicative) in this module. Each assessment element is assessed on a pass/fail basis.

Article Critique (indicative)

Discussion Forum (indicative)

Screencast (indicative)

Online Classroom (indicative)

Comprehensive Learning Environment (indicative)

Theme Reflections (indicative)

There are rubrics for each assessment element. Feedback is provided via the rubrics. To successfully complete the module, the corresponding feedback rubric must indicate either satisfactory or exemplary performance under each of the headings. Any part of any assessment judged to be unsatisfactory will require that the entire assessment be reworked and resubmitted. Such resubmission must be completed within two weeks of the feedback rubric being posted on Moodle.

#### Repeat Assessment Procedures

Each assessment element is assessed on a pass/fail basis. To successfully complete the module, the corresponding feedback rubric for each element must indicate either satisfactory or exemplary performance under each of the headings. Any part of any assessment judged to be unsatisfactory will require that the entire assessment must be reworked and resubmitted. Such resubmission must be completed within two weeks of the feedback rubric being posted on Moodle. Students will be given the opportunity to resubmit any (or all) assignment(s) one month before the relevant exam board sitting.

#### Module Dependencies

##### Prerequisite Modules

None

##### Corequisite Modules

None

##### Incompatible Modules

None

#### Indicative Syllabus

***This module on technology enhanced learning (TEL) focuses on the use of information and communications technology (ICT) to support learning in higher education.***

##### ***Introduction to technology enhanced learning***

Describe a range of technologies available to support learning in higher education. Discuss and evaluate current and emerging theories of technology enhanced learning. Discuss social and ethical issues

associated with technology enhanced learning, in particular the issue of digital inclusion.

### ***Learning theory and technology enhanced learning***

Review major aspects of how psychologists have sought to understand learning, and consider the implications of their theories for the use of technology to enhance learning. Outline major theories of learning including behaviourism, constructivism and constructionism. Explain the implications of these theories for technology enhanced learning. Explore theories of instructional design.

### ***The online environment***

Identify, evaluate and use applications and tools for supporting and managing online learning. Discuss and use major features of virtual learning environments, such as Moodle /Blackboard. Create and populate a webpage within the Virtual Learning Environment. Evaluate the use of social media and other online collaborative tools for teaching/learning. Explore how to interact within the online classroom environment and investigate the appropriateness of the online classroom as a teaching/learning environment.

### ***Beyond the PC***

Explore technologies that are integrated into traditional classroom teaching, particularly data projectors, interactive whiteboards and classroom response systems, personal devices e.g. mobile personal electronic devices such as mobile phones and personal media players.

Explain the value for learning of a range of classroom technologies, including data projectors, interactive whiteboards and classroom response systems. Describe ways that a range of mobile devices (such as mobile phones, personal media players, PDAs and netbooks) can be used to support mobile learning.

### ***Creating digital content***

Learn how to create digital learning objects, using readily available free tools or widely available commercial software, such as Microsoft Powerpoint . Author/produce multimedia learning objects, according to sound instructional design principles, using readily available tools, and incorporating audio and video elements. Utilise a range of output formats and storage options and evaluate their appropriateness for particular pedagogical purposes.

### ***Locating and evaluating digital resources***

Evaluate online resources in order to be assured of their value. Critically discuss major principles and theories of learning related multimedia construction. Identify sources of useful web content - including open content, institutional repositories and subject portals. Evaluate web resources according to criteria of credibility, usability and accessibility. Locate, evaluate and select Reusable Learning Objects (RLOs) relevant to your subject area specialism. Critically discuss issues of plagiarism, copyright and intellectual property related to the educational use of web resources.

### ***Best practice in technology enhanced learning***

Make informed choices about the appropriate mix of technologies and delivery methods, depending on such variables as learner characteristics, and the type and level of learning.

## CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Group discussion on technology and learning	1	15	Week 2
Collaborative task on educational technolog	2,3	15	Week 4
Content Creation (Multimedia)	3,4	0	Week 6
Online Classroom and Collaborative Documents	3,7	20	Week 9
Content Creation (Multimedia) and Supporting Documentation	3,4	20	Week 11
Comprehensive Learning Environment and Supporting Documentation	1,2,3,4,5,6	30	Week 11

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Laboratory Practical	Computer Laboratory	ICT Sessions	6	Once Per Module	0.19



Group Learning	Flat Classroom	Sesinar Sessions	6	Once Per Module	0.19
Workshop	Not Specified	Asynchronous online/workshops	30	Once Per Module	0.94
Independent Learning	Not Specified	Independent Learning	128	Once Per Semester	8.53

Total Average Weekly Learner Workload 1.13 Hours

Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Module Resources

Module Book Resources

None

Module Alternate Book Resources

None

Module Other Resources

- Active Learning in Higher Education. AIT Library subscription
- Australasian Journal of Educational Technology. Peer reviewed open access journal available at:<http://www.ascilite.org.au/ajet/submission/index.php/AJET/index>
- British Journal of Educational Technology. AIT Library - full text availability with a 12 month delay
- Canadian Journal of Learning and Technology. Peer reviewed open access journal <http://cjlt.csj.ualberta.ca/index.php/cjlt>
- Educational Technology Research & Development. AIT Library - full text availability with 12 month delay
- European Journal of Open, Distance and E-Learning. Peer reviewed open access journal <http://www.eurodl.org/>
- European Journal of Teacher Education. AITLibrary - full text availability with 12 month delay
- First Monday. Peer reviewed open access journal available at <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/index>
- Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO). Peer reviewed open access journal available at <http://www.informingscience.us/icarus/journals/ijello/>
- International Review of Research in Open and Distance Learning. Peer reviewed open access journal available at <http://www.irrodl.org/index.php/irrodl>

- Journal of Online Teaching and Learning (JOLT). Peer reviewed open access journal available at <http://jolt.merlot.org/>
- Journal of Technology in Teaching and Learning. Peer reviewed open access journal available at <http://jotlt.indiana.edu/index>
- Research in Learning Technology (ALT). Peer reviewed open access journal available at <http://www.researchinlearningtechnology.net/index.php/rlt>

#### Module URLs

- CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. <http://www.cast.org/udl/>
- The NDLR (or National Digital Learning Resources) is a collaborative community of Higher Education academics in Ireland who are interested in developing and sharing digital teaching resources and promoting a new teaching and learning culture. <http://www.ndlr.ie/>
- The Rapid E-Learning Blog shares practical tips & tricks to help you become a rapid elearning pro. It is hosted by Tom Kuhlmann who has over 20 years of hands-on experience in the training industry. <http://www.articulate.com/rapid-elearning/>

#### Additional Information

None

#### ISBN BookList

##### Book Details

2013 *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning* Routledge  
ISBN-10 0415539978 ISBN-13 9780415539975

Saul Carliner 2008 *The E-Learning Handbook: A Comprehensive Guide to Online Learning* Pfeiffer  
ISBN-10 0787978310 ISBN-13 9780787978310

2006 *Contemporary Perspectives in E-Learning Research: Themes, Methods and Impact on Practice (Open and Flexible Learning Series)* Routledge  
ISBN-10 0415393949 ISBN-13 9780415393942

Roisin Donnelly 2008 *Applied E-Learning and E-Teaching in Higher Education* Information Science Reference  
ISBN-10 1599048140 ISBN-13 9781599048147

Bijan B. Gillani 2003 *Learning Theories and the Design of E-Learning Environments* UPA  
ISBN-10 0761826041 ISBN-13 9780761826040

Robert M. Gagne 2004 *Principles of Instructional Design* Wadsworth Publishing  
ISBN-10 0534582842 ISBN-13 9780534582845

#### Approval Information

School Approval by Dermot ODonovan on 18-12-2015

Academic Council on 18-12-2015

#### Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning

GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LTELG_N09	201600	Certificate in Technology Enhanced Learning (TEL)

Short Title	L&T e-Portfolio		
Full Title	Learning & Teaching e-Portfolio		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Pauline Logue	Department	Letterfrack
Official Code	EDUC09009	NFQ Level	09
		ECTS Credit	10

#### Module Description

This level 9 module facilitates Higher and Further Education teaching staff to develop an electronic Learning and Teaching Portfolio (e-Portfolio) representing their ongoing professional development. The module facilitates practitioners to integrate the theory and practice of learning and teaching. Participants are facilitated to construct their own web-based portfolio by mean of hands-on training workshops and peer review and assessment processes. The resulting e-portfolio artifact provides evidence of professional critical thinking learning processes, best practice samples of learning and teaching, illustrations of innovation and creativity, and demonstrations of both reflective practice and critical thinking.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Outline the appropriate content of, and provide a cogent rationale for, the development of a professional L&T e-Portfolio
2. Critically develop a personal philosophy statement, appropriate to an e-Portfolio platform, which demonstrates the applied theory of learning and teaching
3. Effectively construct a profesional web-based L&T platform, with attention to both design and professional content
4. Creatively and aesthetically showcase sampleL&T initiatives and achievements
5. Demonstrate reflective critical practice in the context of an e-Portfolio reflective blog, and/or other means
6. Creatively and critically document the learning process underpinning the construction of the e-Portfolio artifact.

#### Teaching and Learning Strategies

Hands-on instructivist and constructivist web building workshop

Problem-based and Design-led teaching and learning

Active learning methodologies- individual and group

Flipped classroom methodologies

Reflective practice exercises- visualization, journaling, blogging, video reflections, etc.

Tutor and peer formative review and assessment processes

Action Research-based teaching and learning methodologies

### Assessment Strategies

This is a PASS/ FAIL module - appropriate for the context of adult learning and continuous professional development

A Pass is attained when all learning outcomes are met to level 9 standard.

In order to establish if the appropriate standard is met, a rubric-based collaborative model of self, tutor and peer assessment will be used to monitor the successful attainment (or otherwise ) of the learning outcomes: Self Assessment (weighting =30%), Peer Assessment (weighting = 30%), Tutor Assessment (40%)

### Repeat Assessment Procedures

Participants can achieve outstanding Learning Outcomes in the following academic year.

### Assessment Facilities

Access to a computer lab (staff IT Training Centre) and a group learning room (staff training room).

### Module Dependencies

#### Prerequisite Modules

None

#### Corequisite Modules

None

#### Incompatible Modules

None

### Indicative Syllabus

The exploration of literature-based arguments referring to the content of, and rationales for, a L&T e-Portfolio. A critical analysis of selected model Learning and Teaching e-Portfolios, in terms of both content and design, with a view to the construction of a unique professional e-portfolio. Input into, and facilitation of, a critical assessment of L&T e- Portfolio design, adopting key design principles. Foundational exploration of key theories of teaching and learning (*e.g. constructivist, humanist and behaviourist perspectives, learning style theories, multiple intelligence theories, etc.*) with a view to developing a personal statement of educational philosophy and a solid theoretical underpinning of the e-Portfolio as a whole. Assessment of the suitability of selected Free Open Source Web Platforms - e.g. Weebly.com, Wix.com; Moonfruit.com - for the construction of an e-Portfolio. Hands-on web design and building training, using the Weebly (or other) platform.

Reflective practice: theoretical perspectives, application to the e-Portfolio, blogging. Metacognition:

critically capturing the learning process during the construction of the e-Portfolio, e.g. reflective journaling, creative narratives, video reflections, etc. Instruction on self, peer and tutor review and assessment processes.

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment 100 %

#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Final assessment: self, peer and tutor assessment	1,2,3,4,5,6	100	Week 26
Portfolio Formative Assessment (Self, Peer & Tutor)		-	OnGoing

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Workshop	IT Training Centre	Training Day	6	Once Per Semester	0.40
Workshop	Seminar Room	Peer Review and Assessment Day	6	Once Per Semester	0.40
Workshop	IT Training Centre	Support Workshops	3	Once Per Semester	0.20

Total Average Weekly Learner Workload 1.00 Hours

Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
------	----------	-------------	-------	-----------	----------------

Total Average Weekly Learner Workload 0.00 Hours

Module Resources

Module Book Resources

Selden, P., J.E. Miller & C.A. Seldin. 2010. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. John Wiley & Sons.

Wolf, K. Developing an Effective Teaching Portfolio, Improving Professional Practice, in Educational Leadership, May Volume **53** | Number **6**, Pages 34-37

Module Alternate Book Resources

None

Module Other Resources

High quality computer and internet access

Module URLs

BROWN UNIVERSITY, Teaching Portfolios. At <http://www.brown.edu/about/administration/sheridan-center/teaching-learning/documenting-teaching-effectiveness/teaching-portfolio>

NATIONAL UNIVERSITY OF IRELAND, GALWAY. Preparing a Teaching and Learning portfolio. CELT. At <http://www.nuigalway.ie/celt/documents/teachingportfolio.pdf>

O'Farrell, C. Editor. (2007). *Teaching Portfolio Practice in Ireland*. Dublin:AISHE. Available at <http://www.tcd.ie/CAPSL/staff/learning-teaching/cpd/> or downloadable in individual chapters at [www.aishe.org/reading](http://www.aishe.org/reading)

UNIVERSITY OF LIMERICK. Portfolio Development. Centre for Teaching & Learning. At <http://www3.ul.ie/ctl/preparing-your-teaching-portfolio>

UNIVERSITY OF TEXAS (AT AUSTIN). Teaching Portfolio, Centre for Teaching & Learning. At [http://ctl.utexas.edu/teaching/peer\\_review/teaching\\_portfolio](http://ctl.utexas.edu/teaching/peer_review/teaching_portfolio)

WISC, Teaching & Learning Portfolios. Delta. At [www.delta.wisc.edu/certificate/portfolio\\_guidebook.pdf](http://www.delta.wisc.edu/certificate/portfolio_guidebook.pdf)

### Additional Information

The three main pedagogical pillars of this L&T e-Portfolio module are: 1) the successful construction of a professional artifact, 2) demonstration of a level 9 standard of critical reflection on the on-going learning process and professional practice, and 3) demonstration of the effective integration of the theory and practice of learning and teaching. (The weightings of these elements are: 50%, 25% and 25%).

A Flipped Classroom approach is used whereby, following on initial training (Day 1) participants, working independently, live teaching and learning materials over one academic year and present their completed e-Portfolios for review at the end of the year (Day 2). Over the academic year formative assessment is offered in the format of a two-hour workshop per semester, a module group forum which facilitates collaborative (social constructivist) problem solving. The final assessment is structured in the form of a self, peer and tutor assessment processes, facilitated by the module tutor(s). Final decisions pertaining to the achievement of learning outcomes lies with the module tutor(s) or lecturer(s).

### ISBN BookList

#### Book Details

Patricia Rieman 2006 *Creating Your Teaching Portfolio: Presenting Your Professional Best* McGraw-Hill Humanities/Social Sciences/Languages

ISBN-10 0072876840 ISBN-13 9780072876840

Valsa Koshy 2009 *Action Research for Improving Educational Practice: A Step-by-Step Guide* SAGE Publications Ltd

ISBN-10 1848601603 ISBN-13 9781848601604

Ken Bain 2004 *What the Best College Teachers Do* Harvard University Press

ISBN-10 0674013255 ISBN-13 9780674013254

Robert E. Quinn 2014 *The Best Teacher in You: How to Accelerate Learning and Change Lives* Berrett-Koehler Publishers

ISBN-10 1626561788 ISBN-13 9781626561786

Elizabeth F. Barkley 2009 *Student Engagement Techniques: A Handbook for College Faculty* Jossey-Bass

ISBN-10 047028191X ISBN-13 9780470281918

Susan A. Ambrose 2010 *How Learning Works: Seven Research-Based Principles for Smart Teaching* Jossey-Bass



ISBN-10 0470484101 ISBN-13 9780470484104

Donald A. Schon 1984 *The Reflective Practitioner: How Professionals Think In Action* Basic Books  
ISBN-10 0465068782 ISBN-13 9780465068784

Chris Argyris 1992 *Theory in Practice: Increasing Professional Effectiveness* Jossey-Bass  
ISBN-10 1555424465 ISBN-13 9781555424466

Edited by Hilary Kenned 2015 *Video Enhanced Reflective Practice: Professional Development through Attuned Interactions* Jessica Kingsley Publishers

Douglas Fisher 2007 *Checking for Understanding: Formative Assessment Techniques for Your Classroom (Professional Development)* Association for Supervision & Curriculum Development  
ISBN-10 141660569X ISBN-13 9781416605690

Mel Silberman 1996 *Active Learning: 101 Strategies to Teach Any Subject* Pearson  
ISBN-10 0205178669 ISBN-13 9780205178667

Merrill Harmin 2007 *Inspiring Active Learning: A Complete Handbook for Today's Teachers* Association for Supervision & Curriculum Deve  
ISBN-10 1416601554 ISBN-13 9781416601555

### Approval Information

School Approval by Dermot ODonovan on 18-12-2015

Academic Council on 18-12-2015

### Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning

Short Title	Ed. Leadership & Management		
Full Title	Educational Leadership and Management		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Pauline Logue	Department	Languages & Humanities
Official Code	EDUC09012	NFQ Level	09
		ECTS Credit	10

#### Module Description

This module explores theoretical and practical aspects of educational leadership and management in the context of Higher and Further Education. Theories of leadership and management are examined and applied to a small-scale management research project in the context of current professional work. Critical explorations of management systems tools is included. Models of mentoring are assessed. Professional and ethical aspects of leadership and management are examined, in the context of codes of professional practice. Critical reflection is facilitated on key learnings.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Competently describe leadership and management structures in one case study institute in either Higher or Further Education in the Irish Context.
2. Demonstrate knowledge competency in relation to theories of leadership and management, and their inter-relationship.
3. Conduct a small-scale research study, in the context of Higher or Further Education, which integrates the theory and practice of leadership and management.
4. Critically assess the effectiveness of one management system tool which is aligned with the research study context.
5. Engage in ongoing critical reflection relating to metacognition and problem solving in the context of educational leadership and management
6. Articulate a professional and ethical framework which can be appropriately applied to the research study.

#### Teaching and Learning Strategies

Flipped classroom methodology which incorporates blended-learning and directed learning workshops

Inquiry and research-led learning methodologies.

Active learning methodologies: project-based learning, collaborative learning, group work, role play, discussions, online social constructivist reflections, journaling, and multimedia presentations.

Weekly group forum 'deep' reflections which dialogue with experts in the field and the literature  
Expert guest speakers on specialist topics.

### Assessment Strategies

This is a PASS/FAIL module. Participants who have met all of the learning outcomes are deemed to have passed.

There are three continuous assessment (CA) assignments. The respective weightings of these CAs are:

CA1 30% An academic literature review paper relating to theories of leadership and management in the context of Higher or Further Education (3,000 words).

CA2 50 % A research project outlining and analysing leadership and management in a selected educational context, and subsequently presented to peers and tutor(s) in the formats of a ten minute multimedia presentation and a professional summary report (1,500 words).

CA3 20% Weekly online (Moodle and/or e-Portfolio) forum posts or blogs

### Repeat Assessment Procedures

Candidates are allowed to repeat and/or complete any outstanding components, but must succeed within a maximum of two academic year cycles.

### Assessment Facilities

NONE

### Module Dependencies

#### Prerequisite Modules

None

#### Corequisite Modules

None

#### Incompatible Modules

None

### Indicative Syllabus

Theoretical Explorations:

- The landscape of Higher and Further Education, Ireland: an overview
- Higher and Further Education: leadership and management
- Leadership and management models, styles and strategies
- Professional mentoring in education
- Managing transitions, learning, resources, time and conflict
- Stress management and the promotion of wellbeing
- An analysis of selected management system tools

- Professionalism and ethics in educational

#### Application of Theory

- Participants conduct a small-scale research study in the context of educational leadership and management which applies related theory.

#### Critical reflection

- Reflective practice in leadership & management
- Metacognition: reflection on 'oneself as learner'
- Group reflection

#### CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment 100 %

#### Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
The Theory and Practice of Leadership and Management in Higher/Further Education (3,000 words)	1	30	Week 7
Educational Leadership and Management Research Project: Multimedia Presentation (10 minutes) & a Summary Report (1,500 words)	1,2,3,4,5	50	Week 13
Critical Reflections: weekly group forum posts	6	20	OnGoing

#### End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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#### ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Workshop	Seminar Room	Interactive teaching and learning: e Learning and workshops	20	Once Per Module	1.25
Independent Learning	Not Specified	Flipped Classroom Research-based Learning	6	Weekly	6.00
Group Learning	Not Specified	Critical reflection	1	Weekly	1.00

Total Average Weekly Learner Workload 1.25 Hours

Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

Module Resources

Module Book Resources

Bush, Tony. (2007) *Educational leadership and management : theory, policy, and practice*. South African Journal of Education  
[http://wrap.warwick.ac.uk/426/1/WRAP\\_Bush\\_107\\_366\\_1\\_PB1.pdf](http://wrap.warwick.ac.uk/426/1/WRAP_Bush_107_366_1_PB1.pdf)

Clarke, M., A. Kenny & A. Loxley. *Creating a Supportive Working Environment for Academics in Higher Education: Case Studies from the Irish federation of University Teachers/TUI*.

Corwin, T. 2006 *Rethinking Leadership: A Collection of Articles*, ISBN-10 1412936993, ISBN-13 9781412936996

Gmelch, W.H. 2015 *Building Academic Leadership Capacity: A Guide to Best Practices* Jossey-Bass ISBN-10 1118299485, ISBN-13 9781118299487

Normore, A.H. 2011 *Leadership in Education, Corrections and Law Enforcement: A Commitment to Ethics, Equity and Administration*) Emerald Group Publishing Limited. ISBN-10 1780521847, ISBN-13 9781780521848

Woods, P. 2005 *Democratic Leadership in Education (Leading Teachers, Leading Schools Series)*SAGE Publications

Kouzes, J.M. 2012 *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* Jossey-Bass ISBN-10 0470651725, ISBN-13 9780470651728

Northouse, P.G. 2012 *Leadership: Theory and Practice, 6th Edition* SAGE Publications, Inc. ISBN-10 1452203407, ISBN-13 9781452203407

Taysum, A. 2010 *Evidence Informed Leadership in Education* Bloomsbury Academic. ISBN-10 1847065627, ISBN-13 9781847065627

Tourish, D. 2013 *The Dark Side of Transformational Leadership: A Critical Perspective* Routledge ISBN-10 041556428X, ISBN-13 9780415564281

Saleh, I. & Swe Khine, M.2009 *Transformative Leadership and Educational Excellence: Learning Organizations in the Research in Learning Innovations*) Sense Publishers. ISBN-10 9087909039, ISBN-13 9789087909031

#### Module Alternate Book Resources

None

#### Module Other Resources

##### JOURNAL ARTICLES:

Barbuto, J.E., Gottfredson, R.K. & Searle, T.P. 2014. An Examination of Emotional Intelligence as an Antecedent of Student Leadership. *Organizational Studies*. August. 315-323.

Berkovich, I. 2014 "A socio-ecological framework of social justice leadership in education", *Journal of Educational Administration*

Bush, Tony. (2007) *Educational leadership and management : theory, policy, and practice*. *South African Journal of Education*. [http://wrap.warwick.ac.uk/426/1/WRAP\\_Bush\\_107\\_366\\_1\\_PB1.pdf](http://wrap.warwick.ac.uk/426/1/WRAP_Bush_107_366_1_PB1.pdf)

Dierendonck, D. 2011. Servant Leadership;a Review and Synthesis. *Journal of Management*, July. 1228-1261

Harkin, S, & E. Hazelkorn. 2014. Restructuring Irish Higher Education Through Collaboration and Merger, at <http://arrow.dit.ie/cgi/viewcontent.cgi?article=1028&context=cserbk>.

#### Module URLs

##### Useful Weblinks

GMIT (2010) *Strategic Development Plan 2012-2015: Your Place - Your Future*. GMIT.

GMIT (2013) *Strategic Plan Revision 2013-2016: Strategic Pillars Summary*. GMIT.

HEA: <http://www.heai.ie/> and <https://www.education.ie/en/The-Education-System/Higher-Education/>

HEA, 2013. *Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and innovation*. <https://www.education.ie/en/Publications/Policy-Reports/HEA-Report-to-the-Minister-for-Education-and-Skills-on-Irish-System-Reconfiguration-Inter-institutional-Collaboration-and-Innovation/>

HEA: 2011. *National Strategy for Higher Education to 2030. Report of the Strategy Group*. At <https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-for-Higher-Education-2030.pdf>

DES. 2008. *The Development and State of the Art of Adult Learning and Education (ALE): National Report of Ireland*. [http://www.aontas.com/download/pdf/ireland\\_ale\\_report.pdf](http://www.aontas.com/download/pdf/ireland_ale_report.pdf)

DES. 2015. *Supporting a Better Transition for Second Level to Higher Education: Implementation and Next Steps*. At <https://www.education.ie/en/Publications/Education-Reports/Supporting-A-Better-Transition-From-Second-Level-To-Higher-Education-2015.pdf>

ETBI [www.etbi.ie](http://www.etbi.ie)

SENSE: <https://www.sensepublishers.com/media/1201-transformative-leadership-and-educational-excellence.pdf>

SOURCE: <http://www.advanc-ed.org/source/transformational-leadership-matter-perspective>

PASSAGEWORKS: <http://passageworks.org/courses/transformational-leadership/>

#### Additional Information

None

#### ISBN BookList

##### Book Details

Walter H. Gmelch 2015 *Building Academic Leadership Capacity: A Guide to Best Practices* Jossey-Bass  
ISBN-10 1118299485 ISBN-13 9781118299487

Alison Taysum 2010 *Evidence Informed Leadership in Education* Bloomsbury Academic  
ISBN-10 1847065627 ISBN-13 9781847065629

Phil Woods 2005 *Democratic Leadership in Education (Leading Teachers, Leading Schools Series)* SAGE Publications Ltd  
ISBN-10 1412902916 ISBN-13 9781412902915

Anthony H. Normore 2011 *Leadership in Education, Corrections and Law Enforcement: A Commitment to Ethics, Equity and Excellence (Advances in Educational Administration)* Emerald Group Publishing Limited  
ISBN-10 1780521847 ISBN-13 9781780521848

Helen Gunter 2002 *Leaders and Leadership in Education* SAGE Publications Ltd  
ISBN-10 0761954929 ISBN-13 9780761954927

2006 *Rethinking Leadership: A Collection of Articles* Corwin  
ISBN-10 1412936993 ISBN-13 9781412936996

Dennis Tourish 2013 *The Dark Side of Transformational Leadership: A Critical Perspective* Routledge  
ISBN-10 041556428X ISBN-13 9780415564281

2009 *Transformative Leadership and Educational Excellence: Learning Organizations in the Information Age (Contemporary Approaches to Research in Learning Innovations)* Sense Publishers  
ISBN-10 9087909039 ISBN-13 9789087909031

2001 *Educational Management: Redefining Theory, Policy and Practice* SAGE Publications Ltd  
ISBN-10 0761965556 ISBN-13 9780761965558

#### Approval Information

School Approval by Gerry ONeill on 07-02-2017

Academic Council on	07-02-2017
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### Programme Membership

Code	Intake Year	Programme Title
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning
GA_LELMG_N09	201600	Certificate in Educational Leadership and Management



Short Title	Create an InclusiveCurriculum		
Full Title	Creating an Inclusive Curriculum		
Attendance	N/A	Discipline	140 Teacher Training & Ed Sci.
Coordinator	Carina Ginty	Department	Humanities
Official Code	EDUC09006	NFQ Level	09
		ECTS Credit	05

#### Module Description

Developed through a collaborative partnership between AHEAD, DIT & AIT, the aim of this module is to provide educators with the pre-requisite skills and knowledge to be able to enhance the learning experience for a diverse student population through the creation of an inclusive curriculum that is underpinned by the principles of Universal Design. Upon successful completion of this module participants will understand the different potential challenges and learning needs of their students, in particular those from currently under-represented groups in HE or FE, and to be able to adapt their teaching practice to ensure that all their students will have an equal opportunity to participate and learn.

#### Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Critically evaluate the barriers to accessibility to Higher & Further Education in Ireland
2. Discuss the social & legislative drivers of accessibility in Higher & Further Education in Ireland.
3. Identify and evaluate the supports available to students within their own educational Institute and compare them to those available in other colleges.
4. Identify, categorise and develop an appropriate response to learning and communication difficulties faced by students with accessibility issues.
5. Explain and apply the principles of universal design for learning with respect to curriculum design.

#### Assessment Strategies

The assessments are based on the learning outcomes. The different assessment elements will form part of the participant's portfolio of learning. In order for the learner to pass the module they will have to pass all of the elements contained in the portfolio. All assessments will be marked on a pass/fail basis. Opportunities for formative feedback will be provided for all assessments and where that feedback is provided it will include advice as to future improvement. Each assignment will be presented to the group. This approach provides the basis for students to undertake peer and self-assessment of coursework.

#### Module Dependencies

## Prerequisite Modules

None

## Corequisite Modules

None

## Incompatible Modules

None

## Indicative Syllabus

1. Introduction to the inclusive curriculum in Irish Further & Higher Education including Drivers of accessibility in Ireland e.g. legislative, social, institutional, attitudinal etc.

2. Potential challenges and specific learning needs of currently under-represented student groups within HE/FE such as learners with disabilities, mature learners, non-English speaking learners, learners from social disadvantaged backgrounds etc.

3. Effective inclusive course design and strategies towards creating an inclusive learning environment, incorporating the principles for universal design for learning and technologies as appropriate.

4. Enhancing accessibility for all students through appropriate pre and post entry programme support.

## CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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## Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Other Exam Create a presentation on a selected topic related to learning outcome 3. The presentation must be designed taking into account the principles of Universal Design in learning and show the impact of the module on the user's practice.	1,2,3,4,5	40	Week 8
Other Exam Case study presentation outlining an inclusive re-design strategy for one of their modules.	1,2,3,4,5	60	Week 12

## End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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## ACCS Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Open Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Distance Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Lecture	Computer Laboratory	Introductory lecture and workshop	3	Once Per Semester	0.20
Lecture	Flat Classroom	Workshop/presentation	3	Monthly	0.75

Total Average Weekly Learner Workload 0.95 Hours

#### Full Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Online Learning Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
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Total Average Weekly Learner Workload 0.00 Hours

#### Module Resources

#### Module Book Resources

AHEAD, (2004) *Accessible Curriculum for Students with Disabilities*. AHEAD Education Press.

&#160::::

Barnes, C. (1994) *Disabled People in Britain and Discrimination*. London: Hurst and Co.

&#160::::

Biggs, J. and C. Tang (2011). *Teaching for Quality Learning at University*. McGraw-Hill Companies Incorporated.

&#160::::

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA:Author

&#160::::

Clancy, B. (2003) *Supporting Students with Dyslexia. A Guide for Institutions of Further and Higher Education*.

&#160::::

Clegg, K. & Bryan, C. (2006) *Innovative assessment in higher education*. London:::: New York: Routledge.

&#160::::

Empowering Practice (1999) *A Guide to the Use of Information Technology and Open Distance Learning for and by Disabled Students in the Learning Society*.

&#160::::

Goleman, D, (1996) *Emotional Intelligence*. Bloomsbury.

&#160::::

Markey, A., Higgs, B., Potter, J. (2008), *In at the deep end: starting to teach in higher education*, National University of Ireland, Galway:::: Trinity College (Dublin, Ireland):::: University College, Cork: NAIRTL.

&#160::::

National Disability Authority (2002) *Building for Everyone*. NDA.

&#160::::

Petty, G. (2009) *Teaching today a practical guide*. Cheltenham: Nelson Thornes.

&#160::::

Quinlivan, S, (2002) *Rights of Students with Disabilities*. Third Level AHEAD Education Press.

&#160;:::

Race, P. (2007) *The lecturer's toolkit a practical guide to learning, teaching & assessment*, 3rd edition. London: New York: Routledge.

Online Journals:

&#160;:::

The WAC Clearing House Journals <http://wac.colostate.edu/journals.cfm>

&#160;:::

Journal of Online Learning and Teaching <http://jolt.merlot.org/>

&#160;:::

The Adult Learner Journal Ireland <http://www.aontas.com/pubsandlinks/theadultlearner.html#latest>

&#160;:::

Brookes eJournal of Learning and Teaching <http://bejlt.brookes.ac.uk/>

&#160;:::

The International HETL Review <https://www.hetl.org/publications/>

&#160;:::

Journal of Learning Development in Higher Education  
<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=index>

&#160;:::

The Teaching Council (registered teachers only) Research page including access to some education databases <http://www.teachingcouncil.ie/en/Research/>

&#160;:::

AISHE- J: The All Ireland Journal of Teaching and Learning in Higher Education <http://www.aishe-j.org/>

&#160;:::

Educational Leadership <http://www.ascd.org/publications/educational-leadership.aspx>

&#160;:::

ERIC Journal list (some full text) <http://eric.ed.gov/?journals>

&#160;:::

&#160;:::

## Webography: Academic writing

&#160;:::

Learnhigher Academic Writing <http://www.learnhigher.ac.uk/writing-for-university/>

&#160;:::

UEfAP <http://www.uefap.com/>

&#160;:::

Unilearning <http://unilearning.uow.edu.au/>

&#160;:::

OU postgraduate study skills <http://www.open.ac.uk/skillsforstudy/presenting-your-findings.php>

&#160;:::

Newcastle University Writing Development Centre <http://www.ncl.ac.uk/students/wdc/learning/theses/>

&#160;:::

&#160;:::

### General:

NCCA <http://www.ncca.ie/en/>

PDST <http://www.pdst.ie/>

Centre for School Leadership <http://www.csfireland.ie/en/> QQI <http://www.qqi.ie/> HEA <http://www.hea.ie/>  
Higher Education Academy (UK) <http://www.heacademy.ac.uk/>

AISHE <http://www.aishe.org/>

The Irish Learning Technology Association <http://ilta.ie/> ERIC Education Resources Information Centre  
<https://eric.ed.gov/>

JISC <http://www.jisc.ac.uk/>

SEDA <http://www.seda.ac.uk/>

BERA <http://www.bera.ac.uk/>

Research ED <http://www.workingoutwhatworks.com/en-GB>

HETL portal <https://www.hetl.org/>

The Observatory on Borderless Higher Education <http://www.obhe.ac.uk/>

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#### Module Alternate Book Resources

None

#### Module Other Resources

Pliner, S.M. & Johnson, J. R., (2004) Historical, Theoretical, and Foundational Principles of Universal Instructional Design in Higher Education. *Equity & Excellence in Education*. Vol. 37, Iss. 2.

Penn-Edwards, S. and S. Donnison (2011) Engaging with Higher Education Academic Support: a first year student teacher transition model. *European Journal of Education* 46(4): 566-580.

Wolf, P. (2007) A model for facilitating curriculum development in higher education: A faculty-driven, data-informed, and educational developer-supported approach. *New Directions for Teaching & Learning* (112): 15-20.

Tam, M. (2006) Assessing quality experience and learning outcomes: Part I: instrument and analysis. *Quality Assurance in Education*: 14.1: 75-87.

'AHEAD Start' resource. This is available from

AHEAD - Association for Higher Education Access & Disability,

East Hall, UCD, Carysfort Avenue, Blackrock, Co Dublin.

Phone: + 353 (0) 1 7164396

Email: [ahead@ahead.ie](mailto:ahead@ahead.ie)

Note: Additional online resources and ebooks will be shared through the VLE (Moodle).

#### Module URLs

None

#### Additional Information

This module is a result of a collaboration involving a partnership of AHEAD - The Association for Higher Education Access and Disability, Dublin Institute of Technology & Athlone Institute of Technology. The project has received funding from the Learning Innovation Network. The learning resource provided by AHEAD is essential and a subscription to this resource is required for each student taking part in the course.

#### Approval Information

School Approval by Nicola Griffin on 15-05-2013

Academic Council on 15-05-2013

### Programme Membership

Code	Intake Year	Programme Title
GA_HLING_V09	201100	Postgraduate Diploma in Learning and Teaching
GA_LDTLG_O09	201600	Postgraduate Diploma in Arts in Teaching and Learning
GA_LMTLG_V09	201600	Master of Arts in Teaching and Learning