

History Special Topic Seminar

7.1 Module Overview									
Module Number		Module Title	History Special Topic Seminar						
Stage of Principal Programme			3	Semester	2	Duration. <i>(Weeks F/T)</i>	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:									
<ul style="list-style-type: none"> Independent self- direct reading 					✓	61			
<ul style="list-style-type: none"> Research, preparation and completion of assessment 					✓	40			
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	20
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
Lecturer	A minimum level 10 qualification in History. Lecturers must be full-time, permanent staff.
	Staff - Learner Ratio X:Y
	1:20

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	Related MIPLO #
On completion of this module a learner will be able to:	
1. Demonstrate a strong knowledge and understanding of the contexts and parameters for a specified area of History	1, 2, 3, 4, 5
2. Critically interrogate, analyse and synthesise sources relating to the area under study	1, 2, 3, 4, 5, 7

3. Write or present on a self-developed, agreed or prescribed topic related to the area in question so as to produce an independent, research or practice-informed knowledge.	1, 2, 3, 4, 5, 6, 7, 8
---	------------------------

7.3 Indicative Module Content, Organisation and Structure

This module is designed to allow staff to propose a special seminar module at Stage 3. It provides an opportunity for staff to propose a special topic module in a specific research or specialised practice area that is not specifically listed on the programme schedule and which will be offered as an elective to learners on the programme for that year only. A key aim of the module is thus to afford learners exposure to a new area or research, practice, or disciplinary specialism of the lecturer that may have developed outside of the programme schedule within the lifetime of the programme. The module may also be used by semester-long visiting lecturers, provided that there is sufficient time to plan and organise the module and inform the learners in advance of module selection. Joint proposals by lecturers, either single disciplinary or interdisciplinary, are also possible.

The module should be organised and structured in such a way that there is a curriculum of learning through which the module learning outcomes can be clearly met. Learning should be collaborative and enquiry-based, rather than a presentation of lecturer expertise. Typically, the teaching methods will involve workshops, involving standard VLE and audio/visual learning supports, or any methods that are pertinent to the field being explored in the module, and should be as discursive and collaborative as possible in order to develop deep knowledge and the skills of synthesis. Where it is deemed appropriate, lecturers may also organised field trips, excursions, or other opportunities for learning outside of the classroom.

The content of the module should be developed by the lecturer who will be teaching the module. For planning and information purposes, a fully completed module descriptor with a clearly laid out curriculum should be submitted to the programme board for approval in advance of the module selection process for the coming year. The programme board should document the module using the 'Modifications to modules' procedure in the programme quality assurance.

The module should be assessed in accordance with Carlow College Assessment Regulations and the scope and type of assessments should be devised to meet the Carlow College Guidelines on Assessment Equivalencies as outlined in Section 3 of the College's [Regulations in Relation to Assessment and Standards](#). Where possible, authentic assessments should be developed. If the module assessment involves human participation, the College guidelines on research ethics will apply.

Where there are no proposals from lecturers for this module, it will not be used to create an additional elective on the programme.

While the module syllabus will change from proposal to proposal, the module should include the following:

- Exposure to specific research/practice methods employed
- Inclusion of learner perspective in the exploration of research or practice methods
- A minor piece of assessment that will test learners learning mid-way through the module
- A major piece of assessment that will test overall learner learning

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

The module applies the programme teaching, learning and assessment strategies in the following way:

1. It promotes deep learning by providing opportunities for enquiry/problem-based learning; developing learner-led discussions through the workshop format and small-group classroom; and the encouragement of linking assessments to real-world situations
2. It supports inclusive teaching and collaborative learning by opening up opportunities for discipline-field specific types of pedagogy and specialised assessment.
3. It encourages research-informed teaching and enquiry-based learning by giving an opportunity to lecturers to teach cutting-edge research that may also be potentially linked with lecturers' research and publication. It also introduces learners to the skills and methodologies of research through enquiry/problem-based learning approaches.
4. The module may also provide opportunities for learning outside the classroom and in the workplace.

Furthermore, the module is key to the achievement of the Stage 3 teaching, learning and assessment strategy 'Synthesis and Create'. Specifically, it:

1. Aims to develop learner skills of synthesis and to help further consolidate their critical and creative voices.
2. The module is designed to meet the aim of allowing lecturers to draw on their research expertise and to thereby allow learners to deepen and refine their disciplinary knowledge and engage with cutting edge research methodologies and critical perspectives.
3. Lecturers and learners become co-creators of knowledge.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 3	The method of assessment is subject to approval by the Programme Board. There should be at least one assessment mid-way through the semester or at an appropriate point.	90%
	Attendance	10%

7.8 Sample Assessment Materials

- 1) Mid-way assessment: this assessment should test learning to this point in the module.
- 2) End of semester assessment. This assessment could be by presentation; audio/visual recording; blog/vlog; web or database upload; 2,500 essay; portfolio.

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:

Lecturing staff should provide a comprehensive reading list in advance of the commencement of the module.