

## H9CIAL: Cultural and Individual Aspects of Learning

Module Code:	H9CIAL
Long Title	Cultural and Individual Aspects of Learning <b>SUPERSEDED</b>
Title	Cultural and Individual Aspects of Learning
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	
Module Author:	Stephanie Roe
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>Learning Outcome Description</b>
LO1	Integrate social and cultural aspects of adult and tertiary education including policy, qualifications frameworks, lifelong learning and business and regulatory environments
LO2	Explain issues related to learning and instruction such as recognition of prior experiential learning (RPL), the learning task of academic writing and supporting adult returnees education
LO3	Devise learning strategies that address individual differences in ability, multiple intelligences, and how learning styles influence students' learning and thinking and their beliefs about education and the educational process
LO4	Assess the impact of cultural difference in social – class, background and gender on students' learning and thinking about their beliefs about education and the educational process
LO5	Investigate existing literature regarding instructional resources and strategies for accommodating a range of individual and cultural differences
LO6	Identify teaching strategies and resources that provide that provide a meaningful learning environment for a range of individual and cultural differences.
<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>Societal and Cultural Aspects of Learning (15%)</b> 1. Societal and Cultural Aspects of Learning • Changes in work practices and society • Lifelong Learning • Adult learning • Contemporary theorists • Policy issues – EU and national FET policy • Philosophical underpinnings of policy			
<b>Individual Differences (15%)</b> 2. Individual Differences (15%) • The meaning of individual differences and their effect on learning and teaching • Differences in ability • Multiple Intelligences • Learning styles • Diversity and inclusion			
<b>Cultural Differences (20%)</b> 3. Cultural Differences (20%) • The meaning of cultural differences and their effect on learning and teaching • The meaning of multicultural education • Differences in social-class and ethnic background • Gender differences • Ways of understanding the contextual issues affecting education offered by a range of contemporary thinkers.			
<b>Student Differences and their Affect on Learning (20%)</b> 4. Student Differences and their Effect on Learning • The effects of individual and cultural differences on learning and cognition • Communication differences			
<b>Teaching for individual and Cultural Differences (30%)</b> • Different approaches to multicultural education • How to be aware of and identify individual and cultural differences in students • Recognition of prior experiential learning RPEL • Identifying one's own profile of individual and cultural differences • Selecting learning materials for students with individual and cultural differences • The special needs of adult returnees • Difficulties in assessing students with individual and cultural differences			
Assessment Breakdown			%
Coursework			60.00%
End of Module Assessment			40.00%
Assessments			
Full Time			
Coursework			
<b>Assessment Type:</b>	Practical (0260)	<b>% of total:</b>	15
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,4
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Students will be asked to facilitate class activities/discussion to promote critical thinking about a key issue that impacts on teaching and learning. Students are also asked to provide a reflective account of their experience of facilitation.			
<b>Assessment Type:</b>	Practical (0260)	<b>% of total:</b>	15
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4,5,6
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Students will be asked to curate a list of resources suitable for fellow teachers on the topic they introduced.			
<b>Assessment Type:</b>	Assignment (0350)	<b>% of total:</b>	30
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,4,5,6
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> Students are asked to write an article on a major theme in culture and learning. This piece should show an understanding of key issues and their impact on teaching and learning. It should also demonstrate an ability to present the issue to a non-specialist audience.			
End of Module Assessment			
<b>Assessment Type:</b>	Terminal Exam	<b>% of total:</b>	40
<b>Assessment Date:</b>	End-of-Semester	<b>Outcome addressed:</b>	1,2,4,5
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> End-of-Semester Final Examination. Exam paper is based on a Schedule of Questions devised by each student which must be approved in advance.			
No Workplace Assessment			

## H9CIAL: Cultural and Individual Aspects of Learning

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	No Description	24	Every Week	24.00
Lecture	Independent Learning Time	101	Once per semester	8.42
Total Weekly Contact Hours				32.42
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	No Description	2	Every Week	2.00
Independent Learning Time	No Description	99	Once per semester	8.25
Total Weekly Contact Hours				2.00

Module Resources	
Recommended Book Resources	
<p>Stephen D. Brookfield. (2005), The power of critical theory: liberating adult learning and teaching, Jossey-Bass, San Francisco, CA, [ISBN: 0-7879-5601-5].</p> <p>Michael Murray, Bernie Grummell, Anne Ryan. (Eds). (2014), Further Education and Training: History, Politics, Practice, MACE Press. Maynooth University., Maynooth, [ISBN: 978-0-9568411].</p> <p>Connolly, B., Fleming, T. McCormac, D and Ryan, A (Eds). (2007), Radical Learning for Liberation 2, MACE Press. Maynooth University, Maynooth, [ISBN: 0901519332].</p> <p>edited by Michael W. Apple, Jane Kenway and Michael Singh. (2005), Globalizing education, Peter Lang, New York, [ISBN: 0-8204-7120-8].</p> <p>Giroux, H. (2004), Against the terror of neo-liberalism, [ISBN: 978-15945101].</p> <p>Banks, J. (2007), Educating Citizens in a Multicultural Society, 2nd. [ISBN: 978-080774812].</p>	
Recommended Article/Paper Resources	
<p>Kelly, E., McGuinness, S., O'Connell, P. (2012), Literacy and Numeracy difficulties in the Irish Workplace: Impact on Earnings and Training Expenditures, ESRI Research Series, Number 27. September 2012.</p> <p>Fleming, T.. (2005), Adult Education and Lifelong Learning, Studies in the Education of Adults, 37 (2), p.224.</p> <p>Finnegan, Fergal. (2008), Neo-liberalism, Irish society and adult education, The Adult Learner, 2008, p.5474.</p> <p>Coffield, F. (1999), Breaking the consensus: Lifelong learning as social control, British Education Research Journal, 25 (4), p.479.</p>	
Other Resources	
<p>[Website], ETBI, <a href="http://www.etbi.ie/publications/">http://www.etbi.ie/publications/</a></p> <p>[Website], SOLAS, <a href="http://solas.ie/researchpubs.aspx">http://solas.ie/researchpubs.aspx</a></p> <p>[Website], QQI. QQI, <a href="http://Http://qqi.ie">http://Http://qqi.ie</a></p> <p>[Website], Teaching Council Publications, <a href="http://www.teachingcouncil.ie/publications/157.html">http://www.teachingcouncil.ie/publications/157.html</a></p> <p>[Website], TED, <a href="https://www.ted.com/about/programs-initiatives/ted-talks-education">https://www.ted.com/about/programs-initiatives/ted-talks-education</a></p> <p>[Website], The Adult Learner, <a href="http://www.aontas.com/pubsandlinks/theadultlearner.html">http://www.aontas.com/pubsandlinks/theadultlearner.html</a></p> <p>[Website], National Adult Literacy Association, <a href="http://www.nala.ie">http://www.nala.ie</a></p>	
Discussion Note:	