

## H7DLD: Discourses of Learning and Development

Module Code:	H7DLD
Long Title	Discourses of Learning and Development <b>APPROVED</b>
Title	Discourses of Learning and Development
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	
Module Author:	Leo Casey
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
<b>#</b>	<b>Learning Outcome Description</b>
LO1	Identify and critically discuss key discourses and philosophical debates relating to the purpose and place of education, learning and teaching.
LO2	Interrogate current practices in light of these key discourses and modes of thought in education.
LO3	Demonstrate an ability to self-evaluate and reflect on relevant literature in order to articulate a personal philosophy of education.
LO4	Identify and articulate a personal philosophy of education that informs professional practice.
LO5	Discuss how one's own educational philosophy relates to and shapes educational practice, either in an ECE or AWE setting.
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	

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Module Content & Assessment			
Indicative Content			
<b>Discourse, Ideologies and Assumptions</b> - What is discourse? Understanding discourse as a particular way of representing some part of the world. - Language, discourse and representation - Ideologies and assumptions explicitly and implicitly expressed in discourse. - The role of assumptions. - How assumptions impact on our teaching, learning and assessment practices.			
<b>Discourses of Education</b> - Exploring discourses of education in a variety of texts (including academic, non-academic, media, film etc.), e.g. o The role and place of education in society. o The nature of knowledge. o Education as transformation. o Education, identity and development. o Ethics of learning and teaching. o Education and life-long learning. o Intentions, processes and outcomes of teaching, learning and assessment. o Perspectives on learning and teaching: influences and implications. o The ethical and professional identity of the teacher.			
<b>Developing and articulating a personal philosophical perspective</b> - Interrogating teaching practice through a variety of reflective lenses. - Using evidence and critical reflection to develop a personal philosophy of education. - Articulating a personal philosophy of education. - Drawing links between one's personal philosophy of education and learning, teaching and assessment practices.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
<b>Assessment Type:</b>	Presentation	<b>% of total:</b>	30
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Individual presentation which outlines the discourses of education embedded within a text of choice (written/oral/visual, non/academic). Presentation should also include a reflection on current practice in light of these discourses and assumptions implicit in the text.			
<b>Assessment Type:</b>	Assignment	<b>% of total:</b>	70
<b>Assessment Date:</b>	Sem 1 End	<b>Outcome addressed:</b>	1,2,3,4,5
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Preparation of a reflective philosophy of education that addresses personal interpretations of teaching, learning and assessment, either in an ECE or AWE setting. This statement of philosophy should be supported by documentation evidencing self-evaluation and reflection on current practices in light of class discussions, presentations and individual reflective exercises.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
<b>Repeat failed items</b> <i>The student must repeat any item failed</i>			

## H7DLD: Discourses of Learning and Development

Module Workload				
Module Target Workload Hours 0 Hours				
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	
<i>Recommended Book Resources</i>	
<p>Hare, W. and Portelli, J.P.. (1997), <i>Philosophy of Education: introductory readings</i>, 4th. Brush Education, Alberta.</p> <p>Carr, D.. (2002), <i>Making Sense of Education</i>, Routledge.</p>	
<i>Supplementary Book Resources</i>	
<p>Banks, J.A.. (2006), <i>Race, Culture and Education: the selected works of James A. Banks</i>, Routledge, London.</p> <p>Brock, A.. (2015), <i>The Early Years Reflective Practice Handbook</i>, Routledge, Oxford.</p> <p>Dewey, J.. (1934), <i>Democracy and Education: an introduction to the philosophy of education</i>, The Macmillan Company, New York.</p> <p>Dunne, J. and Hogan, P.. (2004), <i>Education and Practice: upholding the integrity of teaching and learning</i>, Blackwell, Oxford.</p> <p>Brookfield, S.. (1995), <i>Becoming a Critically Reflective Teacher</i>, Jossey-Bass, San Francisco.</p> <p>Freire, P.. (1990), <i>Pedagogy of the Oppressed</i>, Penguin, Hamondsworth.</p> <p>Haynes, J., Gale, K. and Parker, M.. (2015), <i>Philosophy and Education: an introduction to key questions and themes</i>, Routledge, London.</p> <p>Malthouse, R. and Roffey-Barentsen, J.. (2013), <i>Reflective Practice in Education and Training</i>, 2nd. Sage, Exeter.</p> <p>Mhic Mhathuna, M. and Taylor, M.. (2012), <i>Early Childhood Care &amp; Education: an introduction for students</i>, Gill &amp; Macmillan, Dublin.</p> <p>O'Farrell, C.. (2007), <i>Teaching Portfolio Practice in Ireland</i>, CAPSL, TCD, Dublin.</p> <p>Pring, R.. (2005), <i>Philosophy of Education: aims, theory, common sense and research</i>, Continuum, London.</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	