H7ILDEC: Inquiry Learning – Design and Evaluation of Curriculum in ECEC

Module Code:	H7ILDEC
Long Title	Inquiry Learning – Design and Evaluation of Curriculum in ECEC APPROVED
Title	Inquiry Learning – Design and Evaluation of Curriculum in ECEC
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	15
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Design curricula appropriate for babies, toddlers and young children that engage and stimulate their curiosity.
LO2	Critically evaluate the appropriateness of learning, development and assessment strategies in early childhood education and care settings.
LO3	Collaborate with others to explore potential solutions to curricular challenges.
LO4	Apply tools such as inquiry cycles to structure curriculum development and the development of curricular knowledge.

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed

Entry requirements	

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Module Content & Assessment

Indicative Content

Inquiry Learning
Introduction to the theoretical underpinnings of inquiry learning and early childhood education and care. Curriculum design theorists including Socrates, Passmore, Dewey, Vygotsky, Piaget, Freire, Malaguzzi, and Fortunati will be explored.

Practitioner Inquiry
What is teacher inquiry? What types of relationships exist with teacher inquiry in the early learning/development environments? The difference between teacher inquiry and reflection.

Curiosity
What is curiosity and wonder? The role of curiosity in inquiry learning and its application in designing curricula for Early childhood. How to ignite curiosity. How to nurture curiosity and develop the disposition in early childhood settings/environments.

Investigating
How to ask, understand and interpret questions. How to design curricula in early childhood based on available data and information. How to understand the outcomes of investigations? The role, value, strengths and challenges of collaboration to inquiry and design.

Creating
The methods and value of prototyping responses to inquiry. Ethics in the inquiry process. The value of collaboration to aid creativity in inquiry in the context of designing curricula. The interpretation and implementation of feedback from others.

Communication and Reflection
The process of communicating outcomes of inquiry. Methods for sharing of your inquiry with the public, and applications to design.

Tools and techniques
Models of inquiry for addressing educational issues. Cycles to promote critical thinking. Cycles to enhance innovation. Tools for self and others' engagement in inquiry learning.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Assignment	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		

Assessment Description:
Curriculum Design and Evaluation Plan.

Assessment Type:	Assignment	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		

Assessment Description:
Curriculum Design and Evaluation Report.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload				

Module Target Workload Hours 0 Hours				

Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Lecture	36	Per Semester	3.00
Lecturer Supervised Learning	Mentoring	24	Per Semester	2.00
Independent Learning	Independent Learning	215	Per Semester	17.92
Workbased learning	Workbased learning	100	Per Semester	8.33
			Total Weekly Contact Hours	13.33

Module Resources

Recommended Book Resources

Anning, A., Cullen, J. & Fleer, M. (Eds.). (2009), Early childhood education: Society and, 2nd. Sage Publications Ltd, London, p.248, [ISBN: 9781847874528].

Margaret Carr. (2001), Assessment in Early Childhood Settings, SAGE, p.202, [ISBN: 9780761967941].

Curtis, A. (2014), A curriculum for the pre-school child: Learning to Learn, 2nd ed. Routlege, London.

Amanda Ince,Eleanor Kitto. A Practical Guide to Action Research and Teacher Enquiry, Routledge, London, [ISBN: 9781351024587].

Claire McLachlan,Marilyn Fleer,Susan Edwards. (2018), Early Childhood Curriculum, Cambridge University Press, p.272, [ISBN: 9781316642849].

Susan Stacey. Inquiry-based Early Learning Environments, Redleaf Press, [ISBN: 9781605545813].

Supplementary Book Resources

Wood, E. (2013), Play, Learning and the Early Childhood Curriculum, 3rd ed. Sage, London, [ISBN: 978-1-184920-116-2].

Supplementary Article/Paper Resources

Dunphy, E. (2008), Supporting early learning and development through formative assessment, https://www.curriculumonline.ie/getmedia /e8645c0d-73c9-44e1-be88-c350e5f7d19e/EC SEC05_Exec4_Eng.pdf

National Council for Curriculum and Assessment (NCCA). (2020), Aistear, https://www.ncca.ie/en/early-childhood/a istear

National Council for Curriculum and Assessment (NCCA). (2020), Early Childhood Curriculum Online, https://curriculumonline.ie/Early-Childh ood/

This module does not have any other resources

Discussion Note: