7.1 Module Overview

Module Number		Module Title	Catechetics and Ethos					
Stage of Principal Programme			3	Semester	1	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other:		
• Independent, self-directed reading	✓	42
• Preparation and completion of assessments	✓	59
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Theology or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Distinguish between the Catholic Ethos and the ETBI Ethos in Primary and Post-Primary schools.	8
2. Critically evaluate contemporary discussions on Ethos and Education.	1
3. Demonstrate a competence in designing Religious Education and Catechetical Lesson Plans for classes in Catholic Schools and Multi-denominational Schools.	6

4. Demonstrate critical reflection and reflective practice in a collaborate peer-learning context.	**7**

7.3   Indicative Module Content, Organisation and Structure

This module will allow learners to examine the role an ethos plays in a school. Learners will also learn about the distinctiveness of Christian Religious Education in Primary/Post-Primary Schools. On completion learners should be able to demonstrate that they have advanced knowledge of key theories relating to the difference types of ethos in schools. Learners should be able to demonstrate a mastery of written and verbal skills through methods of critical analysis, synthesis, and reflective learning that are appropriate to catechetics. Learners will collaborate effectively within a peer-learning culture to complete tasks. Learners will critically reflect on their own learning and understanding of catechetics by effectively responding to and acting upon feedback.

Below is an indicative structure of the module content:
- The Place of Religion in Education
- Ethos and Education
- ETBI Principles and Values
- Catechetics and catholic ethos
- Sustainability and Care for the Environment

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5   Specific module resources required *(if applicable)*

N/A

7.6   Application of programme teaching, learning and assessment strategies to this module

Lectures will be delivered in two-hour lectures over a twelve-week period. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Lectures will facilitate the development of individual skills through critical reading and interpretation of recommended theological texts that explore the topics of Catholic ethos and ETBI ethos in educational settings. In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type (VLE audio-visual/apps/podcasts; visual and infographic guides to the Bible available in the library), in addition to hard copy and on-line reading.   In-class activity will include collaborative close reading of ethos statements, lesson plans, and theological texts.

Assessments

Lesson Plan Portfolio:
This assessment allows learners to write a number of lesson plans throughout the module and receive peer and lecturer feedback in-between each one. This format is in line with the UDL principle of Scaffolding Learner Learning, and it also has the advantage of reducing the likelihood of AI misuse (MIMLO 2, 3, and 4).

Book Review/Essay:
This assessment allows learners to critically evaluate and compare the Catholic ethos and the ETBI ethos in schools. Learners will have to incorporate the feedback received from writing the Lesson Plan Portfolio. This format is in line with the UDL principle of Scaffolding Learner Learning, and it also has the advantage of reducing the likelihood of AI misuse (MIMLO 1, 2, 3, and 4).

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
2, 3, 4	**Lesson Plan Portfolio** Learners will have to write up four lesson plans throughout the module. Two lesson plans should focus on teaching through a catholic ethos, and two should focus on teaching through the ETBI ethos. The portfolio will also include a reflection piece where the learner will record the development of their own understanding of ethos and catechetics.	**40%**
1, 2, 3, 4	**Book Review/Essay** This book review will focus on critically examining a key text that explores the dialectical role of religion in the public sphere. Learners are to use this book as a theoretical framework for discussing the distinctiveness of both the Catholic ethos and the ETBI ethos in schools.	**60%**

7.8	Sample Assessment Materials

Lesson Plans (40%): Using the resources studied in the module:

1. Prepare a lesson plan on the topic of 'care for the environment' for a group of 5th class learners in a primary school that has a catholic ethos.
2. Prepare a lesson plan on the topic of 'forgiveness' for a group of 5th class learners in a primary school that has an ETBI ethos.

Essay (60%): Critically review Dermot Lane's *Religion and Education: Re-imagining the Relationship*. Use your analysis of this book to critically discuss the distinctiveness of both the Catholic ethos and the ETBI ethos in Irish schools.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Bonfield, Tony and Kathleen Horgan, *Learning to Teach: Teaching to Learn* (Dublin: Gill Education, 2016)

Cohen, L. Manion, L., Morrison, K. and D. Wyse, *A Guide to Teaching Practice,* 5th edn (London: Routledge, 2010)

Conway, Michael A., 'School Faith-Leaders in Contemporary Culture,' *The Furrow* 74:1 (2024): 24-33ETBI Patrons' Framework on Ethos (www.etbi.ie)

Framework for Junior Cycle 2015 (Dublin: Department of Education and Skills, 2015)

Lane, Dermot, *Religion and Education: Re-imagining the Relationship* (Dublin: Veritas, 2013)

Understanding and Living the Ethos in a Catholic Primary School (www.catholiceducation.ie)

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Other Indicative Reading:

Grow in Love: *The New Religious Education Curriculum for Primary School* (Dublin: Veritas, 2015)

Habermas, Jürgen, *Between Naturalism and Religion*, 1st edn (London: Polity Press, 2008)

Share the Good News: National Directory for Catechesis in Ireland (Dublin: Veritas, 2010)

Walsh, Brendan and Rose Dolan, *A Guide to Teaching Practice in Ireland* (Dublin: Gill and MacMillan, 2009)