

H8PDSR: Placement: Design and Reflection

Module Code:	H8PDSR
Long Title	Placement: Design and Reflection AWAITING MODULE COORDINATOR
Title	Placement: Design and Reflection
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First 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	Design, implement and evaluate LTA strategies for learners in relevant learning and development environments
LO2	Provide evidence of an ability to support independent learning and stimulate inquiry through your interactions with your learners
LO3	Provide evidence of an ability to promote learner engagement through your LTA strategy
LO4	Provide evidence of an ability to manage and learn from situations that occurred in the learning and development contexts
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?			
Design, Implementation and Evaluation of LTA strategies Selection and evaluation of instructional designs including, presentation, demonstration, story telling, drill and practice, probing questions, guided practice, modeling, play, problem-based learning, generating and testing hypotheses, collaboration, crafting outcomes and goals, crafting assessments and measures, assessing vs. evaluating, designing and delivering feedback, interpreting feedback from the individual, group and institutional level, environment management, discipline and engagement techniques,			
Reflective Practitioner Skills Selection and critique of tools and techniques for self-monitoring, self-reflection, how to manage feedback, how to manage challenges, how to incorporate change, self-care			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	CA 1 (0380)	% 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
Non-Marked:	No		
Assessment Description: Students will be required conduct in-class peer teaching on different topics at scheduled time points			
Assessment Type:	Reflective Journal	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
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 brief comments on aspects of learning during their practice.			
Assessment Type:	Other	% of total:	15
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
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			
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	per week	1.5	Once per semester	0.13
Independent Learning	No Description	9	Once per semester	0.75
Total Weekly Contact Hours				0.13

Module Resources	
<i>Recommended Book Resources</i>	
<p>Laurillard, D. (2012), Teaching as a design science: Building pedagogical patterns for learning and technology, 1st. Routledge, NY, [ISBN: 9780203125083].</p> <p>Geneva Gay. (2010), Culturally Responsive Teaching: Theory, Research, and Practice, Teachers College Press, New York, p.289, [ISBN: 9780807750780].</p>	
<i>Supplementary Book Resources</i>	
<p>Danielson Charlotte. (2007), Enhancing Professional Practice: A Framework for Teaching, 2nd. ASCD, Alexandria VA, [ISBN: 9781116605171].</p>	
<i>Supplementary Article/Paper Resources</i>	
<p>*. *, International Journal of Pedagogies and Learning.</p> <p>*. *, International Journal of pedagogy and Curriculum.</p>	
<i>This module does not have any other resources</i>	
Discussion Note:	