Pedagogy for Politics & Society

7.1　Module Overview

Module Number		Module Title	Pedagogy for Politics and Society					
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 reading, engagement with VLE, research and preparation of assessments**	✓	101
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 Politics, Sociology, Social Science 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.　Identify the core concepts and principles of critical pedagogy.	1
2.　Describe the relationship between critical pedagogy and critical citizenship.	2

3.	Demonstrate practical skills and competencies in facilitation, digital media skills, ICT-based strategies, and tools.	5
4.	Design a classroom plan and develop a step-by-step program for planning and teaching a key topic.	6
5.	Demonstrate critical self-awareness, the characteristics and values of an informed, ethical and reflective practitioner.	7

7.3   Indicative Module Content, Organisation and Structure

This module facilitates learner engagement with the theoretical and practical aspects of teaching Politics and Society for Leaving Cert. The module is designed in line with the teaching and learning strategy outlined in the Politics and Society Curriculum Specifications. The module content engages with pedagogical approaches to teaching Politics and Society. This module will facilitate a Freirean approach to critically exploring the theories and processes that underpin differing conceptions of the Politics and Society syllabus. It equips learners with the tools to face challenging situations in the classroom and aims to develop learners' skillset to develop a classroom of inquiry and move between facilitator and problem poser. This module emphasises the importance of critical thinking in education and promotes the idea that critical education is a key tool in social transformation. The module aims to reconceptualise knowledge and enable learners to critically reflect on their position, to challenge traditional approaches to the classroom and education. This module aims to provide learners with the skills to empower their own learners to be agents of change. This supports learners to recognise their own power as teachers and reflective practitioners and equips them with the skills to develop a praxis-based approach to the Politics and Society classroom.

This module is underpinned by the core values of praxis, critical reflection, empowerment, and transformative learning. The module is relevant to all programme modules and helps learners to develop a deeper understanding of the individual module content. This provides an opportunity for learners to connect the learning outcomes across each module by developing a series of artefacts as part of an e-portfolio. This module provides learners with a unique opportunity to build on the knowledge, skills and competencies acquired throughout the programme and create a skills and resource bank that is both informed and original and can be applied to the Politics and Society syllabus in practice. This section of the module compliments and feeds into each of the modules.

The module content is broken into six themes:

Introduction: Sociology of Education
- Key Themes and Perspectives
- Oppression and Education

Introduction to Pedagogy
- Pedagogical Approaches to Learning
- Evidence-Based Teaching Practices – Rosenhine's 10 Principles of Instruction
- Cognitive load theory
- Socratic dialogue
- Retrieval practices
- Effective feedback

Freirean Pedagogy
- Introduction to Paulo Freire
- Importance of Critical Pedagogy – Key Concepts
- Critical Pedagogy for Active Citizenship
- Transformative Learning – Liberation versus Domestication
- Education for Empowerment

Reflective Practice
- De-centring Knowledge
- Strategies for Reflection and Critical Thinking

- Developing Critical Consciousness

The Politics and Society Classroom
- Addressing Bias in the Classroom
- Intercultural Dialogue and The Anti-Racist Classroom
- Power in the Classroom
- Egalitarian Relationships
- Intersectionality, Accessible Classrooms and Anti-Oppressive Spaces
- Addressing Contentious Topics and Handling Controversial Issues
- Ensuring a Safe Learning Environment
- Teaching through Themes and Strands – Non-Linear Learning Approaches to Learning
- De-colonising Education and Pedagogic Interventions

Teaching and Learning Strategies for Politics and Society
- Teacher-as-Facilitator: Developing Facilitation Skills
- Dialogical Methods and co-creation of knowledge

Workshop 1. Teaching and Learning Strategies for Politics and Society
Workshop 2. Theory in Practice – Designing and Creating the E-Portfolio

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

7.5	Specific module resources required *(if applicable)*
Access to the IT Lab	

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

The module teaching and learning strategy is based on the core objectives of facilitating learner engagement with the theoretical and practical aspects of teaching Politics and Society for Leaving Cert.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish. Lectures, peer learning achieved through face-to-face classroom discussion and interactive online group discussion board, group exercises, case studies, video.

Participatory Group Exercises
A key feature of the module is to build a community of inquiry among participants, with a focus on collaborative tasks, interactive dialogue, and inquiry-based learning. This will be achieved through group exercises (meeting MIMLOs 1, 2, 5). Learners are supported to develop a critical mass across each of the modules in the programme.

Learners will be provided with opportunities to discuss and consider the elements of citizenship and pedagogy in the context of their previous learning experience and knowledge of the field. Learners are supported to develop their aptitude for strategic thinking and the ability to apply this in practice. The formative assessment strategy relies on participatory group exercises to facilitate the development of creative and collaborative approaches to facilitate group learning.

E-Portfolio
Learners will demonstrate practical skills and competencies in digital media skills and ICT-based strategies, and tools through the creation of an E-Portfolio. The E-Portfolio will host a series of resources for the politics and Society classroom. This assessment helps learners develop transferrable skills that are tailored towards

the teaching professions and are also relevant to those engaging in informal and non-formal learning in the community (meeting MIMLOs 3, 4).

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1 ,2, 5	Group Tasks	30%
3, 4	E-Portfolio	70%

7.8 Sample Assessment Materials

Group Tasks:
Learners will demonstrate their knowledge, skills, and competencies through completing specific group tasks inclusive of the following:
- Development of Classroom Resources
- Learner Presentation of Plans

E-Portfolio:
Learners will demonstrate practical skills and competencies in digital media skills and ICT-based strategies, and tools through the creation of an E-Portfolio. The E-Portfolio will host a series of resources for the politics and Society classroom. These are inclusive of the following:
- Quantitative Survey
- Qualitative Questionnaire
- Research Project
- Poster Presentations
- Blogposts
- Social Media Account

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:

Cornwall, A. (2019) Decolonizing Development Studies: Pedagogic Reflections, *The Radical Teacher*. 116:37-46.

Freire, P. (2000) *Pedagogy of the Oppressed*. 30th anniversary edition. Bloomsbury Publishing.

Kapoor, I. (2023) Decolonising Development Studies. *Review of International Studies*. 49: 3, 346–355

Langdon, J. (2013) Decolonising development studies: reflections on critical pedagogies in action. *Canadian Journal of Development Studies*. 34(3), 384-389.

Rosenshine, B. (2012) Principles of Instruction Research-Based Strategies That All Teachers Should Know. *The American Educator.* (Spring, 2012).

Sorrells, K. and Sekimoto, S. (eds) (2015) Intersectionality: Globalizing Intercultural Communication A Reader. Thousand Oaks: Sage.

Other Reading:

Appleby, Y., and Pilkington, R. (2014). *Developing critical professional practice in education* NIACE.

Crotty, R. (2013) *Introduction to Intercultural Studies*. Dublin: Gill and Macmillan.

Molope, M. and Itumeleng, M. (2018) Decolonising the Curriculum: The Case of Development Studies. *Journal of Gender, Information and Development in Africa (JGIDA)* Special Issue. London. 139-159.

Prendiville, P. (2004). *Developing Facilitation Skills: A handbook for Group Facilitators*. Dublin: Combat Poverty Agency.

Stanchfield, J. (2007). *Tips and Tools: The art of experiential group facilitation*. Bethany, OK: Wood N Barnes Publishing.