

Revealing Hidden Voices: Oral History

| Module title: Revealing Hidden Voices: Oral History | | | |
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| Module NFQ level (only if an NFQ level can be demonstrated) | Module number / reference | ECTS Value | Duration |
| 9 | | 5 | 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 | 2 |
| Teaching and Learning modes | Proportion (% of Total Directed Learning) | | |
| Classroom / Face to Face | 14% | | |
| Workplace | N/A | | |
| Online | 24% | | |
| Other (Identify) | 62% 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. | | | |
| Maximum number of learners per instance of the module | 20 | | |
| Average (over the duration of the module) of the contact hours⁶ per week | 1.5 | | |
| Pre-requisite module title(s) (if any) | N/A | | |
| Co-requisite module title(s) (if any) | N/A | | |
| Is this a capstone module? (Yes or No) | No | | |
| 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 oral history publications, e-journals, e-books and digital sources Recording equipment Podcasting equipment. | | | |
| 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) |

⁶ Effort while in contact with staff

| Lecturer | | Minimum Level 10 Qualification within the discipline of History | | | | 100% | | | | |
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| | | Extensive research experience and awareness of research methods and thesis writing techniques | | | | | | | | |
| | | Experience in practice and competency in teaching oral history. | | | | | | | | |
| 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 | | | | | |
| 18 | 1:8 | | | | | 30 | 77 | | | 125 |

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

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| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | This module develops the methodology of collecting 'history from below', giving learners the skills to collect and interpret evidence that is not available in the written record. It enables learners to learn best practice standards in oral history methodologies. It contributes to the attainment of IPLOs in the areas of knowledge, skills and competencies with special emphasis on developing oral history interview techniques and competencies, digital competencies and knowledge of ethical considerations that are vital to the ethical conduct of oral history. |
| Module Aims and Objectives | This module enables learners to practice oral history in a competent, methodologically robust and ethically sound way. It aims to introduce them to uses of oral history in museum and heritage settings, and to learn basic podcasting skills. |
| Minimum Intended Module Learning Outcomes | On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Engage in best practice in relation to the gathering and subsequent use and archiving of oral history interviews. (MIPLOs 1-4) 2. Critically evaluate important ethical considerations relating to their practice of oral history. (MIPLOs 1-5, 7) 3. Interpret and analyse oral history interviews, in conjunction with other relevant sources. (MIPLOs 4-6) |

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| | 4. Present research findings in oral, podcast and written formats. (MIPLOs 5, 7) |
| Information Provided to Learners about the Module | <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 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.</p> |
| Module Content, Organisation and Structure | <p>This module provides learners with a methodological and ethical approach to the collection, subsequent use and archiving of oral history, so that they have competency for postgraduate research using oral history as a methodology. It will introduce learners to the key resources for best practice of oral history, such as the Oral History Association, Oral History Society, and Oral History Network of Ireland websites.</p> <p>Learners will develop a deep understanding of how ethics applies to every aspect of the oral history process, from searching for interviews to the subsequent use and archiving of those interviews. Learners will acquire interviewing skills and recording skills. Learners will learn techniques to transcribe interviews, and to edit recordings. Learners will learn about how to analyse interviews, using other sources to check veracity. It will introduce learners to one of the emerging key uses of oral history: podcasting. It introduces learners also to important developments in the digitisation of oral history, enabling wider use of oral history in websites, museum and other heritage settings. Learners will apply these skills in oral history interviews and podcasts.</p> |
| Module Teaching and Learning (including formative assessment) Strategy | Teaching will be active, task-based and focused on the development of independent learners. Learners will learn through seminar-style reading, video analysis, discussion, and debate. Learners will learn through hands-on interviewing, transcription and making podcasts in small groups. Throughout the module, learners will be provided with comprehensive feedback on their work. |
| Work-Based Learning and Practice-Placement | N/A |
| E-Learning | <p>Use of the VLE will enhance the learning experience by providing each learner with ongoing access to module information, activities and learning resources.</p> <p>The Moodle portfolio function will be used to enable learners to construct, revise and submit their completed portfolios.</p> <p>The learner will also acquire digital competencies in recording, transcribing, and podcasting oral history interviews.</p> |
| Specifications for Module Staffing Requirements | Learner/staff ratio should not exceed 20 learners to one lecturer. Lecturers should be PhD level and have experience in practice and competency in teaching oral history. There is no recognised teaching award in oral history. |

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| Module Summative Assessment Strategy | <p>The module will be assessed by continuous assessment worth 100%.</p> <p>Learners will conduct and transcribe 30-minute interviews (30%), and will, in small groups, prepare themed podcasts using the group interviews and/or other interview collections (50%). Learners will also prepare and submit the necessary documentation for ethical conduct of oral history interviews as set out by the Research Ethics Advisory Committee. Learners who propose to do research that involves human and/or animal participants must submit five documents to the Research Ethics Advisory Committee for approval and the guidelines, rules and regulations, plus documentation will be posted on Moodle, and learners will receive full guidance; information and consent sheet (10%), and a GDPR advice sheet, 2,000 words (10%).</p> |
| Sample Assessment Materials | <p>Continuous Assessment:</p> <p>Learners will conduct and transcribe 30-minute interviews, and will, in small groups, prepare themed podcasts using the group interviews and/or other interview collections. Learners will also prepare and submit the necessary documentation for ethical conduct of oral history interviews: information and consent sheet, and a GDPR advice sheet.</p> |
| Reading Lists and Other Information Resources | <p>Recommended Reading:</p> <p>Abrams, Lynn, <i>Oral History Theory</i> (London: Routledge, 2016).</p> <p>Bryson, Anna and Seán McConville, <i>The Routledge Guide to Interviewing Oral history, social enquiry and investigation</i> (London: Routledge, 2014).</p> <p>Hamilton, Paula and Linda Shopes, <i>Oral History and Public Memories</i> (Philadelphia, 2008).</p> <p>Perks, R. and A. Thomson, (eds), <i>The Oral History Reader</i> (London: Routledge, 2016).</p> <p>Ritchie, Donald, <i>The Oxford Handbook of Oral History</i> (Oxford: Oxford University Press, 2011).</p> <p>Thompson, Paul, <i>The Voice of the Past: Oral History</i>, 3rd edn, (Oxford: Oxford University Press, 2000).</p> <p>Yow, Valerie, <i>Recording Oral History: A Practical Guide</i>, 2nd edn, (Lanham, 2005).</p> <p>Online resources:</p> <p>Digital Omnium digitalomnium.com</p> <p>Oral History Society http://ohs.org.uk</p> <p>Oral History Association https://www.oralhistory.org</p> <p>Oral History Network Ireland https://www.oralhistorynetworkireland.ie</p> |
| Module Physical Resource Requirements | <p>Library and Archive Access</p> <p>Seminar Room with large table and full IT facilities.</p> <p>Access to IT room with individual computer workstations.</p> <p>Access to recording and podcasting equipment. [This equipment will be shared between learners in group work.]</p> |