

## Local History Project

<b>Section A: Headline Information</b>	
<b>Module title</b>	Local History Project
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Margaret Murphy
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'History: Memory and Commemoration'
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, workshops, field trips, web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall with projector and WIFI.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				30%	70%			<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	Local history is one of the fastest growing branches of history at both academic and local level. This is reflected in the primary and secondary school history curricula and in the expanding heritage sector. This module equips learners with skills and competencies which will enhance their employability in many different areas. It also serves as an excellent preparation for the capstone dissertation module, as learners select their own topic, develop research skills and present results in an extended piece of written work.
<b>Module Aims and Objectives</b>	This module sets out to provide learners with a methodological approach to the research and writing of local history. It introduces learners to a wide range of archival and other sources, provides them with the skills to make appropriate use of these sources and familiarises them with research methodologies. Learners then draw on these skills to produce their own 4,000 word local history project.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Understand the nature of local history and its relationship to other branches of historical studies. (MIPLO 1, 2)</li> <li>2. Locate and evaluate relevant source materials for the completion of a research project and design a research proposal that meets the approval of the module coordinator. (MIPLO 1, 2, 5)</li> <li>3. Use academic and stylistic conventions appropriately and consistently to complete a research project that meets the criteria of the discipline of</li> </ol>

	<p>history. (MIPLO 3, 5)</p> <p>4. Be able to reflect meaningfully on their learning processes and the ways in which the skills they have learned can transfer into real world situations. (MIPLO 3, 7)</p>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>The following topics are covered:</p> <ul style="list-style-type: none"> <li>• Introduction. Development of the discipline of local history and historical dimension of Irish settlement.</li> <li>• Understanding administrative divisions (Townlands, parishes, baronies and counties).</li> <li>• History of Irish cartography. Locating and using maps.</li> <li>• The Church. Diocese and Parish. Church records.</li> <li>• Urban History. Phases of Irish town foundation. Urban records. Urban topography. Case Study of Carlow Town.</li> <li>• Agriculture and settlement. Fields and farms. Manorial records. The Civil Survey</li> <li>• Using Local Studies Libraries and Archives.</li> <li>• On-line resources. Using census records. Griffiths Valuation. Quantification.</li> <li>• Putting the project together. Incorporating and referencing visual material. Troubleshooting session</li> </ul>
<b>Module Teaching and Learning Strategy</b>	<p>The weekly two-hour seminar/workshop is used in a variety of ways. Research skills, internet searches and use of digital sources will be demonstrated through powerpoint. The module has a strong practical element and includes visits to a local studies library, an archive and a walking tour of Carlow town. Specialists on different aspects of local history and particular source materials will lead a number of seminars on research methodology as it relates to their respective areas.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	Moodle VLE is used to direct learners to a variety of sources and websites.

<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p>Assessment is by Proposal (10%), Project (70%) and Reflective Journal (20%).</p> <p><b>Formative:</b> No later than Week Six learners will submit a project proposal (10%) outlining their area of study and the principal sources that have been located. Learners receive one-to-one feedback on their proposal and it is a useful mechanism of formative assessment.</p> <p><b>Summative:</b> At the end of the term learners submit a 4,000 word project which carries 70% of their assessment mark.</p> <p>Learners then submit a reflective journal with a minimum of ten entries reflecting on their learning process. This carries 20% of their assessment mark.</p>
<b>Sample Assessment Materials</b>	<p><b>Local History Project (4,000 words)</b></p> <p>Project topic and proposal must be agreed by the module coordinator.</p> <p>Projects must contain a list of contents, list of images and full bibliography divided into primary and secondary sources.</p> <p>Projects must contain appropriate and correctly captioned maps, images and figures.</p> <p>All material to be fully referenced in accordance with the usual conventions.</p>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b>  Aalen, F.H.A., K. Whelan, and M. Stout (eds), <i>Atlas of the Irish Rural Landscape</i>, 2<sup>nd</sup> edn (Cork: Cork University Press, 2011)</p> <p>Duffy, P.J., <i>Exploring the History and Heritage of Irish Landscapes</i> (Dublin: Four Courts Press, 2007)</p> <p>Hill, Myrtle and Raymond Gillespie, (eds), <i>Doing Irish Local History: pursuit and practice</i> (Belfast: Institute of Irish Studies, 1998)</p> <p><b>Other Reading:</b>  This will depend on the topic chosen but may include some or all of the following:</p> <p><i>Maynooth Research Guides for Local Irish History</i></p> <p>Geography Publications <i>County History and Society Series</i></p> <p><a href="https://www.ria.ie/research-projects/irish-historic-towns-atlas/ihta-digital">https://www.ria.ie/research-projects/irish-historic-towns-atlas/ihta-digital</a></p> <p>Irish Historic Towns Atlas Digital</p>
<b>Module Physical Resource</b>	<p>Lecture hall with tables for workshops</p>

<b>Requirements</b>	
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