

H7ILDEC: Inquiry Learning – Design and Evaluation of Curriculum in ECEC

Module Code:	H7ILDEC
Long Title	Inquiry Learning – Design and Evaluation of Curriculum in ECEC APPROVED
Title	Inquiry Learning – Design and Evaluation of Curriculum in ECEC
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	15
Module Coordinator:	Meera Oke
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	Design curricula appropriate for babies, toddlers and young children that engage and stimulate their curiosity.
LO2	Critically evaluate the appropriateness of learning, development and assessment strategies in early childhood education and care settings.
LO3	Collaborate with others to explore potential solutions to curricular challenges.
LO4	Apply tools such as inquiry cycles to structure curriculum development and the development of curricular knowledge.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H7ILDEC: Inquiry Learning – Design and Evaluation of Curriculum in ECEC

Module Content & Assessment			
Indicative Content			
Inquiry Learning Introduction to the theoretical underpinnings of inquiry learning and early childhood education and care. Curriculum design theorists including Socrates, Passmore, Dewey, Vygotsky, Piaget, Freire, Malaguzzi, and Fortunati will be explored.			
Practitioner Inquiry What is teacher inquiry? What types of relationships exist with teacher inquiry in the early learning/development environments? The difference between teacher inquiry and reflection.			
Curiosity How to ask, understand and interpret questions. How to design curricula in early childhood based on available data and information. How to understand the outcomes of investigations? The role, value, strengths and challenges of collaboration to inquiry and design.			
Investigating The methods and value of prototyping responses to inquiry. Ethics in the inquiry process. The value of collaboration to aid creativity in inquiry in the context of designing curricula. The interpretation and implementation of feedback from others.			
Communication and Reflection The process of communicating outcomes of inquiry. Methods for sharing of your inquiry with the public, and applications to design.			
Tools and techniques Models of inquiry for addressing educational issues. Cycles to promote critical thinking. Cycles to enhance innovation. Tools for self and others' engagement in inquiry learning.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Assignment	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Curriculum Design and Evaluation Plan.			
Assessment Type:	Assignment	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Curriculum Design and Evaluation Report.			
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.			

H7ILDEC: Inquiry Learning – Design and Evaluation of Curriculum in ECEC

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Lecturer Supervised Learning	Mentoring	24	Per Semester	2.00
Independent Learning	Independent Learning	215	Per Semester	17.92
Workbased learning	Workbased learning	100	Per Semester	8.33
Total Weekly Contact Hours				13.33

Module Resources	
<i>Recommended Book Resources</i>	
Anning, A., Cullen, J. & Fler, M. (Eds.). (2009), Early childhood education: Society and, 2nd. Sage Publications Ltd, London, p.248, [ISBN: 9781847874528]. Margaret Carr. (2001), Assessment in Early Childhood Settings, SAGE, p.202, [ISBN: 9780761967941]. Curtis, A. (2014), A curriculum for the pre-school child: Learning to Learn, 2nd ed. Routledge, London. Amanda Ince,Eleanor Kitto. A Practical Guide to Action Research and Teacher Enquiry, Routledge, London, [ISBN: 9781351024587]. Claire McLachlan,Marilyn Fler,Susan Edwards. (2018), Early Childhood Curriculum, Cambridge University Press, p.272, [ISBN: 9781316642849]. Susan Stacey. Inquiry-based Early Learning Environments, Redleaf Press, [ISBN: 9781605545813].	
<i>Supplementary Book Resources</i>	
Wood, E. (2013), Play, Learning and the Early Childhood Curriculum, 3rd ed. Sage, London, [ISBN: 978-1-184920-116-2].	
<i>Supplementary Article/Paper Resources</i>	
Dunphy, E. (2008), Supporting early learning and development through formative assessment, https://www.curriculumonline.ie/getmedia/e8645c0d-73c9-44e1-be88-c350e5f7d19e/EC_SEC05_Exec4_Exec4_Eng.pdf National Council for Curriculum and Assessment (NCCA). (2020), Aistear, https://www.ncca.ie/en/early-childhood/aistear National Council for Curriculum and Assessment (NCCA). (2020), Early Childhood Curriculum Online, https://curriculumonline.ie/Early-Childhood/	
<i>This module does not have any other resources</i>	
Discussion Note:	