

BAAWE6IMC: Introduction to Methods and Curriculum

Module Code:	BAAWE6IMC
Long Title	Introduction to Methods and Curriculum APPROVED
Title	Introduction to methods and curriculum
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Leo Casey
Departments:	
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Demonstrate an awareness of a range of methods and theories that underpin instruction in different learning and development contexts
LO2	Describe the characteristics of suitable learning outcomes or goals in different learning and development contexts
LO3	Demonstrate awareness of the range/diversity if learners needs and dispositions in learning and development contexts
LO4	Demonstrate awareness of how the environment physical/virtual can influence learning and teaching
LO5	Demonstrate an ability to reflect on personal dispositions, approaches to thinking openness to learning, skill development and interest in the topics being covered
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			
Understanding the instructional pedagogies How learners learn in education and workplace settings, narrative based pedagogies, inquiry based pedagogies, collaborative problem solving pedagogies, theoretical approaches to skill and performance development			
Understanding learning outcomes and goals Defining what constitutes learning outcomes at different levels and in different contexts, understanding to to articulate and share learning goals in an organisational setting, understanding the characteristics of learning outcomes and goals, understanding the link between choice of pedagogy and outcome or goal			
Developing reflective skills Students will be introduced to the research on the reflective practitioner			
Understanding learners needs, perspectives and dispositions Understanding the types of needs learners have, understand how to change perspective to understand learners responses, strengths and challenges, understanding learners dispositions and personal dispositions to different learning and development contexts			
Understanding the influence of the environment Understanding types of learning environments and contexts, from personal spaces to communities of practice, understanding the characteristics of effective learning environments for the outcome, strategy and learners Comparing and contrasting on-line vs., face-to-face learning environments in relation to potential learning and development			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Written Report	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,3,4,5
Non-Marked:	No		
Assessment Description: Students will be invited to write an report focusing on theories or methods that could be used in particular learning and development contexts. This report will be 1200 words			
Assessment Type:	Presentation	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Students will be asked to individually present a critique on a selection of theories or methods used in learning and teaching and to offer a brief reflection of their presentation			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Students will take part in interactive learning exercises and lectures each week	1.5	Once per semester	0.13
Independent Learning	Reading, planning, research and reflection	9	Once per semester	0.75
Total Weekly Contact Hours				0.13

Module Resources	
<i>Recommended Book Resources</i>	
<p>Waring, M., Evans, C., Waring, M., Solicitor. (2014), Understanding Pedagogy: Developing a Critical Approach to Teaching and Learning, Routledge, p.230, [ISBN: 978041557174].</p> <p>Char Booth. (2011), Reflective Teaching, Effective Learning, Amer Library Assn Editions, p.208, [ISBN: 9780838910528].</p>	
<i>Supplementary Book Resources</i>	
<p>Brandenburg, R., & Wilson, J.Z.. (2013), Pedagogies for the Future:Leading Quality Learning and Teaching in Higher Education, Sense Publishers, [ISBN: 9789462092785].</p> <p>Marilyn Lewis, Hayo Reinders. (2008), Using Student-Centered Methods with Teacher-Centered Students, Pippin Publishing, p.126, [ISBN: 9780887511165].</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	