

H7ASLE: Application of Strategies in Learning Environments

Module Code:	H7ASLE
Long Title	Application of Strategies in Learning Environments APPROVED
Title	Copy Of H7ASLE (20721) Application of Strategies in Learning Environments
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	ARLENE EGAN
Module Author:	Michael Goldrick
Departments:	NCI Learning & Teaching
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	Increase collaborative skills through the creation of learning communities
LO2	Develop awareness of a range of strategies for room management
LO3	Develop awareness and skills in enhancing interpersonal and intra personal skills in learners
LO4	Develop skills in evaluating, synthesising and communicating information from research
LO5	Demonstrate an awareness of the principles and practice of good academic research
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			
Developing learning communities • How to provide space and time for babies, toddlers and young children to work independently, in pairs and in small and large groups; how to support children to initiate, take the lead and follow through on their ideas; how to support children to think for themselves. Pedagogical strategies of building relationships, active listening, scaffolding, modelling, demonstrating and asking open-ended questions (among others), will be acquired			
Room management • How to arrange the learning environment in settings to support children's positive dispositions for learning (wonderment, excitement, curiosity, concentration, perseverance and full engagement in experiences) indoors and outdoors. How to ensure the environment supports problem-solving, challenge, creativity, imagination through a variety of interesting, accessible and open-ended materials. How to provide first-hand experiences, building on children's interests. How to support the development of creativity, art, music, drama, early language, literacy, numeracy, science and holistic learning and development generally.			
Enhancing inter and intra personal skills • How to work in teams; how to engage in adult-adult interactions and adult-child interactions. Develop active and transformative listening skills, conflict resolution and problem-solving strategies, engage in sustained shared thinking or extended purposive conversations with children.			
Evaluating, synthesizing and communicating research information • Students will learn how to evaluate, synthesise and communicate the theory and research learned in the Year 3 course work and how to apply this professional knowledge in practice.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Continuous Assessment (0200)	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Students will be invited to write 8 short reviews of literature that have selected to read on course topics.			
Assessment Type:	Assignment	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Students will be required to write a substantial review of a topic area relevant to learning and teaching that has been covered during the module. The word count for this is 1500 words.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</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
Lecture	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>French G. (2014), "Let them talk": Evaluation of the language enrichment programme of the Ballyfermot early years language and learning initiative, Pobal.</p> <p>French G. (2013), Early speech and language matters: Enriching the communication environment and language development in early childhood, Barnardos Training and Resource Service..</p> <p>French G. (2012), Early literacy and numeracy matters: Enriching Literacy and Numeracy Experiences in Early Childhood., Barnardos Training and Resource Service..</p> <p>Hayes N. (2013), Early Years Practice - Getting it Right from the Start, Gill & Macmillan, Dublin, [ISBN: 9780717157204].</p> <p>National Council for Curriculum & Assessment. (2015), Aistear / Siolta Practice Guide, NCCA, Dublin.</p>	
<i>Supplementary Book Resources</i>	
<p>Bilton, H., James, K., Wilson, A. and Woonton, M.. (2005), Learning Outdoors: improving the quality of young children's play outdoors, David Fulton, Oxford.</p> <p>French, G.. (2008), Supporting quality: Guidelines for professional practice in early childhood services (3rd ed.). Book 1 Policy and governance. Book 2 Enhancing children's learning and development, 3rd. Barnardos, Dublin.</p> <p>Mathers, S., Eisenstadt, N., Sylva, K., Soukakou, E. & Ereky-Stevens, K. (2014), Sound foundations: a review of the research evidence on quality of early childhood education and care for children under three, implications for policy and practice, Oxford University Press.</p> <p>Neylon G. (2014), An analysis of Irish pre-school practice and pedagogy using the early childhood environmental four curricular subscales, Irish Educational Studies.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>French G. (2013), The place of the arts in early childhood learning and development, Arts Council, http://arrow.dit.ie/cgi/viewcontent.cgi?article=1024&context=aaschssirep</p>	
<i>Other Resources</i>	
<p>[Website], CECDE. (2006), Siolta the National Quality Framework for Early Childhood Education, Dublin, CECDE, http://www.siolta.ie</p> <p>[Website], NCCA. (2009), Aistear the Early Childhood Curriculum Framework, Dublin, NCCA, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/</p>	
Discussion Note:	