

Stories From The Archives: Doing Regional History

Module title: Stories from the Archives: Doing Regional History			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
9	TBC	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	11%		
Workplace	N/A		
Online	19%		
Other (Identify)	70% 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 hours⁴ per week	1.5 hours		
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 and access to e-journals, e-books and digital sources			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			

⁴ Effort while in contact with staff

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 /	Hours	Minimum ratio teacher /	Hours	Minimum ratio teacher /					
14	1:8					24	87			125

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 module enhances the learner's skill in the methodological distinctiveness of regional history through the exploration of archival collections in a regional context. It builds on knowledge and skills acquired in the history themes module in Semester 1. The module contributes to the attainment of IPLOs in the domains of knowledge, skills and competencies. In particular, it produces learners who have developed advanced skills in primary source research and can construct narratives and communicate about history in different registers.
Module Aims and Objectives	The module aims to engage learners in the use of archival materials for the study of history. It facilitates learners to effectively use primary sources, enabling them to assess the assets and limitations of archives for researching a given topic. It will introduce learners to some key fields of contemporary historical research, enabling them to situate the local history of these fields within wider contexts. The module also aims to increase use of the Delany Archive, Keeffe Research Library and Thomas Wall Collections in Carlow College and local county and museum archives in the southeast and midlands.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Develop professional research skills with an emphasis on archival skills. (MIPLOs 1, 3, 4, 6)

	<ol style="list-style-type: none"> 2. Develop a critical awareness of current historical problems and arguments. (MIPLOs 2, 4, 7, 8) 3. Develop the capacity to construct narratives and communicate about history and heritage in different registers. (MIPLOs 3, 5, 6, 7) 4. Through self-directed archival exploration and research, to learn to self-evaluate and take responsibility for continuing academic/professional development. (MIPLO 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>Week 1: The module will start with a general introduction to archives, their organisation and structure, ethos, and reason for existence.</p> <p>Week 2: Workshop with Carlow College Archivist incorporating practical catalogue searching skills and hands-on document experience</p> <p>Weeks 3-7: Learners will be introduced to a range of online and physical collections. A number of specific topics will be chosen and workshops will concentrate on the archives that support research on these topics. Learners will have an input into the selection of topics reflecting the areas that they are considering for their own research projects. Examples might include:</p> <p>Sport: GAA archive, national and regional newspapers, Boston College GAA Oral History Project.</p> <ul style="list-style-type: none"> • Community Health: the St Dymphna's Psychiatric Institution Collection in Carlow College's Delany Archive, and the Registrar General's Annual Reports of Births, Marriages and Deaths. • Historic Landscape: Maps and images: Down Survey, OSI, RIA • Crime: Grand Jury Reports/Assizes, Newspapers, County RIC Reports. <p>Weeks: 8-9 Learners will divide into small groups to work together on exploring particular archival collections and choosing specific stories or narratives that can be constructed using the archival materials. The Groups will receive online guidance and support from members of the teaching team during this period.</p> <p>Week 10: Workshop on presenting and communicating narratives</p> <p>Week 11: Presentation of posters to the class group</p> <p>Week 12: Presentation of posters to a wider audience. This might include a presentation to the Carlow College academic community, a presentation to the Carlow Archaeological and Historical Society, the display of posters in archives/libraries etc.</p>
Module Teaching and Learning (including formative assessment) Strategy	<p>Teaching will be active and task-based and focused on the development of independent learners.</p>

	As the groups start to put together the material for their posters they will submit sections for formative feedback.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Use of the (VLE) should enhance the learning experience by providing each learner with ongoing access to module information, activities and learning resources. Learners will also be introduced to several digital archives.
Specifications for Module Staffing Requirements	Learner/Staff ratio replicates that of other similar MA programmes and will not exceed 20 learners. Staff requirements: One module co-ordinator with responsibility for module delivery and administration. 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 in clearly defined units.
Module Summative Assessment Strategy	Poster: creation and presentation 100% This assessment will foster the development of collaborative research skills, creative presentation skills and the ability to construct narratives and communicate in different registers. Marks will be allocated as follows: 60% for the poster 40% for individual presentation and response
Sample Assessment Materials	In small groups learners will choose a topic and archival collection for in-depth examination. The topic may be linked to an area of study being investigated in the module on Historical Research, Design and Practice. Learners will document the background and context of the archival collection and reflect on the experience of visiting/using the archive. This should include a reflection on the accessibility, authenticity and usefulness of the material they accessed. Learners will select particular documents/artefacts to showcase and explore creative methods for displaying information in concise and attractive visual formats. Posters (A2 59.4cm x 42cm) should use a mixture of text, tables, pictures and other presentation formats. Learners should use MS Powerpoint or poster-design software such as Adobe InDesign. Learners are required to follow all copyright requirements. The poster will be displayed and presented by the group who will explain the process of selecting and displaying material and answer questions. The presentation will be delivered firstly in class and subsequently in a wider public forum.
Reading Lists and Other Information Resources	Essential Reading: Crossen-White, Holly L. 'Using digital archives in historical research: What are the ethical concerns for a 'forgotten' individual?' <i>Research Ethics</i> , vol. 11, 2 (2015), 108-119 Cunningham, Sean 'Archive skills and tools for historians'

	<p>https://archives.history.ac.uk/makinghistory/resources/articles/archives_kills_and_tools_for_historians.html</p> <p>Helferty, Seamus and Raymond Refaüssé, (eds) <i>A Directory of Irish Archives</i> (Dublin: Four Courts Press, 2011).</p> <p><i>Irish Archives: Journal of the Irish Society for Archives</i>, 1989-</p> <p><i>Maynooth Research Guides for Irish Local History</i>, 19 vols (Dublin: Four Courts Press, 2000-2018).</p> <p>National Archives of Ireland: Research Guides and Sources https://www.nationalarchives.ie/historical-records/research-guides-sources/</p> <p>Tanner, P. and J. Chapman, 'Poster presentations speak for themselves' <i>The Language Teacher</i>. Vol. 36 (3), (2012), 15-19.</p>
<p>Module Physical Resource Requirements</p>	<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>