

H9PIT: Practicum in Educational Practice

Module Code:	H9PIT
Long Title	Practicum in Educational Practice APPROVED
Title	Practicum in Educational Practice
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
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	Demonstrate proficiency in the design and application of effective learning teaching and assessment strategies for educational practice in professional settings.
LO2	Analyse and evaluate one's own teaching and/or role as an educator, discuss this analysis and evaluation with an experienced professional, and identify mechanisms for continuous professional improvement.
LO3	Demonstrate an ability to work with peers and other professional educators in planning and implementing learning teaching and assessment strategies and developing and evaluating educational programmes.
LO4	Demonstrate a capacity for on-going professional development by scholarly reflection on practice and a commitment to the values and standards appropriate for learning professionals.
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 Placement The student is required to identify an appropriate adult workplace context in which to carry out the placement associated with this module. guidance is provided by means of requiring the student to answer and provide evidence in response to the following questions: - I carry out instruction where I am the teacher/designer of the strategy? - I can describe the instructional context i.e. (i) target group (ii) intended learning outcomes and (iii) instruction and assessment strategies? - The instructional context is authentic and useful for learners? - I can vary the pedagogical approaches at class or learning activity level? - I can complete meaningful and measurable learning uplift or instructional task within the timeframe? - I can gather evidence from (i) my own reflections (ii) student feedback and/or (iii) student performance			
Design and Use of Learning Teaching & Assessment Strategies The student must demonstrate proficiency in using a range of teaching strategies including but not limited to: Ability to present and explain Ability to stimulate inquiry Ability to support independent student learning -ability to assess learning Ability to teach for understanding Ability for inclusive teaching Ability to design learning tasks Ability to use technology to enhance learning			
Evaluate Learning Teaching and Assessment Strategies & Implementation The student is expected to critically evaluate the LTA strategies and to self-evaluate their own teaching using the following framework: Ability to present and explain Ability to stimulate inquiry Ability to support independent student learning Ability to assess learning Ability to teach for understanding Ability for inclusive teaching Ability to design learning tasks Ability to use technology to enhance learning			
Ethics and Values What makes a good teacher?			
Personal Philosophy of Education and Assessment n/a			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Part Time			
Coursework			
Assessment Type:	Practical (0260)	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Students will be required to design and deliver a number of classes to individuals within their workplace based on best practice. Specifically, students will be required to create lesson plans, design their presentations, formulate activities or opportunities for interaction (where appropriate) and to gather audience evaluations on their performances. Students are also required to keep a reflective learning journal which will show how they perceive their own learning developments, the types of lessons they are learning through practical application of information and the areas of teaching and learning they may address in the future.			
Assessment Type:	Practical	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Students will be required to attend four workshops where they will be expected to engage in specific tasks. During one of the workshops each student will present a lecture to their class of peers, which they have designed based on lesson-plans produced specifically for this class. These presentations and lesson-plans will be marked in-class by two course lecturers. Students will also be required to write a report on feedback which they receive from their peers and the markers. In the remaining three workshops, each student is expected to be able to formulate a clear critique on each peer that presents and to engage with each of the topics being presented.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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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	Lecture	15	Per Semester	1.25
Lecturer Supervised Learning	Placement tutoring	15	Per Semester	1.25
Workbased learning	Work based learning	60	Per Semester	5.00
Independent Learning	Independent Learning	160	Per Semester	13.33
Total Weekly Contact Hours				7.50

Module Resources	
<i>Recommended Book Resources</i>	
Schön, D. (1983), <i>The Reflective Practitioner: How professionals think in action</i> , Temple Smith, London.	
<i>Supplementary Book Resources</i>	
Brookfield, S. (1995), <i>Becoming a Critically Reflective Teacher</i>, Jossey-Bass, San Francisco. Cordingley, P. (2006), Talking to learn: the role of dialogue in professional development, 19(2). <i>Education Review</i>. Gibbs, G. (1988), <i>Learning by Doing: A Guide to Teaching and Learning Methods</i>, Oxford Further Education Unit, Oxford. Johns, C. (2000), <i>Becoming a reflective practitioner</i>, Blackwell Science, Oxford.	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	