Emerging Histories: Research Seminars

Module title: **Emerging Histories: Research Seminars**			

Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
9		**10**	**12 weeks**
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
MA in Irish Regional History		**1**	**3**

Teaching and Learning modes	**Proportion** (% of Total Directed Learning)
Classroom / Face to Face	**14%**
Workplace	**N/A**
Online	**12%**
Other (Identify)	**74% Self directed learning**

Entry requirements (statement of knowledge, skill and competence)
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme. Learners must also pass Semester 1 and 2 in order to proceed to Semester 3 and 4.

Maximum number of learners per instance of the module	20
Average (over the duration of the module) of the contact hours[7] per week	3
Pre-requisite module title(s) (if any)	Exploring Historiography & Research Methods Discourse & Dissonance: Themes in Regional History Historical Research, Design and Practice Stories from the Archives: Doing Regional History Cultural History Revealing Hidden Voices: Oral History
Co-requisite module title(s) (if any)	Regional History Project MA Thesis
Is this a capstone module? (Yes or No)	No – but linked to the capstone module
Module-specific physical resources and support required per centre (or instance of the module)	
Seminar Room equipped with IT facilities and Wi-Fi **Library resources – access to e-journals, e-books and digital sources**	

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[7] Effort while in contact with staff

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module

Role e.g. Tutor, Mentor etc.	Qualifications & experience required:	# of Staff with this profile (WTEs)
Lecturer	**Minimum Level 10 Qualification within the discipline of History** **Extensive research experience and awareness of research methods and thesis writing techniques**	100%

Analysis of required learning effort										
						Hours of Learner effort				
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
36	1:8					30	184			250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				**100%**

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This is an essential module which allows learners to contribute by way of presentation to faculty and peers to open and encourage debates into specific research being carried out at Carlow College by faculty and learners. The module contributes to the attainment of MIPLOs in the domains of knowledge, skills and competencies with special emphasis on the development of skills in the analysis of data and presentation of research findings.
Module Aims and Objectives	This module sets out to provide learners with a methodological approach to debating historical topics based on their own research. It will promote the use of a wide range of archival and other sources, provide them with the skills to make appropriate use of these sources and familiarises them with using their research methodologies and other skills attained in semesters 1 and 2. The key skill being developed in this module is the ability to verbally present and articulate on personal research, and to query and contribute to other research thesis and projects.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to:

	1. Demonstrate knowledge of key developments, major issues and historical debates relating to a significant theme in regional history. (MIPLOs 1, 2, 4, 5, 8) 2. Critically analyse a wide range of relevant source material. (MIPLO 2, 3, 5, 8) 3. Present knowledge, findings and understandings gained in seminars in written formats. (MIPLOs 4, 5, 6, 7) 4. Demonstrate advanced presentation skills by displaying research through a verbal engagement with peers and faculty and by drawing on relevant research and topic specific sources. (MIPLOs 3, 4)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTs. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module syllabus 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.
Module Content, Organisation and Structure	The initial weeks of this module will open with lecturers on the programme delivering a twenty-minute paper on their research. This will be followed by learners delivering papers on their research and engaging in a Q&A session from faculty and peers.
Module Teaching and Learning (including formative assessment) Strategy	The aim in lecturers delivering papers initially is to showcase presentation method and content, and delivery skills. This will include highlighting the sources used for the research, the benefits of the research, the pitfalls faced, and the overall rationale for the research. The overarching aim is to provide formative assessment by way of demonstration to enable learners to deliver an engaging academic paper. Learners will deliver a twenty-minute paper and will engage in a Q&A session on their regional history topic research. The primary aim of this module is to allow a space to discuss and debate learners' research, and to facilitate in the creation of confidence so learners can present research findings in less familiar environments, i.e. history conferences.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Use of the (VLE) will enhance the learning experience by providing each learner with ongoing access to module information, activities and learning resources. In addition, the Moodle portfolio function will be used to enable learners to construct, revise and submit their completed portfolios.
Specifications for Module Staffing Requirements	Learner/Staff ratio replicates that of other similar MA programmes and will not exceed 20 learners.

	One module co-ordinator with responsibility for module administration, and a minimum of four lecturers in total to deliver papers on research topics, with at least two per session.
	This module is designed to incorporate a rotational team-teaching model where lecturers with expertise in a broad range of research topics will work with learners.
Module Summative Assessment Strategy	- Written Paper 1,500 words (PG) 2,500 words (MA): 35% - Digital Portfolio: 65% comprising - Monthly Seminar Report to analyse presentations/debates, 3 x 1,500 words monthly = 4,500 words: 55% - Reflective Journal, 800-1,000 words: 10%
Sample Assessment Materials	Learners will create a written paper on their own research to deliver to faculty and peers. **Digital Portfolio – on Moodle/VLE platforms**: Submit four questions on each seminar that you have asked or intended to ask. Provide a weekly report on each seminar describing content, sources used and contribution to historical research. Write a reflective journal describing what you have learned from the seminar papers.
Reading Lists and Other Information Resources	**Essential Reading:** Beck, Peter J., *Presenting History: Past and Present* (London: Palgrave Macmillan, 2012). Becker, Lucinda, *Presenting Your Research, Conferences, Symposiums, Poster Presentations and Beyond* (LA: Sage, 2014). Thody, Angela, *Writing and Presenting Research* (London: Sage, 2006). Mills Kelly, T., 'Presenting: Capturing, Creating, and Writing History' in *Teaching History in the Digital Age*, (Michigan: University of Michigan Press, 2013), pp. 78-101.
Module Physical Resource Requirements	Library and Archive Access Seminar Room with large table and full IT facilities. Access to IT room with individual computer workstations.