H6CHC: Cultural, Historical & Current Topics in Learning & Development

Module Code:	H6CHC
Long Title	Cultural, Historical & Current Topics in Learning & Development APPROVED
Title	Cultural, Historical & Current Topics in Learning & Development
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	
Module Author:	Leo Casey
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	Identify the socio-economic and cultural influences that have impacted on the Irish Education and Training sector in recent decades and the historical context within which these influences are located.
LO2	Discuss the impact of these influences on the development of education and training provision in particular in the areas of AWE and ECE.
LO3	Evaluate the levels of provision that have resulted from socio-economic and cultural changes in areas such as language provision, intercultural awareness and changes in legal requirements in particular in the AWE and ECE settings.
LO4	Conduct a local study of provision within the learner's own workplace that have resulted from such influences.

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

Historical and cultural influences on Irish education and training
The module will examine the reconstruction of education and training resulting from an identified range of socio economic and cultural impacts. Changes in the provision of education for diverse learners across a wide spectrum that will include identified education needs, • The module will examine the reconstruction of education and training resulting from an identified range of socio-economic and cultural impacts. Changes in the provision of education for diverse learners across a wide spectrum that will include identified education needs, the growth of the intercultural education and training settings, adult learning and an overall diverse learner population across all sectors (with particular focus on ECE and AWE) will be identified.

Current issues impacting on the Irish education and training landscape
The module will examine in greater detail how a range of contemporary issues have impacted on the provision of education and training (focusing particularly on the ECE and AWE sectors) in terms of programme design and delivery and the provision of training for those involved in the delivery of such programmes. , This may include - but is not limited to - inclusion, diversity, special educational needs, educational disadvantage, multi-culturalism, language, changes in Irish education policy with respect to literacy and • The module will examine in greater detail how a range of contemporary issues have impacted on the provision of education and training (focusing particularly on the ECE and AWE sectors) in terms of programme design and delivery and the provision of training for those involved in the delivery of such programmes. This may include - but is not limited to - inclusion, diversity, special educational rights, educational disadvantage, multi-culturalism, language, changes in Irish education policy with respect to literacy and numeracy, play, ethnic and religious diversity etc. Students are encouraged to recognise contemporary issues in their particular field of interest (i.e. ECE or AWE).

Examination of provision of education/training in a particular context
Learners will examine the provision of education/training in a particular setting, paying particular attention to cultural, historical or socio-economic issues impacting on this provision.

Assessment Breakdown	%
Coursework	50.00%
End of Module Assessment	50.00%

Assessments

Full Time

Coursework

Assessment Type:	Presentation	**% of total:**	50
Assessment Date:	n/a	**Outcome addressed:**	1,2,4
Non-Marked:	No		

Assessment Description:
Learners will be assessed using problem-based learning in order to assess their levels of understanding of the key issues of relevance to this course and their ability to evaluate and critically think about the implications on teaching and learning that can emerge. Learners will carry out a local study in their chosen practice setting, examining the cultural, historical and political influences on the provision of education/training. The presentation may be accompanied by relevant supporting materials, as appropriate.

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	50
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2
Non-Marked:	No		

Assessment Description:
n/a

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

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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	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
			Total Weekly Contact Hours	0.17

Workload: Part Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
			Total Weekly Contact Hours	0.17

Module Resources

Recommended Book Resources

Downes, P. and Gilligan, A.L.. (2007), Beyond Educational Disadvantage, Institute of Public Administration, Dublin.

McManus, A.. (2014), Irish Education:The Ministerial Legacy,1919-1999, The History Press, Dublin.

Mhic Mhathuna, M. and Taylor, M.. (2012), Early Childhood Care and Education: an introduction for students in Ireland, Gill & Macmillan, Dublin.

Supplementary Book Resources

Bloch, M., Swadener, B. and Canella, G.S.. (2014), Reconceptualising Early Childhood Care and Education: critical questions, news imaginaries and social activism, a reader, Peter Lang, Oxford.

Coolahan, J. (1981), Irish Education: its history and structure, Institute of Public Administration, Dublin.

Centre for Early Childhood Development and Education. (2006), Siolta: the national quality framework for early childhood education, CECDE, Dublin.

Drudy, S.. (2009), Education in Ireland: challenge and change, Gill and Macmillan, Dublin.

Hayes, N.. (2007), The Framework for Early Learning, a background paper: perspectives on the relationship between education and care in early childhood, NCCA, Dublin.

NCCA. (2009), Aistear: the early childhood curriculum framework, NCCA, Dublin.

O'Buachalla, S.. (1988), Education Policy in Twentieth Century Ireland, Wolfhound Press, Dublin.

O'Sullivan, D.. (2005), Cultural Politics and Irish Education since the 1950s: policy, paradigms and power, IPA, Dublin.

Raftery, D. and Fischer, K.. (2014), Educating Ireland: schooling and social change, 1700-2000, Irish Academic Press, Sallins.

Travers et al.. (2014), Addressing the Challenges and Barriers to Inclusion in Irish Schools, Special Education Department, St. Patrick's College, Dublin.

Supplementary Article/Paper Resources

Corrigan, C.. (2004), OECD thematic review of early childhood education and care background report: Ireland,
http://www.oecd.org/education/school/344 31749.pdf

Department of Education and Science. (2000), Learning for Life: white paper on adult education,
https://www.education.ie/en/Publications /Policy-Reports/fe_aduled_wp.pdf

Department of Education and Science. (1995), Charting our Education Future: white paper on education,
https:///www.education.ie/en/Publication s/Policy-Reports/Charting-Our-Education- F uture-White-Paper-On-Education-Launch-Co py-1995- .pdf

Department of Education and Skills. (2010), A workforce development plan for the early childhood education sector in Ireland,
http://www.dcya.gov.ie/documents/earlyye ars/workforce_dev_plan.pd

Department of Health. (2000), Our Children - Their Lives: the national children's strategy,
http://www.dcya.gov.ie/documents/Aboutus /stratfullenglishversion.pdf

McGuinness, S, Bergin, A. Kelly, E., McCoy, S., Smyth, E., Whelan, A. and Banks, J.. (2014), Further Education and Training in Ireland: past, present and future,
http://www.esri.ie/UserFiles/publication s/RS35.pdf

Trant, M.. (2002), The quest for an inclusive curriculum and assessment culture: The National Council for Vocational Awards 1991-2001, Irish Educational Studies, 21.

SOLAS. Further Education and Training Strategy 2014-2019,
https://www.education.ie/en/Publications /Policy-Reports/Further-Education-and-Tr aining-Strategy-2014-2019.pdf

Other Resources

[Website], Citizen's Information. www.citizensinformation.ie.

[Website], Department of Education and Skills,
http://www.education.ie

[Website], National Council for Curriculum and Assessment,
http://www.ncca.ie

[Website], Síolta: The National Quality Framework for Early Childhood Education,
http://www.siolta.ie

[Website], Solas: Further Education and Training Authority,
http://www.solas.ie

Discussion Note:	