

BAAWE6PLACE: Placement: Practice, Observation and Reflection

Module Code:	BAAWE6PLACE
Long Title	Placement: Practice, Observation and Reflection APPROVED
Title	Placement: Practice, Observation and Reflection
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	ARLENE EGAN
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	Identify various instructional approaches and methods to employed in different learning and developing contexts
LO2	Recognise learning outcomes or goals and how they are targeted through instruction
LO3	Recognise diversity in learners' needs and dispositions and how these are addressed through instruction
LO4	Demonstrate an awareness of how the learning environment can influence and be influenced by instructional methods and strategies
LO5	Demonstrate an ability to reflect on personal learning, growth and development over the course of the Practicum
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			
Identifying the Practicum Working through the following with students 1. I carry out instruction where I am the teacher/designer of the strategy? 2. I can describe the instructional context i.e. (i) target group (ii) intended learning outcomes and (iii) instruction and assessment strategies? 3. The instructional context is authentic and useful for learners? 4. I can vary the pedagogical approaches at class or learning activity level? 5. I can complete meaningful and measureable learning uplift or instructional task within the timeframe? 6. I can gather evidence from (i) my own reflections (ii) student feedback and/or (iii) student performance?			
The role of learning outcomes and goals Recognise and understand how learning outcomes or goals are formulated, targeted and measured in learning and development contexts			
Recognising pedagogies and strategies of learning and teaching Recognise and understand different types of pedagogies and strategies being used and modelled by peer-teachers and instructors in learning and development environments			
Recognising learner centered teaching and development Recognise and understand the needs and the dispositions of learners and how learner centered approaches are facilitated in different learning contexts			
Recognising the impact of assessment and measurement strategies Recognise and understand how different assessment and measurement strategies impact on learning and development.			
Reflective and professional skills Students will reflect weekly on their learnings, challenge themselves on what they think and believe about different learning contexts, become aware of the constraints and opportunities for learning and development in various learning contexts. Develop the skills of reflection, self-awareness and evaluation			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Other	% of total:	15
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Schedule of Activities is to be generated by the student before their practicum commences			
Assessment Type:	Practical	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Students will be required conduct peer teaching on different topics at scheduled time points			
Assessment Type:	Other	% of total:	15
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Students will be required to meet with their Placement Tutor at scheduled intervals to plan and evaluate progress. Students will be required to integrate the ideas and progress made with their Placement Tutor into a reflective report, which will document the students deeper and more expansive reflections on the process			
Assessment Type:	Reflective Journal	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Weekly on-line Journal will be maintained by the students. Students will use this journal to capture his/her experiences and development			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat the module <i>The assessment of this module is inextricably linked to the delivery. The student must reattend the module in its entirety in order to be reassessed.</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
Practical	3 per week (need to do 36 in total)	3	Once per semester	0.25
Independent Learning	Reading, research and assignments	18	Once per semester	1.50
Total Weekly Contact Hours				0.25

Module Resources	
<i>Recommended Book Resources</i>	
<p>Jarvis, P.. (2012), <i>Adult Education and Lifelong Learning: Theory and Practice</i>, 4. Routledge, [ISBN: 9781135695439].</p> <p>Malloch, M., Cairns, L., Evans, K., O'Connor, B. (2010), <i>The Sage Handbook of Workplace Learning</i>, Sage, p.504, [ISBN: 9781446248416].</p>	
<i>Supplementary Book Resources</i>	
<p>O'Leary, M.. (2014), <i>Classroom Observation: A guide to the effective observation of teaching and learning</i>, Routledge Oxon, [ISBN: 9780203119730].</p> <p>Harris, R. & Short, T. (2014), <i>Workforce Development: Strategies and Practices</i>, Springer, p.370, [ISBN: 9789812870681].</p>	
<i>Supplementary Article/Paper Resources</i>	
<p>Premier Publishers. Various, <i>International Research Journal of Curriculum and Pedagogy</i>, [ISSN: 0379-9160].</p> <p>CGP Publishers. Various, <i>The International Journal of Learning: Annual Review</i>, [ISSN: 1447-9540].</p>	
<i>This module does not have any other resources</i>	
Discussion Note:	