



**NUI Galway**  
**OÉ Gaillimh**

**School of Education**

**Professional Diploma in Education**  
**2011 - 2012**

**PDE**

**11-12**

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## 1. Welcome and Introduction

Dear Student,

My colleagues and I are delighted to welcome you to the School of Education and to the Professional Diploma in Education (PDE) programme at NUI Galway.

The Professional Diploma in Education provides the theoretical foundations; professional practice and studies; and generalist and specialist pedagogical skills to prepare for a career in teaching.

As education is centrally concerned with the development of a person's many skills and talents, we would encourage you to participate as fully as possible in your teaching practice schools, and also the many clubs, societies, civic engagement and volunteering programmes at NUI Galway.

We hope that the year prepares you well for the profession of teaching. We furthermore hope that it instils in you a passion and commitment to what are among the most compelling and rewarding areas of intellectual and social endeavour: education and human development.

This handbook is intended as a guide to the PDE programme (including module information, policies and procedures and Teaching Practice guidelines).

My colleagues and I wish you the very best for an enjoyable and productive year; and we look forward to working with you.

*Mary Fleming*

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Director, PDE Programme  
NUI Galway

## Overview of School of Education, NUI Galway

The long-established Department of Education at NUI Galway was reconstituted as the School of Education in the academic year 2008/2009, with a mission to:

- (i) Enhance Irish education and therewith Irish culture, economy and society, through the concurrent, consecutive and continuing professional development of educators and teachers;
- (ii) Engage in research that contributes to educational development, innovation and excellence: locally, regionally, nationally and internationally (through transnational projects and networks);
- (iii) Serve as a resource to our local educational community and as an agent for change within the wider arena of educational policy and practice.

### 1. Undergraduate, initial teacher education programme

The School of Education offers a concurrent, undergraduate teacher education degree, the **B.A. Mathematics and Education**, which qualifies graduates to teach Mathematics and Applied Mathematics to honours Leaving Certificate level in post-primary schools. This 4 year programme is taught in collaboration with the School of Mathematics, Statistics and Applied Mathematics. The programme, which took its first students in 2008/2009, is unique in Ireland in terms of its specialist focus on the mathematical sciences, and mathematics and applied mathematics pedagogies.

### 2. Postgraduate taught programmes

In addition to the pre-service Professional Diploma in Education, the School of Education has a strong commitment to the professional development of teachers and has a number of taught programmes on offer.

The **Postgraduate Diplomas in Special Educational Needs** is tailored for practising teachers and offered over one school year with the support of the Department of Education and Skills.

The **Master of Education** is designed primarily to enable participants to design and carry out educational research to a high professional standard.

### 3. Postgraduate research programmes

The School of Education offers several modes of research study at **Master (M.Litt.)** and **Ph.D.** levels. There are full-time and part-time options available for both. In collaboration with the School of Psychology, the School of Education offers a denominated, **Structured Ph.D. in Learning Sciences**. Several School of Education Ph.D. students also undertake their Ph.D. research within the the **College of Arts, Social Sciences and Celtic Studies' structured doctoral programme**.

## School of Education Staff

Name	Position	Office Location	Tel. (Extension no. or 091.49****)
Boland, Dr. Josephine	Senior Lecturer	Room 1, 14 University Road	3857
Burns, Ms. Therese	Lecturer	Room 110, Block S	4072
Casey, Ms. Caroline	School Administrator	Room 107, Block S	5985
Coyne, Ms. Sinéad	Administrative Assistant	Block M	2195
Curtin, Prof. Chris	Head of School	Room 307, Áras Moyola	2355
Davison, Dr. Kevin	Lecturer	Block M	2693
Eaton, Dr. Patricia	Lecturer	Room 9, 14 University Road	2369
Farren, Dr. Patrick	Lecturer	Room 8, 14 University Road	3840
<b>Fleming, Dr. Mary</b>	<b>PDE Programme Director</b>	Room 111, Block S	4071
Hall, Dr. Tony	Lecturer	Room 7, 14 University Road	2153
<b>Heinz, Dr. Manuela</b>	<b>Director of Teaching Practice</b>	Block M	2195
Higgins, Ms. Andrea	On secondment	Room 213, Block S	5136
Keane, Dr. Elaine	Lecturer	Room 6, 14 University Road	3032
Keane, Ms. Kathleen	Admin. Assistant (a.m.)	Block M	3711
Lenaghan, Mr. Jim	Chief Technical Officer	Room D203, Education Building	2759
MacMahon, Mr. Brendan	Lecturer	Room 5, 14 University Road	2393
McCauley, Dr. Veronica	Lecturer	Block M	5260
Ní Ghuidhir, Ms. Sinéad	Lecturer	Room 4, 14 University Road	2861
Ó Grádaigh, Mr. Seán	Lecturer	Room 110, Block S	4072
Paolucci, Dr. Catherine	Lecturer	Room 3, 14 University Road	2155
Silke, Ms. Maria	Part-time Teaching Assistant	Block M	2195
Stewart, Dr. Dolores	Senior Technical Officer	Room D303, Education Building	2645

### Administrative Office Hours

**(For students):**

Monday – Friday: 10am – 12.30pm & 2.30pm – 4.30pm

### Academic Staff Office Hours:

Please contact the relevant academic staff member (by email or telephone) should you wish to meet with him/her.

### Email:

Email addresses for staff in the University generally follow the following format: [firstname.surname@nuigalway.ie](mailto:firstname.surname@nuigalway.ie)

Please refer to the School of Education webpage [www.nuigalway.ie/education](http://www.nuigalway.ie/education)  
and *Blackboard* for additional staff details

## Teaching Council of Ireland

The Teaching Council of Ireland was established on a statutory basis in March 2006 to promote teaching as a profession at primary and post-primary levels, to promote the professional development of teachers and to regulate standards in the profession.

### Teacher Registration

The Teaching Council of Ireland is the sole authority charged with teacher registration in the Republic of Ireland. Formal registration as a teacher in the post-primary school system here is determined by primary degree subject(s). Further information can be obtained from [www.teachingcouncil.ie](http://www.teachingcouncil.ie). All questions about the status of primary degrees should be addressed to the Teaching Council at (01) 6106863/4

**NB: It is the responsibility of each student teacher to establish their eligibility for registration directly with the Teaching Council.**

### Codes of Professional Conduct for Teachers

In 2007, the Teaching Council published 'Codes of Professional Conduct for Teachers'. The following excerpt from the document sets down the 'core values' pertaining to teacher professional behaviour and conduct. The Teaching Council emphasises that the listing below does not reflect any order of priority on the 'core values' relevant to the teaching profession. Student teachers are expected to exemplify the core values set down for teachers.

The School of Education, NUI Galway endorses these core values. They inform the standards we set for ourselves, the design of the PDE and the expectation we have of our student teachers.

#### Core Values for Teachers

Teachers' core work is to educate and the following values underpin the work of the teaching profession in Ireland. These values are reflected throughout the Codes and may be considered under the headings of: the Educational Experience, Outcomes and Relationships.

**Commitment:** Teachers are committed to the highest standards of professional service in their teaching and understand that their primary professional obligation is to their students.

**Quality of Education:** Teachers promote/maintain the highest quality of educational experiences for their students. Teachers facilitate student progression in learning and development and their effective engagement with the curriculum.

**Student-Centred Learning:** Teachers seek to create an environment where students are active agents in the learning process.

**Responding to Change:** Teachers acknowledge the changing nature of society and recognise their role in providing appropriate educational responses to cater for the identified needs of students. It is recognised that this is enhanced through mutual support from all partners in education.

**Professional Development:** Teachers reflect on and continue to improve their own professional practice and are provided with opportunities to engage in professional development and the process of curriculum development.

**Holistic Development:** Teachers are committed to a holistic vision of education which includes the aesthetic, cognitive, intellectual, critical, cultural, emotional, imaginative, creative, moral, social, political, spiritual, physical and healthy development of their students.

**Cultural Values:** Teachers see themselves as providing opportunities for the development of awareness and appreciation of cultural values being mindful of Irish, European and more global contexts.

**Social Justice, Equality and Inclusion:** Teachers in their professional role show commitment to democracy, social justice, equality and inclusion. They encourage active citizenship and support students in thinking critically about significant social issues, in valuing and accommodating diversity and in responding appropriately.

**Collegiality:** Teachers work in collegiality with colleagues in the interests of sharing, promoting, developing and supporting best professional practice.

**Collaboration:** Teachers work collaboratively with students, parents, school management, teacher educators and other professionals in developing shared goals towards the achievement of high quality education for all.

**Respect:** Teachers respect students, parents, colleagues, school management, co-professionals and all in the school community and work to establish and maintain an atmosphere of mutual respect in their schools.

**Care:** As well as the legal duty of care which teachers exercise, their role as carer is central to their professional value system. Their practice is motivated by the best interests of the students entrusted to their care.

**Co-operation:** Teachers engage in a professional manner with the wider community including the partners in education, co-professionals and related educational bodies and agencies, as appropriate, for the benefit of students.

## **Code of Practice for Student Teachers**

**Teachers are committed to the highest standards of professional service in their teaching and understand that their primary professional obligation is to their students.**

(Teaching Council of Ireland: Core Values for Teachers)

It is expected that student teachers will be fully engaged in all aspects of the PDE programme; *inter alia*, the induction programme, school observation, teaching practice, lectures, tutorials, laboratories, group work, workshops, collaborative learning and practical sessions. It is our experience that students' level of achievement on the PDE (and their overall grade on their degree) is directly related to their level of active participation in all aspects of the programme – the taught components on campus and the teaching experience in schools. In keeping with University policy, the School may record and monitor students' attendance on the programme.

## **2. Professional Diploma in Education 2011-12**

The Professional Diploma in Education (PDE), formally known as the Postgraduate Diploma in Education (PGDE) at NUI Galway provides the professional knowledge, understanding and pedagogical skills required to become a teacher at post-primary level. It is one year full-time programme for graduates and is recognised by the Teaching Council of Ireland for the purposes of registration as a post-primary teacher in Ireland and the EU as well as other English speaking countries.

The programme is wide-ranging and equips student teachers with the theoretical and conceptual tools necessary for developing creative and flexible approaches to teaching and enables them to address the potentially complex and manifold educational needs of a diverse constituency of pupils in the age range 12-18.

### **Programme aims**

The Professional Diploma in Education aims to:

- introduce student teachers to the theoretical frameworks, professional knowledge and pedagogical skills that underpin effective teaching, learning and assessment at post-primary level
- enable student teachers to develop conceptual frameworks which integrate theory and practice and support creative teaching and learning
- develop student teachers' capacity for critical reflection and provide a sound basis for future professional development
- develop skills in collegiality, team-work and whole-school planning and development
- support student teachers in the practical teaching programme and provide an understanding of educators' ethical and legal obligations

### **Learning Outcomes**

On completion of the PDE programme student teachers will:

- demonstrate an understanding of the foundation disciplines of education and an ability to integrate theory and practice
- demonstrate the knowledge and practical skills which support effective teaching, learning and assessment
- reflect critically on their own professional practice
- approach their teaching and related responsibilities professionally, particularly in relation to ethical and legal obligations
- use information and communications technologies (ICTs) effectively to enhance teaching and learning.
- develop a appropriate professional relationship with students, colleagues, school management, parents and guardians and provide relevant feedback as required, referring onto other professionals as necessary.

## Programme organisation

The PDE in NUI Galway is organised on a modular basis, as illustrated below. The modules and related learning outcomes correspond to the required components of an initial teacher education programme, as specified by the Teaching Council. Through the taught components of the programme students are introduced to conceptual frameworks and relevant issues within the disciplines and professional studies of education and to a variety of teaching strategies, materials and approaches to classroom management which are important for achieving teaching and learning objectives. In addition student teachers are supported in practical teaching placements which provide them with a rich experiential base for the development of their potential as teachers. Tutorial sessions throughout the year enable the development of critical reflective thinking which supports individual professional development and helps to integrate theory and practice.

### PDE Programme Structure - Overview

	Modules	ECTS	Areas of Study	Marks
1	Educational Sciences	15	Psychology of Teaching and Learning Education, Diversity and Social Justice History, Structure & Context of Irish Education Philosophy of Education	150
2	Professional Studies	10	Teaching & Learning Curriculum & Assessment Catering for Diversity ICT in Education	100
3	Teaching Methodology A	5	Subject Methodology	50
4	Teaching Methodology B	5	Subject Methodology or Specialist Methodology	50
5	Professional Development	10	Teacher as Professional Reflective Practice Digital Storytelling	100
6	Teaching Practice	15	Prior Preparation & Debriefing Practical Teaching Additional School Experience Educational Technology & Resource Development	150
	<b>Total ECTS</b>	<b>60</b>		<b>600</b>

## Description of PDE Modules 2011-12

<b>Module 1:</b>	<b>Educational Sciences</b>
<b>Code:</b>	<b>ED278</b>
<b>Weighting</b>	<b>15 ECTS</b>

**Module Team:** Dr. Elaine Keane, Dr. Pat Eaton, Dr. Patrick Farren  
Andrea Higgins, David Hanrahan and other members of the School of Education and invited presenters as appropriate.

### Description

This module develops students' understanding of key theoretical perspectives in education, individual development, learning and pedagogy. It engages students in critical reflection on key concepts, debates and issues in educational theory, based on the foundational disciplines of sociology, psychology, history and philosophy. In line with the requirements of the Teaching Council of Ireland, the module enables students to begin to develop a conceptual framework to inform a cogent, well-grounded theory of education. Educational Sciences is taught in an integrated way, through an examination of the foundational disciplines of education as they relate to contemporary debates and issues in education and pedagogy.

### The module aims to

1. develop student teachers' appreciation of the role played by the foundational disciplines – psychology, sociology, philosophy and history - within education
2. assist student teachers to use this understanding of the foundational disciplines in an integrated fashion to inform their current and future professional practice
3. enable student teachers to develop and demonstrate a commitment in ethos, theory and practice to social justice and diversity, as one of the core values of teaching and as set out in the Teaching Council Codes of Professional Conduct for Teachers
4. assist student teachers to reflect upon theory-practice links in terms of the foundational disciplines of education and to apply this learning to their developing professional practice and
5. enable student teachers to understand the origins, development and implications of Irish educational policy and practice.

**The module is organised in a series of interlated Areas of Study, as follows:**

- (i) Psychology of Teaching and Learning
- (ii) Education, Diversity & Social Justice
- (iii) The History, Structure & Context of Irish Education
- (iv) Philosophy of Education

## Learning Outcomes

On completion of this module and the associated assessment, it is anticipated that the student teacher will be able to:

1. Understand the contribution of research to education and critically appraise key theoretical perspectives, concepts and principles in the foundational discipline areas of psychology, sociology, philosophy, history, as well as special/exceptional education needs, in the context of education
2. Critically apply knowledge of psychological perspectives of child and adolescent development in both cognitive and affective areas to build and maintain constructive relationships with pupils, to support holistic development and to promote social responsibility and positive emotional and mental health.
3. Critically appraise the major psychological theories of learning and apply these to their own practice to enhance the learning of their pupils
4. Critically discuss the concepts of educational disadvantage and inequality in education, with particular reference to social class, gender, 'race'/ethnicity, and (dis)ability, including a focus on indicators, sources and factors which perpetuate disadvantage and implications thereof
5. Critically evaluate current legislation, policy and initiatives to respond to educational disadvantage and support inclusive education in Irish post-primary education, relevant to those from lower socio-economic groups, minority ethnic groups and pupils with learning difficulties and special educational needs
6. Outline general historical trends in education from the 19th century onwards
7. Critically discuss education in Ireland since the 1960s from a historical perspective
8. Critically appraise his/her Teaching Practice school in terms of its historical origins, ethos, demographic and socio-cultural context
9. Critically assess the contribution to education of the work and ideas of significant figures in the history of education
10. Critically evaluate the contribution of various forms and schools of Philosophy to education, including ancient Greek philosophy, child-centred approaches, Pragmatism, and more recent, alternative visions
11. Apply knowledge and understanding of bullying to identify bullying behaviour and take appropriate effective practical action.

## Forms of educational activity over the duration of the module

Lectures, supplemented by individual study, reading and preparation for assignment.

Assessment Techniques	No. of marks	Due Date
Integrated Assignment	150	February 20, 2012
<b>Total marks for 15 ECTS module</b>	150	

Note: Details of all assessment are provide by the relevant lecturer/s and made available on Blackboard.  
Course Code: ED278.

<b>Module 2 :</b>	<b>Professional Studies</b>
<b>Code:</b>	<b>ED279</b>
<b>Weighting</b>	<b>10 ECTS</b>

**Module Team:** Dr. Josephine Boland, Dr. Manuela Heinz, Dr. Mary Fleming, Dr. Elaine Keane, Dr. Pat Eaton, Dr. Tony Hall and other members of the School of Education and invited presenters as appropriate.

### Description

The module aims to enable student teachers to explore theoretical perspectives which help support and develop practical skills in teaching and learning, curriculum design and assessment, the learning sciences and catering for diversity within the classroom. The course will enable students to begin to develop a conceptual framework and the skills which will support them in integrating theory and practice. It combines an emphasis on practical skills in classroom management and effective planning with the development of an understanding of key concepts, principles and theories relating to teaching, learning and assessment. It develops students teachers' capacity to address the complex and manifold educational needs of a diverse constituency of pupils in the post-primary school, including those pupils with learning difficulties and special educational needs and those from minority ethnic and disadvantaged groups. The module aims to empower student teachers as effective professionals equipped to play their central role in curriculum planning at classroom and school level. It introduces students to the learning sciences, to the opportunities offered by effective use of ICT in education and to key policy and ethical issues associated with its use.

The module is organised in interrelated Areas of Study as follows:

- (i) Teaching and learning
- (ii) Curriculum and assessment
- (iii) Catering for Diversity
- (iv) ICT in Education

### Learning Outcomes

On completion of this module and the associated assessment, it is anticipated that the student teacher will be able to:

1. engage with pupils to develop effective, creative and imaginative teaching strategies which are appropriate to the needs of the pupils and for the subject
2. apply their understanding of psychology and adolescence to the design and implementation of effective teaching and learning strategies
3. incorporate and adapt motivational strategies for use in the classroom, drawing on relevant theoretical models relating to discipline
4. adopt an integrated and effective approach to lesson, unit and subject planning which includes clear and achievable expectations for pupils, varied teaching strategies, learning activities, assessment modes and resources
5. recognise the individual potential of pupils, cater for diversity and make provision for those with special/exceptional needs and potential
6. apply their understanding of and skills in specialist and generic pedagogical skills to their own practice

7. appreciate contemporary issues relating to curriculum and assessment policy and practice, both at national level and in the classroom
8. engage in curriculum development, planning and evaluation, integrating and applying theories of curriculum design and the foundational sciences
9. use a range of strategies to support, monitor and assess pupils' learning and adapt their teaching accordingly
10. discuss the potential application of theories of technology enhanced-learning in educational contexts
11. appraise ICT policy and implementation in schools including strategies for child protection
12. attend to issues of intellectual property, including in relation to the use and re-use of new media for teaching and learning.

### Forms of educational activity over the duration of the module

Lectures, tutorials, self-directed study, workshops, completion of assessment, experiential learning in practice.

Assessment Technique	No. of marks
<b>Collaborative Curriculum Development Project (Incorporating Curriculum and Assessment, Teaching and Learning and ICT)</b>	100
<b>Total marks for 10 ECTS module</b>	100

Note: Details of all assessment are provide by the relevant lecturer/s and made available on Blackboard.  
Course Code: ED279.

<b>Module 3:</b>	<b>Teaching Methodology (Subject)</b>
<b>Code:</b>	<b>ED ---</b>
<b>Weighting</b>	<b>5 ECTS each subject methodology</b>

**Module team:** Members of the School of Education and other subject specialists in the range of methodologies offered

### Description

This module is designed to enable the student teacher to apply learning gained on other modules within the PDE, (Educational Sciences and Professional Studies) and on their Teaching Practice in the context of a specific subject.

**The aims of a Subject Methodology module are to:**

1. equip student teachers with the knowledge, skills, capacity and attitudes to be effective teachers in their recognised subject area
2. deepen the sense of professional identity in relation to their own discipline
3. provide student teachers with the opportunity to apply the theory and principles of educational sciences and professional studies to the teaching of a particular subject
4. ensure student teachers feel confident and competent to teach their subject in a range of different programmes, at a range of different levels
5. equip the student teacher with the skills to inspire their learners with enthusiasm for the subject and motivate them to become self-directed learners
6. support the student teacher to construct the curriculum in a creative way
7. promote reflective practice as a consistent theme throughout the PDE programme
8. enable students to apply principles and theories and a range of teaching and learning strategies including interactive learning
9. ensure student teachers appreciate their central role in creating the learning experience for their learners

**Learning outcomes:**

On completion of the module (in conjunction with the Educational Sciences and Professional Studies modules and experience gained on Teaching Practice), it is expected that the student teacher will be able to:

1. adapt a range of teaching and learning strategies suitable for their subject to enhance student learning
2. explore innovative ways of teaching their subject, implement them while on teaching practice and evaluate their appropriateness
3. apply principles of teaching for diversity within their practice (diverse levels of prior learning, SEN, socio-economic, ethnic and linguistic diversity, gifted children, mixed achievement levels)
4. communicate their subject in an age appropriate way
5. situate their subject in a broader, real world context
6. critically evaluate a range of text books, materials and resources available for teaching of their subject
7. apply and integrate their ICT knowledge and skills in both the planning and teaching of course content
8. design and implement a strategy for student assessment, using techniques which are constructively aligned with the learning outcomes for lessons/units.
9. prepare students for school-based and external examination
10. plan lessons, units and schemes of work with reference to appropriate syllabi for their subject
11. devise learning materials and aids appropriate to the particular setting, subject, and age profile of a group of learners
12. access resources (DES subject reports, inspection reports etc) and support services available for their subject
13. provide feedback to students and report to parents and relevant others
14. evaluate their own performance as teachers

### Teaching and learning strategies

These will include use of lectures, tutorials, seminars, group work, lab-work, language sessions, presentation, enquiry based learning, on line discussion, advance reading, self-directed research, journal keeping, and Blackboard, as appropriate to the relevant subject methodology.

Assessment Technique	No. of marks
Unit/Instructional Plan (A unique plan completed for each chosen methodology)	50 (per methodology)
<b>Total marks for each 5 ECTS module</b>	<b>50</b>

<b>Module 4:</b>	<b>Teaching Methodology (Specialist)</b>
<b>Code:</b>	<b>ED126</b>
<b>Weighting</b>	<b>5 ECTS (2.5 each Unit)</b>

**Module team:** Members of the School of Education and other subject specialists in the range of methodologies offered.

### Description

This is a module in the method of teaching within a specialist context or extra curricular setting. Students select **two units** (2.5 ECTS each) from those offered. This module is designed primarily to serve the needs of students who possess a primary degree with only one recognised teaching subject. It provides an opportunity for students to acquire additional skills and experience in teaching specialist elements of the post primary curriculum, extra curricular activities, guidance and mentoring and in further and adult education.

**Students may select units from a range of specialist areas which may include the following;**

Career Guidance	Enterprise (Leaving Cert Applied)
Transition Year	School Planning
Social, Personal & Health Education	Leaving Certificate Vocational Programme
Teaching in the Further Education Sector	Learning to Teach for Social Justice
And others as available and as appropriate – not all units are offered in each year.	

These units may be grouped on the timetable, so you need to select those that are scheduled at a time that is compatible with your other programme commitments.

Course outlines and details relating to assessment for units within the Specialist Teaching Methodology module will be provided by the relevant lecturer.

**NOTE: Once registered on a Subject Methodology module or on units with the Specialist Teaching Methods module, these choices cannot be altered. Make your selection carefully.**

## Certificate of Achievement:

Students may apply to attend a maximum of one subject methodology module or one specialist methods unit over and above those for which s/he is registered for credit as part of the PDE. In such cases, the School of Education will award a Certificate of Achievement to students who complete the associated assessment. The certificate will record the grade achieved.

There is generally a high demand for units within the Specialist Teaching Methods course. To facilitate the particular teaching methodologies involved, a cap is generally put on class size. Priority enrolment will be given to those taking the module/unit for credit.

<b>Module 5:</b>	<b>Professional Development</b>
<b>Code:</b>	<b>ED287</b>
<b>Weighting</b>	<b>10 ECTS</b>

**Module Team:** Dr. Mary Fleming, Dr. Manuela Heinz, Dr. Patrick Farren, Ms. Bonnie Long and other members of the School of Education and invited presenters as appropriate.

## Description

'Professional Development' is a module within the Practical Teaching Component of the PDE. It is designed to complement the 'Teaching Practice' module and to optimise integration between elements of the overall programme. The module includes a strong focus on professional practice in the school context and on the development of professional values and conduct, as identified by the Teaching Council of Ireland. The module is also designed to develop student teachers' capacity for reflection through portfolio development and creative ICTs.

The module is organised in inter-related Areas of Study as follows:

- (i) Teacher as Professional
- (ii) Reflective Practice
- (iii) Digital Storytelling

## Learning Outcomes

On completion of this module and the associated assessment it is anticipated that student teacher will be able to:

1. explore how their values, beliefs and attitudes affect their approach to learning and teaching and their practice in the classroom
2. develop their professional identity as teachers
3. subscribe to the core values and standards of professional conduct as set out by the Code of Professional Conduct for Teachers

4. adapt their teaching approach – in terms of planning and practice – to the particular school/classroom context, in accordance with theories, principles and good practice in learning and teaching
5. develop research, design and use resources within their classroom which are appropriate to the needs of the learner and enhance the teaching and learning experience for all
6. adopt a critically reflective perspective on issues that arise in the classroom, school and wider society
7. develop their capacity to adapt and respond to particular contexts by reflecting critically - before, during and after – on their practice
8. interact with learners in a way that supports learners in developing their own understanding
9. draw on their understanding of the school as a learning organisation which has lifelong learning as a central activity for development and growth.
10. demonstrate knowledge and understanding of the unique place the school has within the local community and the related practice related obligations this implies
11. build effective professional relationships with all key school personnel and students through effective communication strategies and collaborative interactions
12. deal with practice issues in a knowledgeable, sensitive and caring way with due regard to the context and organisation of the school
13. respond to non-routine events and resolve complex issues in a way that is appropriate, fair and just
14. Collaborate collegially, and professionally with other staff members within the school, particularly in relation to subject planning and development and contribute to other school policy developments as required by the school
15. reflect critically on and evaluate his/her own teaching practice with due regard to the context and situation of the classroom and school in the wider community develop a commitment to life-long learning and to reflective practice as the basis of a life-long learning process
16. draw connections between different components of the PDE programme (incl. teaching practice) and demonstrate how different elements contribute to their professional practice
17. use writing and digital storytelling as cognitive tools to support the development of the skills and dispositions of a reflective practitioner
18. develop a sense of research literacy which enable them to begin to connect theory and practice
19. develop the skills of inquiry in the context of their professional practice, as a reflective practitioner

### **Forms of educational activity over the duration of the module**

Self-directed study, portfolio preparation, digital storytelling, experiential learning to support development of reflective journal, lectures, tutorials and labs.

<b>Assessment Technique</b>	<b>No. of marks</b>
<b>A. Digital Story Board (Details will be provided in Ed tech tutorials)</b>	40
<b>B. Reflective Portfolio (details provided during lectures and tutorials)</b>	60

Note: Details of all assessments will be made available on Blackboard. Course Code: ED278

<b>Module 6:</b>	<b>Teaching Practice</b>
<b>Code:</b>	<b>ED878</b>
<b>Weighting:</b>	<b>15 ECTS</b>

**Module Team:** **Dr. Manuela Heinz (Director)**, members of School of Education & Teaching Practice Educators and school based practice educators

### **Description:**

The Teaching Practice module is a practice based module. School based practice is the main element of the module and this is supported by microteaching, tutorials and lectures. The emphasis of the module is on teaching practice learning through experience and reflection. Evidence of learning is provided in a Teaching Practice Portfolio which includes learning, teaching and assessment resources; record of all school based activities; and progress of learning in the form of reflective post-lesson evaluations.

### **Learning outcomes**

On completion of this module and the associated assessment it is anticipated that student will be able to:

1. Plan teaching and learning experiences (i.e. unit and lesson plans) appropriate to the context and situation of their classroom and, with due regard to the diverse learning needs of the pupils
2. Apply research skills when designing and preparing teaching
3. Implement teaching and learning strategies, including ICT, which promote active learning in the classroom
4. Design, select and use appropriate assessment strategies, both formative and summative.
5. Prepare pupils for state examinations
6. Develop effective and appropriate relationships with their pupils through the use of communication and relational skills both inside and outside the classroom
7. Apply and develop appropriate classroom and behavioural management strategies which promote and support a positive and motivational learning environment for all
8. Maintain and manage records associated with their professional responsibilities and as required by school policy
9. Report on and advise on pupil progress and development to school authorities, parents/guardians as required
10. Collaborate collegially, and professionally with other staff members within the school, particularly in relation to subject planning and development and contribute to other school policy developments as required by the school
11. Reflect critically on and evaluate his/her own teaching practice with due regard to the context and situation of the classroom and school in the wider community

<b>Assessment Techniques</b>
<b>Observation of classroom practice</b>
<b>Teaching practice file</b>
<b>Total marks: 150</b>

## PDE Academic Calendar 2011-12

Week	No		Teaching Practice (TP)	Workshops/ Tutorials	Assessment Submissions
30 Aug 11	1	Induction Sept 1 & 2			
5 Sept 11	2	College	Introduction to Microteaching,	Ed Tech Tutorials (1.5 hr per week) Workshops 1 and 2 (2 hrs)	
12 Sept 11	3	College	Recording and Feedback	Workshop 3 /Tutorial 1(1 hr)1	
19 Sept 11	4	College	Review of Microteaching/ Drop in sessions to apple suite	Workshop 4	
26 Sept 11	5	College	Recording and Feedback	Workshop 5	Part A portfolio... Bb entries
3 Oct 11	6	College	Preparation for TP	Tutorial 2 (1 hr)	
10 Oct 11	7		Teaching Practice - Induction <sup>1</sup>		
17 Oct 11	8		Teaching Practice - Induction		
24 Oct 11	9		Teaching Practice		
31 Oct 11	10	Mid-Term			
7 Nov 11	11		Teaching Practice		
14 Nov 11	12		Teaching Practice		
21 Nov 11	13	College	Library sessions	Workshop 6/Tutorial 3	
28 Nov 11	14	College	Library sessions	Workshop 7	
5 Dec 11	15	College		Work Shop 8 /Tutorial 4	
12 Dec 11	16	College			Professional Studies (ED279) Project <b>December 15</b>
19 Dec 11		Christmas			
26 Dec 11					
2 Jan 12					Digital Story submission (ED287) <b>January 5</b>
9 Jan 12	17		Teaching Practice		
16 Jan 12	18		Teaching Practice		
23 Jan 12	19		Teaching Practice	In-service workshops(various locations)	
30 Jan 12	20		Teaching Practice		
6 Feb 12	21		Teaching Practice		
13 Feb 12	22	College	Mid-Term		Educational Sciences (ED279) <b>February 20</b>
20 Feb 12	23	College		Workshop 9 /Tutorial 5 Workshops (2 hrs)... Choice for students...	
27 Feb 12	24		Teaching Practice		
5 Mar 12	25		Teaching Practice	In-service workshops (various locations)	
12 Mar 12	26		Teaching Practice	In-service workshops (various locations)	
19 Mar 12	27	College Group A		Choice workshops /Evidence based practice workshops	
26 Mar 12	28	College Group B		Choice workshops /Evidence based practice workshops	
2 April 12		Easter			
9 April 12					
16 April 12	29		Teaching Practice		
23 April 12	30		Teaching Practice	In-service workshops(various locations)	
30 April 12	31		Teaching Practice		Teaching Practice File (ED803) <b>May 7</b>
7 May 12	32	College		Tutorial 6	Final Portfolio: (ED287) <b>May 16</b>

### Notes on Schedule:

1. During the first 2 weeks of Teaching Practice/School Experience, the School of Education recommends that PDE students are inducted into their placement schools and introduced to the practice of teaching. Students will have an opportunity to familiarise themselves with their schools and school policies, to observe experienced teachers in their classrooms. It is recommended that teaching responsibilities for student teachers are gradually increased over these 2 weeks.
2. During the week 19 March: half of PDE students (group A) in college for workshops, tutorials, etc., Group B teaching in schools
3. During the week 26 March: half of PDE students (group B) in college for workshops, tutorials, etc., group A teaching in schools
4. Ed Tech tutorials (1.5 hrs) \*\*\*take place for all weeks in College up until Easter. See summary weekly timetable for details (next page)
5. Workshops\* (2 hrs) are scheduled according to the weekly summary timetable up until the end of week February 13. Thereafter there will be choice workshops at varying times.
6. Tutorials (1 hr) will be held during the year. See Academic Calendar for schedule

### \*\*List of core workshops (3-9):

- Learning to teach: active /interactive learning strategies for all
- Classroom management 1
- Literacy development within your subject.
- Assessment (incl assessment for learning).
- Learning to teach: Active /interactive learning strategies for all 2
- Classroom management 2
- Catering for Diversity: Differentiation strategies, meeting the needs of all learners

\*\*\*The Educational Technology (Ed Tech) workshops support the student teacher in acquiring both the skills necessary for and the theories behind effective use of ICT in education. The information and skills learned in Ed Tech will be assessed formatively through peer assessment sessions held in class and summatively throughout the PDE modules. As this is a foundational course, attendance at your assigned Ed Tech class is mandatory. Ed Tech classes are 1.5 hours long and are held every week that students are in college.

Skills developed during the Ed Tech workshops will enable students to:

- Devise learning materials and aids appropriate to the particular setting, subject, and age profile of a group of learners
- Apply and integrate their ICT knowledge and skills in both the planning and teaching of course content
- Implement teaching and learning strategies which include ICT in order to promote active learning in the classroom
- Develop their capacity for reflection through portfolio development and creative ICTs
- Use writing and digital storytelling as cognitive tools to support the development of the skills and dispositions of a reflective practitioner
- Use digital tools to communicate in a highly engaging manner

**Subject Methodology Timetable... Block 1 and Block 2**

Course Code	Methodology	Tutors	Dates	Day	Times	Room	
ED178	English	Brendan MacMahon	Sept 6, 13, 20, 27, Oct 4, Nov 22, 29, Dec 6, 13	Tuesday	10am-12noon	CA005	
ED178		Tony Hall	Sept 6, 13, 20, 27, Oct 4, Nov 22, 29, Dec 6, 13	Tuesday	10am-12noon	EN434	
ED179	Irish	Ellis Ni Dhuill	Sept 7, 14, 21, 28, Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	6-7.30pm	D202	
ED181	History	Rosie Reale	Sept 5, 12, 19, 26, Oct 3, Nov 21, 28, Dec 5, 12	Monday	5-7pm	CA107/STC?	AC214 if needed 5/12 Dec
ED180	Geography	Brenda Gallagher	Sept 12, 26 and Nov 22	Saturday	9am-3pm	D102	
ED183	Mathematics	Catherine Paolucci	Sept 6, 20, 27, Oct 4, Nov 22, Dec 6	Tuesdays	12-1.30pm	Sept 6 (MY079), Sept 20, Sept 28 (SC200A) and Oct 4 (D202)	CA005, 22 Nov and AM104 6/12
ED160	Biology	Veronica Mc Cauley	Sept 6, 7, 8, 13, 14,15, 20, 21,22 27, 28, 29, Oct 4, 5, 6, Nov 22, 24 29, Dec 1, 6, 7, 13, 14	Tuesdays, Wednesdays, Thursdays	5-6pm	STC	
ED161	Chemistry	Veronica Mc Cauley	Sept 6, 7, 8, 13, 14,15, 20, 21,22 27, 28, 29 Oct 4, 5, 6, Nov 22, 24 29, Dec 1, 6, 7, 13,15	Tuesdays, Wednesdays, Thursdays	5-6pm	STC	
ED162	Physics	Veronica Mc Cauley	Sept 6, 7, 8, 13, 14,15, 20, 21,22 27, 28, 29, Oct 4, 5, 6, Nov 22, 24 29, Dec 1, 6, 7, 13, 16	Tuesdays, Wednesdays, Thursdays	5-6pm	STC	
ED184	Modern Languages	Patrick Farren	Sept 8, 15, 22, 29, 6, Dec 1, 8	Thursdays	5-6pm	D302	
ED165	Spanish	Antonio Rodriguez	Sept 7, 14, 21, 28, Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	5-6pm	TBC	
ED163	French	Sylvie Mossay	Sept 7, 14, 21, 28, Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	3-4pm	S202	
ED164	German	Gabriele Behrens	Sept 7,14,21,28,Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	5-6pm	TBC	
ED127	Italian	Francesca Magnoni	Sept 7,14,21,28,Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	5-6pm	S202	
ED185	Music	Carl Hession	Sept 5, 12, 19, 26 Oct 3, Nov 21, 28	Monday	5-7pm	D102	
ED176	Economics	Seamus Lynch	Sept 6, 13, 20, Oct 4, Nov 22 and Dec 6, Dec 13	Tuesday	7-9pm	D202	
ED175	Business Studies	Martin Horgan	Sept 7, 14, 21, 28, Oct 5, Nov 23, 30, Dec 7, 14	Wednesday	2.30-4pm*	D202	
ED277	Accountancy	Michael Lee	Sept 8, 15, 22, 29, 6, Dec 1, 8	Thursday	5-7pm	D202	
ED125	ICT	Tony Hall	Oct 3, 4, Nov 21, 28	Monday	12-3pm	D302	
ED182	CSPE	Brendan O'Brien	Sept 13, 20, 22 (visitor 12-2pm), 27,3 Nov 22, 29, Dec 6 (all dates 5-7pm)	Tuesday	5-7pm	D202	
ED869	Religious Education	Emily Fitzpatrick	Sept 6, 13, 20, Oct 4, Nov 22, 28 and Dec 6, Dec 13	Tuesday	5-7pm	D302	
ED129/ED126	SPHE	Grainne Lally	Sept 10	Saturday	9-3pm	D102 and D202	

## Summary Weekly College Timetable (Semester 1, 2011-12)

	Monday		Tuesday		Wednesday		Thursday		Friday
8.30					Ed Tech 1A, 2A, 1B,		Ed Tech 8A, 8B, 9A,		School Observation  except for  *MT Schedule weeks of 12 Sept and 26 Sept 13A, 13B, 14A, 14B, 15A, 15B
9.00					2B, 3A, 4A (D101 and D301)		9B, 10A, 10B		
9.30	Workshop 8A, 9A, 10A, 11A, 11B		Workshop 1A, 2A, 3A, 4A	English *2 groups CA005 and EN434	Ed Tech 3B, 4B, 5A, 5B, 6A, 7A,(D101 and D301)		Ed Tech 13A, 13B, 14A, 14B, 15A, 15B		
10.00									
10.30									
11.00									
11.30	ICT 3 and 4 Oct, Nov 21, 28 Nov, 12-3pm <b>Rm 302</b>						Workshop 13A, 13B, 14A, 14B(STC)		
12.00	Workshop 8B, 9B, 10B, 12A, 12B		Workshop 1B, 2B, 3B, 4B	Maths (12- 1.30pm) CA005	Ed Tech 6B, 7B, 11A, 11B, 12A, 12B(D101 and D301)		<b>Plenary Lecture - Cairnes</b> <b>Plenary Lecture - Kirwan</b>		
12.30									
1.00									
1.30									
2.00					Workshop 15A, 15B, 7A, 7B		<b>Plenary Lecture – IT250</b>		
2.30					Business Studies 2.30-4pm D302				
3.00							<b>Note: Some Saturdays: Geography, SPHE, and other specialisms.</b>		
3.30									
4.00									
4.30	<b>Plenary Lecture – IT250</b>		<b>Plenary Lecture - Kirwan</b>		<b>Plenary Lecture – IT250</b>		<b>Plenary Lecture – IT250</b>		
5.00	Music 5-7pm D102		Religion (5-7pm) D302		Science 5-6pm (STC) Gaeilge (6-7.30pm) D202		Accountancy 5-7pm (D202 ) Science 5-6pm STC Modern Languages 5-6pm (D302)		
5.30	History 5-7pm CA107		Science 5-6pm(STC) CSPE 5-7pm (D202)						
6.00			Economics 7-9 (D202)						
7.00									

*Note: Groups will be posted on the Noticeboard in D BLOCK and Bb during Induction.*

## Week by Week Plenary Schedule

Block 1		Mon	Tue	Wed	Thur	Thur	Thurs	Thur
WEEK	START DATE	4pm	4pm	4pm	12pm	1:00 PM	3pm	4pm
		<b>IT250</b>	<b>Kirwan</b>	<b>IT250</b>	<b>Cairnes</b>	<b>Kirwan</b>	<b>IT250</b>	<b>IT250</b>
1	30 Aug							
2	05-Sep	Phil 1 DH	EDSJ 1 EK	Psych 1 PE	C&A 1 JB		Prof MF	T&L 1 MH
3	12-Sep	C4D 1 PE/EK	EDSJ 2EK	Psych 2PE	C&A 2		C4D 2	T&L2 MH
4	19-Sep	Phil 3DH	EDSJ 3EK	Psych 3PE	T&L 3MH	Phil 2 DH	C&A 3	T&L 4AH/MH
5	26-Sep	Phil 4DH	EDSJ 4EK	Psych 4PE	T&L 5MF	Prof BF/PE	C4D 3	TP MH
6	03-Oct	Phil 5DH	EDSJ 5EK	EDSJ 6 EK	T&L 6MF	ICT TH	C&A 5	LitBMcM
7	10-Oct		Teaching Practice					
8	17-Oct		Teaching Practice					
9	24-Oct		Teaching Practice					
10	31-Oct		Mid-term					
11	07-Nov		Teaching Practice					
12	14-Nov		Teaching Practice					
<b>Block 2</b>		<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Thur</b>	<b>Thurs</b>	<b>Thur</b>
		<b>4pm</b>	<b>4pm</b>	<b>4pm</b>	<b>12pm</b>	<b>1:00 PM</b>	<b>3pm</b>	<b>4pm</b>
		<b>IT250</b>	<b>Kirwan</b>	<b>IT250</b>	<b>Cairnes</b>	<b>Kirwan</b>	<b>IT250</b>	<b>IT250</b>
		<i>Note: Theatre changes</i>						
13	21-Nov	Hist 1 PF	Psych 6PE	C&A 6	Acad wrting	C&A 7	Hist 5PF	psych 7PE
		<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Thur</b>	<b>Thurs</b>	<b>Thur</b>
		<b>4pm</b>	<b>4pm</b>	<b>4pm</b>	<b>12pm</b>	<b>1:00 PM</b>	<b>3pm</b>	<b>4pm</b>
		<b>AM250</b>	<b>AM250</b>	<b>AM250</b>	<b>AM200</b>	<b>AM250</b>	<b>AM250</b>	<b>UC102</b>
14	28-Nov	Hist 2PF	EDSJ 7EK	Psych 8PE	C4D 4	TPMH	Hist 6PF	psych 9PE
15	05-Dec	Hist 3PF	EDSJ 8EK	Psych 10PE	C4D 5	C&A 8	Hist 7PF	EDSJ 10
16	12-Dec	Hist 4PF	EDSJ 9EK	Psych 11PE	C&A 9	Prof PF	Phil 6DH	EDSJ 11
17	19-Dec		Christmas					
18	26-Dec		Christmas					
19	02-Jan		Christmas					
20	09-Jan		Teaching Practice					
21	16-Jan		Teaching Practice					
22	23-Jan		Teaching Practice		In-service day			
23	30-Jan		Teaching Practice					
24	06-Feb		Teaching Practice					
<b>Block 3</b>		<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Thur</b>	<b>Thurs</b>	<b>Thur</b>
		<b>4pm</b>	<b>4pm</b>	<b>4pm</b>	<b>12pm</b>	<b>1:00 PM</b>	<b>3pm</b>	<b>4pm</b>
		<b>Cairnes</b>	<b>IT250</b>	<b>Kirwan</b>	<b>tbc</b>	<b>Kirwan</b>	<b>Cairnes</b>	<b>IT250</b>
		<i>Note: Theatre changes</i>						
25	13-Feb	EDSJ 12	Lit 2BMcM	Psych 12	C4D6	C&A 10	Prof PF	T&L 7
26	20-Feb	Guest	C4D 7	Prof MF	C4D 8	ICT 2TH	TP MH	Guest
27	27-Feb		Teaching Practice					
28	05-Mar		Teaching Practice		In-service day			
29	12-Mar		Teaching Practice		In-service day			
30	19-Mar	No Plenary Lectures						
31	26-Mar	No Plenary Lectures						
32	02-Apr		Easter					
33	09-Apr		Easter					
34	16-Apr		Teaching Practice					
35	23-Apr		Teaching Practice					
36	30-Apr		Teaching Practice					
37	07-May		Prof MF	Prof PF	Prof MF			

## Initial School Experience (ISE)/Observation

One of your first tasks as a Student Teacher in the Postgraduate Diploma in Education will be to observe experienced teachers practicing their art in their own classrooms. Prior to the Initial School Experience (ISE)/Observation you will have attended an Induction period aimed at introducing you to the PGDE programme and the world of second-level teaching. Experiencing schools from the 'inside' is a vital first step on your journey to becoming teachers, not only by learning the art and skills of teaching but also by creating a healthy habit of on-going reflective analysis of your teaching practice. In addition, the experience should assist you and form a solid basis for you when writing about your own teaching goals and teaching and learning beliefs or philosophy for Part A of your portfolio.

**It is important that you appreciate the opportunity to learn through observing an experienced teacher at work and respect the confidential nature of the interactions you observe.**

A reflective teacher continuously reviews his/her teaching and looks for evidence for what worked and what didn't. S/he asks of her/himself, "How did this lesson go? How well did I facilitate pupil's learning? What is the evidence? How could I have done better today? What 'great moment' did I miss? What can I try and change in the future? The Initial School Experience Report offers the beginning teacher an opportunity to claim her/his first step on the road to reflective practice as a teacher.

The ISE/Observation in a primary school is critical in assisting you to develop an understanding of the differing teaching styles between the two sectors, especially against the backdrop of the new primary curriculum (1999 and subsequent reviews) which emphasises active engagement in the classroom. The ISE/Observation provides the context for your work with 1<sup>st</sup> year students. Similarly, your post-primary school ISE/Observation provides you with the opportunity to get a sense of the climate and social context of your placement school. You will need not only to observe, but to converse with your class teacher, principal or designated mentor. During the course of your ISE/Observation period you will seek to meet and converse with professional members of the school community, people who are very busy. Try to be sensitive, non-intrusive, and non-judgemental. Being observant is not about finding flaws, but rather it is about being an attentive and thoughtful observer of the fine points of everyday teaching in the context of the total school community.

Your ISE/Observation will consist of 14 hours: 7 hours in a primary school and 7 hours in a post-primary school. Student teachers arrange ISE themselves. Observation must be completed by Friday, November 18<sup>th</sup> 2011. There is a designated 'window' of five weeks within which to conduct the cumulative 14 hours ISE. Generally, post-primary observation is done in the school where the student teacher has arranged to conduct Teaching Practice (TP). However, this is not a requirement. Primary school experience can be carried out in a school of choice.

Please download the **Certificate of Attendance** from the School of Education (<http://www.nuigalway.ie/education>) website or Blackboard and ask the Principals of the schools in which you conduct ISE to complete same. This form testifies to the completion of ISE, and a scanned softcopy of same must be appended to and submitted with the Initial School Observation Report (softcopy) to Blackboard on Friday, 18<sup>th</sup> November 2011.

# Initial School Experience /Observation

## Guidelines for the Report

Guide word length for the Report: 1,500 words

### *Recording of observations and reflection*

When you write your Initial School Experience/Observation Report, it should show evidence of attentive observation, along with thoughtful reflection on the experience.

**This school experience, and the writing of the report, should offer you observations and insights into the world of teaching, your own assumptions about and attitudes to school, students, teachers, teaching and learning and second-level education.**

Your report is expected to include descriptions of what you have observed and, importantly, what you think about the various activities and interactions you have observed in the school contexts. In order to achieve this, you should take ongoing, accurate notes of what you witness so that these written observations can then provide you with material to consider at a more critically reflective level. A lot happens in a normal school day. It is therefore important that you keep track of what you observe. If you don't, you may forget certain events and so be unable later on to capture and consider the significance and implications of these events as expected in critically reflective writing.

Get into a habit of writing in a considered way about your **thoughts, feelings** and **responses**, to the experiences you have recorded, every evening in your diary.

### **Guidelines**

To assist you in writing your report, a number of areas are suggested below along with various questions, intended as prompts. *While these questions are designed to focus your enquiry, your account of your experience is likely to contain descriptive, narrative and reflective styles of writing and not a series of short answers to these questions.* In other words, your report is not to provide answers to all questions listed below, but should rather demonstrate evidence of close observation together with a reflective exploration that involves drawing out the meaning, significance and implications of what you have experienced in the school.

Some of the themes apply to either primary **or** post-primary, some to both contexts. Your primary school observation provides the context for your post-primary experience. This is critical in assisting you to develop an understanding of the differing teaching styles between the two sectors, especially against the backdrop of the new primary curriculum (1999 and subsequent reviews) with its emphasis on active engagement in the classroom.

One way of tuning into the different facets of the whole-school experience is to develop a school profile based on the following categories/headings:

- a) **The School Community**
- b) **The Classroom**
- c) **Personal Response**

### **a) The School Community**

To get a sense of the climate and social context of the school facilitating this experience, you will need not only to observe, but to converse with your class teacher, principal and/or other teachers in the school. Remember, these professionals are busy people. **Try to be sensitive, non-intrusive, and non-judgemental.** Being critically reflective in your writing is not about finding flaws, but rather it is about being an attentive and thoughtful observer of the fine points of everyday teaching. Among the factors that feed into the overall picture of the school community are:

**Students:** Are there students of varying social and/or ethnic backgrounds? On what basis are students accepted for enrolment? Are there many students with special educational needs? If so, how are they catered for? Does the school have Disadvantaged Area status? Discipline Code?

**Staff:** Are there learning support/resource teachers available? Does the school have a Home-School-Community Liaison programme in place? Are there Year Heads and Class Tutors in place and, if so, what is their role (pastoral or disciplinary or mixture)? Do some students have Special Needs Assistants? EFL teachers for students for whom English is not their first language?

**Curriculum:** Apart from the established Leaving Cert and Junior Cert programmes, what else is on offer in this school, e.g., Leaving Certificate Applied? Leaving Cert Vocational Programme? Transition Year? Junior Certificate Schools Programme? FETAC courses? How much subject choice is available to students? Are subjects offered at all levels, i.e., Foundation, Ordinary and Higher?

**Assessment:** What range of methods is used by teachers to assess student learning as part of day-to day classroom activities? Is there a policy regarding homework? How are students provided with feedback? How is student progress reported to parents?

**Extra-Curricular activities:** How active is this school in terms of out-of class experiences in areas such as sport, debating, drama, musicals or other areas?

**Physical Environment:** New/old? Bright/dark? Well equipped? Facilities? What kinds of achievements are celebrated (e.g. on the walls)? How classrooms are laid out – and how does this impact on the dynamic within the class?

### **b) The Classroom**

You will quickly realise that many elements feed into the teaching and learning that goes on within the classroom, as well as into the creation of the classroom climate or atmosphere. Your job – and it demands effort and concentration – is to notice and think about the activities, the interactions, the attitudes that characterise your observed classes and how they impact on pupil's learning. Again, some questions to help you focus on important elements:

**Students:** Are they of mixed ability or have they been streamed or banded or in any way divided according to ability or subject choice? How interested do they seem to be? Is there a good level of participation among students? Do you think they are active or passive participants in their own learning?

**Teaching:** How does the teacher start/get attention/finish the lesson? Can you identify desired learning outcomes for each lesson? Can you discern a logical sequence to the progress of the lesson? Is there a variety of activities during each class, e.g. some mixture of teacher-talk, questions, student activity and/or talk, use of audio-visual, text or other books? How does the teacher motivate students and keep them on task? If there are instances of unacceptable behaviour, how are these dealt with? Do students ever work in groups?

**Atmosphere:** How would you describe the atmosphere of the classroom – Friendly? Caring? Collaborative? Relaxed? Good-humoured? Intense? Engaged? Focused?

### **c) Personal Response**

What prior expectations did you bring to your observation days? If you have not been in a class since your own school days what memories coloured your expectations? What has changed? What surprised you? Why? Did you notice different teaching styles? How would you characterise them? What kind of style attracts you? Why? Is your preferred style shaped by your experience of teacher(s) from your own school days, in primary and post-primary? Have any of your beliefs about learning and teaching changed?

## 4. Assessment for the PDE

Assessment for the Professional Diploma in Education is by continuous assessment, with a strong emphasis on integration and application. Assessment tasks are closely aligned to the learning outcomes of each course and in addition, they are designed to promote and reward the student teacher's capacity to integrate theory and practice. Students are expected to apply learning from each of the elements of the programme to their developing understanding of their experience on teaching practice, in a reflective and critical manner. To this end the **Portfolio** features as a significant element of the assessment of the PDE.

### Overview of PDE Assessment 2011-12

Module	Marks	Areas of study/themes	Mode of assessment	Marks
Educational Sciences	150	Psychology of Teaching and Learning	Integrated Assignment	150
		Education, Diversity and Social Justice		
		History and Structure of Irish Education		
		Philosophy of Education		
Professional Studies	100	Teaching and Learning Curriculum and Assessment Catering for Diversity ICT in Education	Collaborative Curriculum Development Project (Incorporating Curriculum and Assessment, Teaching and Learning and ICT)	100
Teaching methodology A	50	Subject methodology	Unit/Concept Plan	50
Teaching methodology B	50	Subject methodology or Specialist methodology (2 units)	As appropriate	50
Professional Development	100	Teacher as Professional Reflective Practice Digital Storytelling	Reflective Portfolio	60
			Digital Storyboard	40
Teaching Practice	150	Teaching practice in school	Observation of classroom practice TP file	150

## PDE Marks and Standards

### Standards for the award of PDE

Candidates must meet the following requirements **and** achieve a Pass in **each** of the modules: Educational Sciences; Professional Studies; Professional Practice; Teaching Methodologies; and Teaching Practice.

<b>First Class Honours</b>	70% minimum on the aggregate
<b>Second Class Honours, Grade 1</b>	60% minimum on the aggregate
<b>Second Class Honours, Grade 2</b>	50% minimum on the aggregate
<b>PASS</b>	40% minimum on the aggregate

An autumn examination/assessment may also be held, but will be confined to:

- (a) Students who have failed a module
- (b) Students who have been prevented through illness or serious personal reasons from sitting for the examination at an earlier date.

Students who fail a module will be required to re-sit/re-submit assessment for the failing element/s.

Note: Honours will not be awarded at the second and subsequent sittings, save in exceptional circumstances, on the recommendation of the Board of Examiners.

Carrying forward: A candidate fails the examination as a whole, but has obtained a passing mark or more in one or more modules, these results can be carried forward. **Students will not be permitted to retake modules previously passed.**

### **Procedures for submission of coursework**

All coursework is submitted in both electronic format and in hard copy (unless otherwise indicated).

Students must indicate the word length for each assignment on the relevant cover sheet – available on Blackboard.

In the interest of the environment and to facilitate recycling, please refrain from the use of plastic or wire in the presentation of coursework.

#### **(i) Electronic submission**

Coursework is submitted electronically via the Assignment facility on Blackboard for each module

Instructions for doing so will be provided in the Education Technology sessions.

#### **(ii) Hard copy**

Arrangements for submission of a hard copy of coursework are as follows:

- (a) Hand delivery to the Project Box allocated to that module assignment, in the Education Building, during term-time.
- (b) By post, with post-mark on or by the due date.

While the date of uploading to *Blackboard* is recorded as the official time of receipt, submission (delivery or dispatch by post) of hard copy on the due date is also essential.

### **The importance of meeting deadlines**

Submission dates are planned in order to ensure an appropriate rate of progress throughout the year. Work should be submitted by the agreed date. Failure by any student to adhere to agreed submission dates gives him/her an unfair advantage over others. **Therefore, only in exceptional circumstances, will requests for an extension be considered, and generally only for a maximum of one week.**

Please send any requests for an **extension** for the attention of the Mary Fleming, PDE Programme Director to [mary.fleming@nuigalway.ie](mailto:mary.fleming@nuigalway.ie). Any request for an extension should be made at least one week before the due date – other than in the case of unforeseen circumstances. Requests should be made in writing (by letter or email) stating grounds for the request. Relevant documentation e.g. medical note, should accompany the request, where appropriate. The student will be notified of the response to their request as soon as practicable. The decision of the School is final.

### **Penalties for Late/delayed submissions**

Students must submit completed assignments in both hard copy and electronic format (uploaded to Blackboard) on the agreed submission date, in accordance with procedures outlined above. Assignments submitted after the submission date, without an approved extension, are deemed late and are subject to the following penalties:

- (i) **Up to a week's delay** shall incur a penalty deduction of **5%** of the mark actually obtained for the assignment.
- (ii) **Beyond one week** shall incur a penalty deduction of **10%** of the mark actually obtained for the assignment.
- (iii) **Beyond two weeks** the mark will be **capped at 40%**. Further, it may not be possible to correct such late assignments in which case the assignment may be considered at the Autumn Board (see Board details below).

### **Student Progress**

- (i) **Performance on continuous assessment:** It is the policy of the School of Education to issue feedback with provisional grades for continuous assessment, within at least 4 weeks of the submission date. The final grade and mark is subject to review by the external examiner and approved by the Examination Board.

- (ii) **Progress on Teaching Practice:** Students will be given and should heed qualitative feedback provided by supervisors after each visit. Advice on opportunities for improvement will be offered. Prior to the final visit, a supervisor will give feedback in terms of the anticipated grade of a student's performance across the criteria, at that stage of the year. This is an indication, not a confirmed result. The process of feedback is an iterative process to which the student teacher is expected to contribute and respond.

### **Summer and Autumn Exam Boards**

All assignments submitted in line with the procedures identified above throughout the year, will be marked and reviewed at the Summer Exams Board. A second sitting (submission for September/Autumn Board) exists for:

- a) Those who fail coursework for first sitting (summer)
- b) Those who did not submit coursework in time to be examined for first sitting

In the absence of 'exceptional circumstances' (such case to be made to College Exam Board meeting), students who are held until the September/Autumn Board will not be eligible for an honours PDE award. This will also result in a later conferring.

### **Deferrals, rechecks and appeals**

- (i) **Deferrals:** In exceptional circumstances only, and at its discretion, the College of Arts, Social Sciences and Celtic Studies considers applications for deferral of examination/s, where grounds of ill-health, bereavement or other extraordinary circumstances can be established to the satisfaction of the Dean. Any application for a deferral must be made to the Dean of the College, in advance of the year end.
- (ii) **Rechecks and Appeals:** Only after examinations results have been issued by the Examinations Office can an application be made for a recheck or for an appeal. See <http://www.nuigalway.ie/exams/appeals.html> for details and procedures.

## 5. Teaching Practice

### Preparation for Teaching Practice: Microteaching

#### Semester 1: Three Weeks

Microteaching (MT) is used extensively in initial teacher education providing student teachers with the opportunity to engage in a reflective learning cycle of teaching, critical analysis and reflection, and re-teaching.

In the School of Education, Microteaching is organised in 6 stages:

1. Introductory MT session on lesson plan design and preparation
2. Collaborative preparation of microteaching lesson
3. Teaching the lesson
4. Playback and peer/tutor critique and planning of improved lesson for second micro-teaching session
5. Re-teaching of the lesson
6. Playback, discussion, reflective evaluation and review of practice learning

A tutor works with a microteaching group of between 7 and 8 student teachers. The tutor guides the student group in preparing a lesson to be delivered to a group of post-primary pupils from local schools.

1. **Introduction:** Through the introductory period, students will have considered such teaching skills as lesson aims and outcomes, varying of presentation, art of questioning, lecturing, motivation of students, relating new knowledge to prior knowledge, reinforcement, use of examples, discussion, and student initiated questions, reinforcement techniques and the opening and closing of classes effectively.
2. **Collaborative preparation:** Students will prepare a lesson for post-primary pupils in groups of 7-8. Together, they will decide on a topic, learning aims and outcomes and the content of the lesson. Following individual preparation of their parts of the microteaching lesson, students will meet again to ensure that the lesson is coherent and that activities are appropriately timed. Students are strongly encouraged to organise a dry-run of their lesson.
3. **Teaching the lesson** takes the form of 7 to 8 student teachers, under the direction of a tutor and being videoed, teaching a lesson to classes of about 20 post-primary pupils from local schools over a 50 minute class period.
4. **Playback and critique:** Following recording, students engage in video playback with peer/tutor critique and reflective evaluation of their performance. Following the playback and feedback session, microteaching groups will consider how their lesson can be improved to enhance pupil learning. Collaboratively, they will plan changes for their second microteaching session.

5. **Re-teach the lesson** takes the form of the same group of student teachers, under the direction of a tutor and being videoed, re-teaching their lesson to a class of about 20 post-primary students from local schools over a 50 minute class period.
6. **Playback, discussion, reflective evaluation and review of practice learning:** Following recording, students engage in video playback with peer/tutor critique and evaluation of their performance. Together with their tutor, students reflect on the microteaching experience. Key learning outcomes from the experience are identified and discussed and form the basis for future learning goals and development of classroom practice.

Through Microteaching, student teachers are provided with practice, critical and supportive feedback, and expertise before entering the reality of the classroom. They have the opportunity of seeing themselves and some of their fellow student teachers in action, via video. The foundations of microteaching, i.e., focused, critical and collaborative discussion of teaching methods/skills and pupil learning provide a valuable learning experience for student teachers which will support the development of their teaching skills as well as of their PGDE learning goals. It is also hoped that the collaborative experience of Microteaching will support students in developing critical and supportive friendships with fellow student teachers.

## **Teaching Practice: Policy and Practice**

Students spend 17 weeks teaching in their host schools (see academic calendar). During these weeks, the student teacher endeavours to become fully integrated into the school community.

- (a) Teaching Practice (TP) will be carried out in accordance with the Regulations of the University and of the Teaching Council, in a recognised second-level school. Please consult [www.nuigalway.ie/education](http://www.nuigalway.ie/education) for a list of approved schools.
- (b) Ideally, teaching practice classes are to be conducted in subject(s) in which the student teacher will be registered by the Teaching Council.
- (c) The Teaching Council requirement is 100 clock hours of TP. NUI Galway is requiring an extra 10 hours to be built into the TP timetable for each student teacher to allow for the erosion of hours which frequently arises due to circumstances outside the control of the student teacher. **It is the responsibility of each student to arrange his/her teaching practice in accordance with these regulations. If student teachers experience difficulties arranging TP hours, please contact the Teaching Practice Director.**
- (d) The minimum class size acceptable is **12 students**. Please ensure that each of your TP classes has at least 12 students, and contact the Teaching Practice Director if you have any difficulty in this regard.
- (e) While you will benefit greatly from assisting teachers with class groups such as *Special Educational Needs, or Leaving Certificate Examination Year*, you may not be given full responsibility for a regularly scheduled class with such groups.
- (f) Generally, it is not expected that you will be assigned to any student group in their final exam year – including Junior Certificate examination year students. If you are assigned such classes, be advised that our approval of your TP timetable is subject to the Cooperating Teacher working closely with both you and your TP tutor.

- (g) Any **foreseen** absence from class must be notified, in writing (email), to the school authorities, to the School of Education, NUI Galway, and to your TP tutor/practice educator. In the event of an **unforeseen absence** on your part, notification must be telephoned to the school, to your TP tutor/practice educator and to the School of Education (Direct Line: (091) 492195) as soon as possible.
- (h) Student teachers will prepare for their classes (with lesson and/or unit plans), in accordance with School of Education guidelines. Student teachers will retain softcopies of all lesson and unit plans in their Teaching Practice Folder (softcopy) and make same available to their TP tutor/practice educator/principal on request.
- (i) Students may be timetabled for classes at any time during the school day and the student teacher is expected to become fully immersed in the life of the school community and to be in attendance in the school for the full school day. This full and total presence in the school includes being available to management throughout the school day, in addition to scheduled TP hours.
- (j) Student teachers are required to send a softcopy of their teaching timetable (with a scanned photograph) via email to the PGDE administrator **on or before Monday 26 September 2011** (template available on Blackboard). Changes to teaching timetables need to be communicated to the School of Education, NUIG as well as to TP tutors/practice educators as soon as possible.

## **The Teaching Practice File**

### **Introduction**

As a student of the **Professional Diploma in Education**, you are required to develop and maintain a Teaching Practice File (softcopy). The File is a valuable repository in which you can keep a range of documents, records and resources in relation to your teaching practice which you will generate/gather over the course of the year. *The File is designed primarily for your benefit as a support to effective planning and to instil habits of good record-keeping.* You will make your file or parts thereof available to your TP tutor/practice educator/co-operating teacher/school principal on request (usually burnt on a CD).

***It is important that you note that your TP File will be assessed and will constitute part of your final Teaching Practice grade.***

While you will keep most of the required documents as softcopies, **you are required to bring hardcopies of ALL your lesson plans needed for teaching on any particular day into the classroom.** Furthermore, there will be some documents that you will collect (only) as hardcopies in a small hardcopy TP folder, e.g. copies of samples of students' homework, tests and your written feedback to students, seating plans, etc.

**Please make sure that ALL required documents can be located easily (either in the softcopy or smaller hardcopy folder) by your TP tutor/practice educator/co-operating teacher/school principal for the purpose of review and/or assessment.**

You must begin compiling your File on the commencement of the Teaching Practice placement and you will continue to update it throughout the PDE programme year.

## File Sections

You will divide your File into four main sections, namely:

1. Administration & Management
2. Plans, Preparation & Resources
3. Critical analysis, reflection and inquiry-based practice
4. Further Participation

### 1. Administration & Management

Items that should be included in this section include:

- The mission statement, discipline policy/code and other relevant policy documents of your Teaching Practice school
- The school year calendar
- Your teaching timetable (class day, time & duration, class name, subject, room number etc.)
- A list of the names of the students in each of your classes
- A seating plan for each of your classes
- A record or note about each of the students in each of your classes, *where such information is available to you*, on such topics as their previous level of achievement in the relevant subject, their particular talents and strengths, as well as any learning difficulties or special educational needs, any medical conditions, and other relevant information (e.g. about their background – is the student an immigrant, for example? Is there information available on his/her level of competency in the English language?)
- A record of the *results* of assessment and tests you use with your classes
- Any other relevant documents pertaining to your school or classes

### 2. Plans, Preparation & Resources

This section must contain the following:

- A copy of the Teaching Council's *Code of Professional Conduct for Teachers* (available at <http://www.teachingcouncil.ie/publications/default.asp?NCID=275>)
- A statement of the **broad aims of the programme(s) to which you are contributing** (e.g. the Junior Cycle, the Senior Cycle, the Transition Year Programme etc.). You will find information to assist you on the website of the *National Council for Curriculum & Assessment* (<http://www.ncca.ie>) as well as in your *Curriculum & Assessment* course
- A copy of the official **syllabus** in each subject you are teaching (at the relevant level – i.e. Junior or Leaving Certificate) along with the relevant accompanying Teaching Guide which is available for each subject at

<http://www.education.ie/home/home.jsp?pcategory=17216&ecategory=17233&language=EN>

- An outline **work-plan** (or ‘scheme of work’) for the school-year for each of your classes<sup>1</sup>. In this plan you outline what you intend to do in each of your classes during the period of your teaching practice
- A **lesson plan** for each lesson that you teach throughout the year, based on the School of Education guidelines
- Details (and copies, where applicable) of any **assessments** you have undertaken with your classes
- **Resources** used during each lesson, including handouts, acetates (for use on the OHP), charts, PowerPoint presentations, pictures, diagrams, audio- and video-tapes and so on. Where materials you have prepared and used are too large or are inappropriate for inclusion in your File, store them carefully, and ensure that you make a note of their use on your lesson plan. Before your File is assessed by your TP tutor towards the end of the year, you should compile a **list of all resources used** throughout your Teaching Practice and place this list at the beginning of Section 2.

### 3. Critical analysis, reflection and enquiry-based practice

During teaching practice, students engage in critical analysis, reflection and enquiry-based practice to increase their understanding of the complexities of teaching and learning and to think about their own individual development as teachers. Critically analysing and reflecting on specific lessons as well as on themes connected to students’ learning and teaching can improve student teachers’ practice. Students will engage in reflective and enquiry-based practice individually as well as in collaboration with their peers. Reflective activities during teaching practice will include:

- **Post-lesson evaluations and weekly reflections**
- **Reports and reflections on peer observation and feedback sessions**
- **Reports and reflections on an inquiry-based teaching project**

Detailed frameworks for the different reflective and enquiry-based activities will be available to student teachers through Blackboard.

### 4. Further Participation

Many student teachers actively seek, and avail of, opportunities to contribute to the life and work of the school and local community beyond the narrow domain of scheduled classroom teaching. **You are strongly encouraged to participate in the wider activities of your Teaching Practice school.** Such activities may include, for example, getting involved in and/or assisting with a school play, a school outing or tour<sup>2</sup>, debating societies, school sports teams, playground/yard or study supervision, parent-teacher meetings, community liaison, staff meetings, and substituting for a teacher who is absent, etc. Student teachers should keep a brief record (activity, date, time, etc.) of all further participation activities and bring it to the attention of his/her TP tutor.

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<sup>1</sup> It is recognised that in *small minority* of cases, student teachers may not be in a position, as a result of their arrangement with their co-operating teacher/Teaching Practice School, to draw up a work-plan for the *school-year*. If this is the case for you, ensure that you bring it to the attention of your TP tutor and *draw up a plan for as large a block of time as possible*.

<sup>2</sup> Please ensure that you are covered by school insurance in such an instance.

# Teaching Practice Assessment: Criteria & Grade Descriptors

## Criteria

### *Preamble*

There are many factors which may influence the student teacher's performance during their teaching practice. In awarding a provisional grade, **the classroom and school context** of the student teacher will be considered. The consistency and quality of the student teacher's performance, as defined by the PDE Grade Descriptors, will determine the final grade awarded.

### *Six criteria are taken into account for assessment:*

1. Planning and preparation of teaching, learning and assessment
2. Demonstration of subject knowledge and selection of teaching aids
3. Management of teaching and learning environment
4. Teaching, learning and assessment strategies
5. Critical thinking, problem-solving and reflection skills
6. Professionalism

Elements of each criterion are delineated below:

#### **1. Planning and preparation of teaching, learning and assessment**

- Teaching Practice File – structure, presentation, record-keeping, completeness
- Scheme of work (syllabus-based unit and year plan)
- Cohesive lesson plans with regard to aims, learning outcomes, methodologies and assessment strategies
- Planning for a wide range of appropriate learning aims and outcomes
- Relevant links to students' prior learning and experiences
- Planning for differing levels of students' prior learning and general 'ability'
- Balance between teacher activities and pupil activities
- Appropriate and varied resources
- Appropriate assessment strategies both *for* and *of* learning (formative and summative)

#### **2. Demonstration of subject knowledge and selection of teaching aids**

- Depth and breadth of subject knowledge and understanding of topics
- Structuring of knowledge to make it accessible for learners
- Pitch and appropriateness of material
- Relating content to the real world experience and needs of learners
- Awareness and appropriate use of cross-curricular links.
- Awareness of the importance of literacy and numeracy development within their subject area
- Appropriate use of subject-specific terminology
- Competence in the use of appropriate subject related teaching aids
- Where appropriate/feasible, effective use of ICT to enhance learning and teaching

- Selection of text(s)/other relevant materials, sensitive to student diversity in the classroom

### **3. Management of teaching and learning environment**

- Use of strategies that promote and maintain positive behaviour within the classroom in accordance with school policy
- Safe, interactive and challenging learning environment
- Respect for the dignity of all pupils
- Motivational strategies and personal enthusiasm
- A positive, caring relationship with pupils
- Effective communication and interpersonal skills (verbal and non-verbal)
- Effective execution of lesson plan (pacing, direction, adaptability)
- High expectations of self and pupils

### **4. Teaching, learning and assessment strategies**

- Appropriate range of learning, teaching and assessment strategies (formative and summative) in relation to a wide range of appropriate learning aims and outcomes
- Skill in explanation, demonstration and instruction
- Skill in questioning (lower and higher order, probing and re-direction)
- Linkages and transitions between parts of lessons
- Consolidation and recapitulation of learning throughout the lesson
- Progressive assessment and monitoring of learning throughout the lesson
- Use of feedback (verbal and written)
- Flexibility and responsiveness to arising learning opportunities
- Effective closing of lessons
- Linkages for continuity and progression between lessons
- Informed and appropriate responsiveness to literacy and numeracy issues
- Learner involvement, engagement and active participation
- Support differentiated learning
- Forge cross-curricular links
- Promotion and development of deeper learning and thinking skills

### **5. Critical thinking, problem-solving and reflection skills**

- Evidence of openness to exploring meaningful analyses of teaching performance and professional development
- Awareness of and reflection upon learning atmosphere, interactions and pupil learning
- Ability to think critically and to identify, analyse, and solve problems as an individual and as a member of a team
- Ability to select and analyse strategies to improve teaching performance and to enhance pupil learning
- Evidence of critical analysis of school's and pupil's context and their impact on teaching and learning in the classroom
- Linking own developing practice and teaching context to critical perspectives and theories in education

## 6. Professional Conduct and Practice

- Evidence of understanding and appropriate application of the core values which are set out in the *Code of Professional Conduct for Teachers*
- Evidence of practice within the statutory framework pertaining to education, including child protection guidelines
- Evidence of respect for pupils and all members of the school community
- Evidence of co-operation, collegiality, reliability and responsibility
- Attendance and punctuality
- Appropriate dress and appearance

Grade	A+	A	B+	B	C+	C	D	E
Mark/%	77	73	67	63	57	53	45	<40
Descriptor	Supreme	Excellent	Advanced	Very Good	Good	Adequate	Barely Adequate	Fail

## Grade Descriptors

### Criteria

#### 1. *Planning and preparation of teaching, learning and assessment*

Grade/%	Descriptor
	<b>The student</b>
<b>A+/77</b>	has demonstrated supreme planning and preparation skills
<b>A/73</b>	has demonstrated excellent planning and preparation skills
<b>B+/67</b>	has demonstrated advanced planning and preparation skills
<b>B/63</b>	Has demonstrated very good planning and preparation
<b>C+/57</b>	has demonstrated good planning and preparation skills, (some inconsistencies)
<b>C/53</b>	has demonstrated adequate planning and preparation skills
<b>D</b>	has demonstrated barely adequate planning and preparation skills (with significant inconsistencies)
<b>E</b>	has demonstrated inadequate planning and preparation skills

#### 2. *Demonstration of subject knowledge and selection of teaching aids*

Grade/%	Descriptor
	<b>The student</b>
<b>A+/77</b>	has shown expertise of subject area and its application to learners' experience and the real world
<b>A/73</b>	has shown mastery of subject area and its application to learners' experience and the real world
<b>B+/67</b>	has shown advanced knowledge of subject area and its application to learners' experience and the real world

<b>B/63</b>	has shown very good knowledge of subject area and its application to learners' experience and the real world
<b>C+/57</b>	has shown good knowledge of subject area and its application to learners' experience and the real world
<b>C/53</b>	has shown adequate knowledge of subject area and its application to learners' experience and the real world.
<b>D</b>	has shown barely adequate knowledge of subject area and its application to learners' experience and the real world, with lack of clarity and depth
<b>E</b>	has shown insufficient knowledge of subject area and its application to learners' experience and the real world

### 3. Management of teaching and learning environment

<b>Grade/%</b>	<b>Descriptor</b>
	<b>The student</b>
<b>A+/77</b>	has created an outstandingly supportive and motivational teaching and learning environment, and demonstrated superb communication skills
<b>A/73</b>	has created an exceptionally supportive and motivational teaching and learning environment, and demonstrated excellent communication skills
<b>B+/67</b>	has created an impressively supportive and motivational teaching and learning environment, and demonstrated a very good level of communication skills
<b>B/63</b>	has created a very supportive and motivational teaching and learning environment, and demonstrated a good level of communication skills
<b>C+/57</b>	has created a supportive and motivational teaching and learning environment, and demonstrated a competent level of communication skills
<b>C/53</b>	has created a generally supportive and motivational teaching and learning environment, and demonstrated reasonable communication skills
<b>D</b>	has created a teaching and learning environment that is just functional and has demonstrated fair to adequate communication skills
<b>E</b>	has failed to create an adequately supportive and motivational teaching and learning environment, and demonstrated poor communication skills

### 4. Teaching, Learning and Assessment strategies

<b>Grade/%</b>	<b>Descriptor</b>
	<b>The student</b>
<b>A+/77</b>	has been outstanding in the design, selection and use of teaching, learning and assessment strategies
<b>A/73</b>	has been exceptional in the design, selection and use of teaching, learning and assessment strategies
<b>B+/67</b>	has been impressive in the design, selection and use of teaching, learning and assessment strategies
<b>B/63</b>	has been very competent in the design, selection and use of teaching, learning and assessment strategies
<b>C+/57</b>	has been competent in the design, selection and use of teaching, learning and assessment strategies
<b>C/53</b>	has been barely competent in the design, selection and use of teaching, learning and assessment strategies
<b>D</b>	has shown some basic skills in the design, selection and use of teaching, learning and assessment strategies
<b>E</b>	has been demonstrably poor in the design, selection and use of teaching, learning and assessment strategies

**5. Critical thinking, problem-solving and reflection skills**

<b>Grade/%</b>	<b>Descriptor</b>
	<b>The student</b>
<b>A+/77</b>	has exhibited supreme critical thinking, problem-solving and reflection skills and has demonstrated critical and deep awareness of continual development within his/her own professional practice
<b>A/73</b>	has exhibited excellent critical thinking, problem-solving and reflection skills and has demonstrated very deep awareness of continual development within his/her own professional practice
<b>B+/67</b>	has exhibited advanced critical thinking, problem-solving and reflection skills and has demonstrated very deep awareness of continual development within his/her own professional practice
<b>B/63</b>	has exhibited very good critical thinking, problem-solving and reflection skills and has demonstrated deep awareness of continual development within his/her own professional practice
<b>C+/57</b>	has exhibited good critical thinking, problem-solving and reflection skills and has demonstrated sometimes deep awareness of continual development within his/her own professional practice
<b>C/53</b>	has exhibited adequate critical thinking, problem-solving and reflection skills and has demonstrated awareness of continual development within his/her own professional practice
<b>D</b>	has exhibited few critical thinking, problem-solving and reflection skills and has demonstrated only slight awareness of continual development within his/her own professional practice
<b>E</b>	has exhibited scant critical thinking, problem-solving and reflection skills and has demonstrated little or no awareness of continual development within his/her own professional practice

**6. Professionalism**

<b>Grade/%</b>	<b>Descriptor</b>
	<b>The student</b>
<b>A+/77</b>	has demonstrated an outstanding approach to professionalism
<b>A/73</b>	has demonstrated an exceptional approach to professionalism
<b>B+/67</b>	has demonstrated an impressive approach to professionalism
<b>B/63</b>	has demonstrated a strong approach to professionalism
<b>C+/57</b>	has demonstrated good approach to professionalism
<b>C/53</b>	has demonstrated an adequate approach to professionalism
<b>D</b>	has demonstrated a barely adequate approach to professionalism
<b>E</b>	has demonstrated a poor approach to professionalism

## 6. Procedures & Regulations

### Communication

#### **Blackboard Virtual Learning Environment (VLE)**

Blackboard™ (Bb) is a suite of Internet software tools and databases that NUI Galway uses to enhance teaching and learning. Blackboard can be accessed at: <http://Blackboard.nuigalway.ie>.

Managed by the University's Centre for Excellence in Learning and Teaching (CELT), the Blackboard VLE provides functionalities such as the Turnitin plagiarism detection software, social networking tools, and it also facilitates lecturers in posting teaching materials so they can be accessed by students, both on campus and remotely.

Bb is also a principal medium for communicating important announcements and updates to the PDE class. Students are therefore advised to check the Blackboard system daily and regularly. It is also used for submission of particular PDE assessment materials, posting of feedback and provisional grades and assessment archiving purposes. Students will be instructed on how to login to, and use Blackboard during their first Educational Technology session.

#### **PDE 11-12 Student Email**

Students in the PDE are required to use the NUI Galway email address that is assigned to them on registration. Students are required to use this email address for all communication with lecturers and staff of the PDE. The Blackboard system also incorporates a facility for emailing registered users. This function is used in conjunction with the Announcements section of Bb module to update PDE students of important notices. Therefore it is imperative that PDE students use their assigned NUI Galway email account and address to ensure they do not miss important course updates and announcements.

## Academic Honesty and Plagiarism

### What is plagiarism and how is it defined in the University?

Plagiarism is defined by the Academic Council of the University as follows:

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here [*NUI Galway Code of Practice for Dealing with Plagiarism*<sup>3</sup>] and with reference to the Disciplinary Code.
2. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.
3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon. (See *NUI Galway Code of Practice for Dealing with Plagiarism*)

### School of Education Guidelines

- Read, understand and familiarise yourself thoroughly with the University's Code of Practice for Dealing with Plagiarism (available online at: <http://www.nuigalway.ie/codeofconduct/#7>, and enclosed herein, PDE Handbook 2010-2011);
- Ensure you read, complete, sign, and submit the School of Education's Student Declaration on Plagiarism, before the deadline of Friday, 1<sup>st</sup> October 2010;
- Ensure that you explicitly and properly acknowledge all source materials in all your submissions for assessment purposes in the PDE 11-12;
- Consult the NUI Galway James Hardiman Library website for standard referencing and citation conventions and examples: [http://www.library.nuigalway.ie/librarians/nursing/Citing\\_References.html](http://www.library.nuigalway.ie/librarians/nursing/Citing_References.html), and the comprehensive referencing guidebook/manual, which is available on the PDE 11-12 space on the Blackboard VLE.

Should you have any queries concerning referencing, academic honesty and intellectual property of educational materials you can contact Dr. Tony Hall, School of Education Plagiarism Adviser: [tony.hall@nuigalway.ie](mailto:tony.hall@nuigalway.ie), 091-492153.

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<sup>3</sup> National University of Ireland, Galway (2004) *Code of Practice for Dealing with Plagiarism*. Available at: <http://www.nuigalway.ie/plagiarism/>, [Online]. (Date accessed: 20<sup>th</sup> August 2010).

# **NUI Galway Code of Practice for Dealing with Plagiarism<sup>4</sup>**

## **(AC/A42/XIII)**

### **Introduction**

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code.
2. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.
3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon.
4. Regulations, guidelines and procedures regarding plagiarism should be made widely available and a statement included in course handbooks, websites, departmental noticeboards or appropriate handouts to students. Plagiarism can arise through ignorance and therefore it is important to ensure that students understand what is meant by the term and the seriousness of the offence.
5. Departments are recommended to consider requiring students to sign a short declaration that work submitted by them for assessment purposes is their own and that such a statement may be attached to a submitted piece of coursework, essay or dissertation (or signed at the start of each course/ academic year, acknowledging that the student has read and understood the plagiarism regulations). The purpose of this statement is to reinforce the principle of statement (2) above and to remind students of the requirements for the submission of a formally marked assessment.
6. Cases in which students knowingly permit others to copy their work shall also be subject to the procedures outlined here and considered an offence.

### **Procedures**

7. A small number of staff should be identified in each faculty who would have responsibility for dealing with suspected and reported cases of plagiarism<sup>1</sup>.
8. These staff should be trained on the basic issues, be made aware of current best practice guidelines, techniques for minimising, detecting and responding to plagiarism, and current national and international developments across the HE sector.

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<sup>4</sup> National University of Ireland, Galway (2004) *Code of Practice for Dealing with Plagiarism*. Available at: <http://www.nuigalway.ie/plagiarism/>, [Online]. (Date accessed: 20<sup>th</sup> August 2010).

9. A member of teaching staff who suspects that a submitted piece of student work may be plagiarised should notify the appropriate plagiarism adviser in their faculty/cognate area. A short report including a copy of the suspected example and any evidence for plagiarism should be forwarded to the adviser.

10. The plagiarism adviser shall conduct an investigation of the alleged plagiarism, firstly determining whether it represents a “minor” or “major” offence.

11. Minor cases are those in which the suspected plagiarism is a first offence and represents poor academic practice. Such cases include:

- apparently innocent misuse of materials;
- inadequate citation such as poor referencing, inappropriate paraphrasing;
- over-reliance on sources without sufficient of the candidate’s own work;
- those in which the suspected plagiarism represents only a small proportion of the work and/or an element in a piece of work which makes a small contribution to the mark for the module

12. The adviser will, in such cases, normally interview the candidate to discuss the suspected plagiarism.

13. If the adviser is satisfied that there is sufficient evidence of such an offence, the student will be given a written warning and provided with advice on avoiding plagiarism and the necessity of properly acknowledging and referencing sources.

14. Major cases are those which may include, for example:

- copying multiple paragraphs in full without acknowledgement of the source;
- taking essays from the Internet without revealing the source;
- copying all or much of the work of a fellow student with, or without, his/her knowledge or consent;
- submitting the same piece of work for assessment under multiple modules;
- those involving a final year undergraduate or postgraduate student (taught or research);
- a second offence where the student has been in receipt of an earlier written warning.

15. In consideration of possible major cases, the student will be notified, in writing, of the suspected offence, provided with a copy of the marked-up piece of work and invited to attend an interview with the plagiarism adviser and an additional member of staff<sup>2</sup>.

16. The student will have the right to be accompanied and assisted, at the interview, by a “friend.”<sup>3</sup>

17. At the interview, the student will be given a clear explanation of what has been alleged, shown a copy of his/her work, given the opportunity to justify the work and be invited to admit or deny responsibility.

18. In such major cases, where the adviser is satisfied that an offence has occurred, the adviser is required to determine between three possible courses of action, depending on the apparent severity of the offence:

- (a) an opportunity to repeat and resubmit the work, but where the maximum mark that can be awarded is the pass mark appropriate to the module;
- (b) the immediate imposition of an academic penalty, which would normally be the award of zero marks to the plagiarised work, with no option to resubmit the work;
- (c) the submission of the case for consideration by the university's Discipline Committee. In this case the offence will be considered as a "Major" offence in the terms of the University's Code and, if after due process the allegation is upheld, an appropriate penalty will be applied, as described in articles 39 and 40 of the Code.

19. In all cases, the student will be notified in writing of the decision of the adviser and any penalty imposed.

20. In keeping with the University's Code, the student shall be entitled to appeal a decision made with regard to a minor case to the Discipline Committee.

21. An appropriate record should be kept<sup>4</sup> in respect of any upheld allegation, which can be consulted by the plagiarism adviser to determine whether a new case is potentially a second, or subsequent, offence.

22. Basic statistical information covering the number of cases referred to advisers, the number of written warnings and other penalties applied and their distribution across Departments and Colleges, should be collated by the University to inform subsequent modifications to these regulations and ascertain the requirement for wider training and information dissemination on this topic.

<sup>1</sup> This is in keeping with best practice recommendations from the UK's JISC Plagiarism Advisory Service and also reflects practice in a number of institutions. Whilst it may seem like an additional burden in terms of administration, it offers a number of advantages of either leaving the responsibility to the lecturer involved or indeed, the Head of Department. In some universities each department identifies one such staff member, in others; a single staff member may span a number of subjects within a broad "cognate area." Further, having a small number of such staff clearly identified, across the university, who can readily be trained in such issues, ensures consistency of practice. It also enables "fast-tracking" of "minor" or admitted offences and responds to the outcome of *Flanagan vs. University College*

<sup>2</sup> For example, the Head of Department, a senior staff member in the department, or another plagiarism adviser.

<sup>3</sup> As used in the University's Code. This may, for example, be a parent or guardian; a fellow student or other friend; a representative from the Students' Union; or a legal representative, if so desired.

<sup>4</sup> By the appropriate University office

Dublin (1988, <http://www.ucc.ie/law/irlit/cases/159jr-88.htm>), as do the remainder of these guidel

**Declaration Form - downloadable from Blackboard**

**Form to be signed by all students at commencement of the PDE programme.**

**School of Education, NUI Galway**

**Professional Diploma in Education (PDE) 2011-12**

**Student Declaration on Plagiarism<sup>5</sup>**

This form is to be completed and signed by each student in the Professional Diploma in Education 2011-12, and returned to the School of Education Administration Offices no later than **Friday 1<sup>st</sup> October 2010**

Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

I declare that:

- I have read the School of Education guidelines on plagiarism.
- I have read the NUI Galway Code of Practice for Dealing with Plagiarism.
- I understand what plagiarism is.
- I understand the procedures and the penalties for plagiarism in the School of Education, NUI Galway.
- All work submitted by me for the purposes of assessment in the Professional Diploma in Education 2010-2011 is my own work, except where I explicitly acknowledge otherwise through proper referencing of source materials.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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<sup>5</sup> Adapted from the College of Engineering and Informatics. (2006) *Student Statement on Plagiarism*. Available at: <http://Blackboard.nuigalway.ie/@0fac9330e7b1e29610d24da90ed22881/courses/1/AH.CELT.PLAGIARISM/content/2532631/StudentDeclarationv21.pdf>. [Online]. (Date accessed: 21<sup>st</sup> July 2008).

## 7. Facilities & Resources

### *Educational Technology Centre*

#### *Episteme, techne, phronesis*

The facilities and resources of the School of Education (SoE) reflect the increasing importance of learning technologies within teacher education. Located in Block D, the Educational Technology Centre includes 3 computer suites as well as a Resource Library and Microteaching facilities.



### **The Resource Library**

The Resource Library (room D201, Block D) contains a valuable collection of teaching materials. Although second-level textbooks form the basis of this library (including SoE and Department of Education and Skills literature), it also contains a significant collection of educational material and resources in digital format.

The Resource Library provides a service for students on all SoE programmes (approx. 400), in line with NUI Galway's student centred policy. It is a space for reading, reflection, research, quiet study and group work. As with all rooms in Block D, the Resource Library is equipped with NUIG wifi for mobile computing.

The room is also equipped with the following, an interactive projector running Promethean software, Promethean ActivClassroom wireless slates, Windows and Apple Macintosh computers, Apple iPad2s and also regular whiteboards for use in group work and collaborative tasks etc.

Students are required to fill out a 'Resource Library Registration Form' (available in the Resource Library) if they wish to borrow any of the teaching materials. Please complete this form at your earliest convenience.

### **Computer Suites**

- Education Lower, D101, Block D - an open access suite (accommodating students from other Disciplines/Units/courses as well as students of the SoE). 30 Dell PC's connected to B&W and Colour printer/copier/scanners
- Education Upper, D301, Block D – exclusively for use by students and staff of the SoE; 19 Dell PC's connected to B&W and Colour printer/copier/scanners.
- Apple Macintosh computer suite – Apple iPedagogy Learning Environment (AiPLE) part of Apple's Ireland & UK Regional Training Centre network (first of its kind in an Irish University). Consists of 20 Apple iMac computers which are also connected to the B&W and Colour printer/copier/scanners. These Apple Macintosh computers have their own dedicated Apple OS X Server to which students can save their work.

**Interactive Whiteboards** The SoE has recently installed the latest gesture based Promethean interactive whiteboards (IWB). Use link below for further information:

<http://www.prometheanworld.com/server.php?show=nav.21892>

### **Educational Technology Centre: Online Profile**

In addition to physical resources, the Educational Technology Centre also hosts a social learning environment which encompasses a number of platforms:

- Twitter: follow us for the latest news, information updates and useful resources in second-level classroom teaching and technology [www.twitter.com/edtechne](http://www.twitter.com/edtechne)
- Blogs: Our blogs (3 in number) highlight new technologies in teaching and learning:
- <http://edtechcentre.wordpress.com/> The focus of this blog is technology-enhanced learning within the context of second-level education in Ireland and is based in the Educational Technology Centre, School of Education, NUI Galway.
- <http://teicneochaint.wordpress.com/> Tá an suíomh seo faoi chúram Ionad Theicneolaíocht an Oideachais atá lonnaithe i Scoil an Oideachais, Ollscoil na hÉireann, Gaillimh.
- <http://aiple.wordpress.com/> The Apple iPedagogy Learning Environment Centre (AiPLE) here in NUI Galway is the first university-based Apple Regional Training Centre in Ireland, promoting excellence in educational technology and pedagogical research, and the creative application of ICT in teaching for Pre-Service, Post Primary Teachers. This blog reflects on how Apple technologies are used (or can be used) in a second-level teaching context.

We welcome comments and/or additional information on all topics covered in our blogs.

- Blackboard: we moderate the educational technology forums on the SoE's virtual learning environment (VLE) -
  - 'Askabouttechnology' is a forum for *your* technology-related queries. Designed to operate in a collaborative way, it draws on the widest possible range of technical knowledge and expertise. In the process we aim to build up a repository of technical knowledge in a context of teaching & learning and welcome all contributions within the parameters of the forum.
  - 'TeicneoChaint' is an Irish language forum which facilitates discussion of educational technology within the DIO, although it's not confined to any one course. Is fóram comhrá é an spás seo i dtaobh chúrsaí teicneolaíochta. Má tá ceist le cur nó eolas le roinnt, seo chugaibh an spás. Tá fáilte roimh chuile phóstáil sa réimse seo.

(Information gathered here that may be of use in the wider teaching community, will also be posted up on our blogs and on Twitter).

### **Other**

- Delicious - [http://delicious.com/NUIG\\_Ed\\_Tech](http://delicious.com/NUIG_Ed_Tech)  
Please click on link to access useful resources related to teaching and education. This is constantly updated.
- YouTube, AiPLE Channel - <http://www.youtube.com/user/NUIGRTC>

- BEAM Channel on Eurocreator - <http://www.eurocreator.com/channels/BEAM>
- The following URL has links to all the above mentioned sites on one page:  
[http://www.nuigalway.ie/education/Ed\\_Tech\\_Centre/online\\_profile.html](http://www.nuigalway.ie/education/Ed_Tech_Centre/online_profile.html) )

### **TechnoBytes**

Organised around one-to-one informal training as well as small group sessions - this add-on training in teaching technologies is available to students on request. Themes covered typically include a basic introduction to Apple computer technologies, interactive whiteboard technology (IWB), digital photography and online search methods.

### **Microteaching**

Our Microteaching facility is fully equipped to reflect professional standards. Based on the Stanford University model, it is used primarily to film and provide feedback to students in a real-life teaching situation as part of their preparation for teaching practice. The process is a practical, hands-on, interactive one, and we envisage that most students will have an opportunity to engage with pupils from local post-primary schools in an authentic learning environment.

Contact Details:

[jim.lenaghan@nuigalway.ie](mailto:jim.lenaghan@nuigalway.ie)  
[dolores.stewart@nuigalway.ie](mailto:dolores.stewart@nuigalway.ie)  
[edtechcentre@gmail.com](mailto:edtechcentre@gmail.com)

### **Health & Safety information for the Education Building (Block D):**

- Fire extinguishers in all circulation areas & in all rooms
- First Aid kits in hallway & on both landings
- Emergency exits from all rooms to fire escape stairwells
- Emergency lighting in all rooms, central stairwell & fire escape stairwells
- Telephones in D101, D301 & on first floor landing - Internal calls only
- NUIG Security int. tel. 2198 or 3333, direct line (091) 492198 or 493333
- Health Unit int. tel. 2604, direct line 091-492604. Mon-Fri 9.15am – 4pm
- UCHG tel. 091-580580
- Above tel. no.'s also displayed on green 'Safety Contacts' notice on each floor/landing
- Nearest Automated External Defibrillator (AED) is located in the Student's Union bar, Archway into the Quadrangle & James Hardiman Library

## The James Hardiman Library

Library services and resources are available to all students in The James Hardiman library.

Please contact the Arts Faculty Librarians, **Kathleen Burke** (Tel. 492544) and **Niamh Walsh** (Tel. 492095), if you have particular training or research needs.

[kathleen.burke@nuigalway.ie](mailto:kathleen.burke@nuigalway.ie)

[niamh.walsh@nuigalway.ie](mailto:niamh.walsh@nuigalway.ie).

Below are listed some of the most commonly used Library Resources and Services, for a complete listing go to the Library website <http://www.library.nuigalwy.ie>

### *Books*

Use the Library **OPAC** (Online Public Access Catalogue) to locate books and other material in the Library. The number of copies of a particular title may be limited. Therefore, those titles which are fundamental to a particular subject and likely to be heavily used can be purchased in the University Bookshop. The idea of co-operative purchasing should be considered so as to lighten the financial load on individuals. Titles which are in high demand are normally placed on Desk Reserve at the request of the lecturer; such titles may be borrowed for a 3-hour or 24-hour period.

### *Databases*

There are a number of electronic databases available which allow you to search by keyword to find journal articles, theses, reports, newspaper articles, and other publications on specific subjects. If you are searching for specific items you can search by author, title, or by journal title. Some databases contain full text but most will give the reference and an abstract. **ERIC** is a database which is very specific to Education and contains more than 1 million abstracts of documents and journal articles on education research and practice. Other relevant databases for education include **Web of Knowledge**, **Science Direct**, and **PsycInfo**.

### *Off-Campus access*

Note that all library databases and other resources may be accessed from home using the off-campus access service. You need to register, configure your internet browser, and then enter the appropriate username and password.

### *Journals*

The Library subscribes to a comprehensive and ever expanding range of journal titles both in print and electronic format. To find a specific journal title search the Library **OPAC** using either title keywords or full title, using the 'Journal Title' option. You can also find electronic titles only by using the '**Find E-Journal**' link on the OPAC navigation toolbar.

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<sup>i</sup> During the first 2 weeks of School Experience, the School of Education recommends that PDE students are inducted into their placement schools and introduced to the practice of teaching. Students will have an opportunity to familiarise themselves with their schools and school policies, to observe experienced teachers in their classrooms. It is recommended that teaching responsibilities for student teachers are gradually increased over these 2 weeks.