Pedagogy for Politics and Society

Module Title	Pedagogy for Politics and Society
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	N/A
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Politics and Society
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching learning and assessment modes	This module will be taught in-class via workshops and online with 6 hours asynchronous learning and assessed by continuous assessment (100%)
Entry requirements (statement of knowledge, skill and competence	As per course entry requirements
Pre-requisite module titles	
Coquisite module titles	
Is this a capstone module? (Yes or No	No
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) If staff not in post at present, specify qualifications and experience required	A minimum Level 9 qualification in Social Science, Politics or a closely cognate area is required.
Maximum number of learners per centre (or instance of the module)	25
Duration of the module	Module to be delivered over one week
Average (over the duration of the module) of the contact hours per week (see * below	18
Module-specific physical resources and support required per centre (or instance of the module	Lecture hall, white board, computer, and projector. Library Resources

Analysis of required learning effort									
Effort while in contact with staff						**Contact Hours for the Module**			
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other (specify)**		**Directed e-learning**	**Independent learning**	**Other hours (specify)**	**Work-based learning**	**Total effort**
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner				
12	1:10					6	101			125

Allocation of Marks Within the Module					
	Continuous Assessment	**Supervised Project**	**Practical**	**Final Exam**	**Total**
Percentage Contribution	100%				**100%**

Module aims and objectives

This module facilitates learner engagement with the theoretical and practical aspects of teaching Politics and Society for Leaving Cert. The module is designed in line with the teaching and learning strategy outlined in the Politics and Society Curriculum Specifications. The module content engages with pedagogical approaches to teaching Politics and Society. This module will facilitate a Freirean approach to critically exploring the theories and processes that underpin differing conceptions of the Politics and Society syllabus. It equips learners with the tools to face challenging situations in the classroom and aims to develop learners' skillset to develop a classroom of inquiry and move between facilitator and problem poser. This module emphasises the importance of critical thinking in education and promotes the idea that critical education is a key tool in social transformation. The module aims to reconceptualise knowledge and enable learners to critically reflect on their position, to challenge traditional approaches to the classroom and education. This module aims to provide learners with the skills to empower their own students to be agents of change. This supports learners to recognise their own power as teachers and reflective practitioners and equips them with the skills to develop a praxis-based approach to the Politics and Society classroom.

Minimum intended module learning outcomes

On successful completion of this module, learners should be able to:

1. Identify the core concepts and principles of critical pedagogy (MIPLO 1, 2)
2. Describe the relationship between critical pedagogy and critical citizenship (MIPLO 1, 2)
3. Demonstrate practical skills and competencies in facilitation, digital media skills, ICT-based strategies, and tools. (MIPLO 3, 4, 6)
4. Design a classroom plan and develop a step-by-step program for planning and teaching a key topic. (MIPLO 4, 5, 6, 7, 8)
5. Demonstrate critical self-awareness, the characteristics and values of an informed, ethical and reflective practitioner. (MIPLO 5, 6, 7, 8)

Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

A key feature of the module is to build a community of inquiry among participants, with a focus on collaborative tasks, interactive dialogue, and inquiry-based learning.

This module enables learners to develop a critical mass across each of the modules in the programme. This module is underpinned by the core values of praxis, critical reflection, empowerment, and transformative learning. This module helps students develop transferrable skills that are tailored towards the teaching professions and are also relevant to those engaging in informal and non-formal learning in the community.

The module is relevant to all programme modules and helps learners to develop a deeper understanding of the individual module content. This provides an opportunity for learners to connect the learning outcomes across each module by developing a series of artefacts as part of an e-portfolio. This module provides learners with a unique opportunity to build on the knowledge, skills and competencies acquired throughout the programme and create a skills and resource bank that is both informed and original and can be applied to the Politics and Society syllabus in practice. This section of the module compliments and feeds into each of the modules and particularly meets MIPLOs 2, 3, 4, 6, 7, 8.

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 Moodle Page and 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.

Module content, organisation and structure

The module content is broken into six themes:

Introduction: Sociology of Education
- Key Themes and Perspectives
- Oppression and Education

Introduction to Pedagogy
- Pedagogical Approaches to Learning
- Evidence-Based Teaching Practices – Rosenhine's 10 Principles of Instruction
- Cognitive load theory
- Socratic dialogue
- Retrieval practices
- Effective feedback

Freirean Pedagogy
- Introduction to Paulo Freire
- Importance of Critical Pedagogy – Key Concepts
- Critical Pedagogy for Active Citizenship
- Transformative Learning – Liberation versus Domestication
- Education for Empowerment

Reflective Practice
- De-centring Knowledge
- Strategies for Reflection and Critical Thinking
- Developing Critical Consciousness

The Politics and Society Classroom
- Addressing Bias in the Classroom
- Power in the Classroom
- Egalitarian Relationships
- Accessible Classrooms and Anti-Oppressive Spaces
- Addressing Contentious Topics and Handling Controversial Issues
- Ensuring a Safe Learning Environment
- Teaching through Themes and Strands – Non-Linear Learning Approaches to Learning
- De-colonising Education and Pedagogic Interventions

Teaching and Learning Strategies for Politics and Society
- Teacher-as-Facilitator: Developing Facilitation Skills
- Dialogical Methods and co-creation of knowledge

Workshop 1. Teaching and Learning Strategies for Politics and Society
Workshop 2. Theory in Practice – Designing and Creating the E-Portfolio

Module teaching, learning and assessment strategy

The module is focused on the development of learner capacity to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches, inclusive of the following methods:

Lectures, peer learning achieved through face-to-face classroom discussion, role-play and participation in classroom exercises, case study analysis, videoLectures, discussion forums, case studies and group exercises. Learners will, in small groups, break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners and will provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).

Module summative assessment strategy
This module will be assessed by two assignments.

Nature of assessment materials

Assessment	Weighting	MIMLO
Group Tasks: Learners will demonstrate their knowledge, skills, and competencies through completing specific group tasks inclusive of the following: • Development of Classroom Resources • Learner Presentation of Plans	20%	1-5
E-Portfolio (4000 words approx..) Learners will demonstrate practical skills and competencies in digital media skills and ICT-based strategies, and tools through the creation of an E-Portfolio. The E-Portfolio will host a series of resources for the politics and Society classroom. These are inclusive of the following: • Data Based Online Quiz (x2) • Quantitative Survey • Qualitative Questionnaire • Research Projects • Action Project Report • Poster Presentations • Blogposts • Social Media Account	80%	1-5

Timetabling, Learner Effort and Credit

Timetable	Learner Effort	Credit
Workshops Dates TBD	125 hours combined classroom contact hours, learning and assessment	5 ECTS

Work-based learning and practice-placement
N/A

E-learning
Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.
Assessment is by means of
1. Active Participation in Group Exercises (20%)
2. Creation of an E-Learning Portfolio (80%)

Module physical resource requirements
The module will be delivered through a combination of workshops and asynchronous learning. Requirements include projectors, whiteboards, audio-visual equipment, and WiFi. Access to the Learner Gateway and Library resources are also a requirement.

Reading lists and other information resources

Essential Reading:
Cornwall, A. (2019) Decolonizing Development Studies: Pedagogic Reflections, *The Radical Teacher*. 116:37-46.
Freire, P. (2000) *Pedagogy of the Oppressed*. 30th anniversary edition. Bloomsbury Publishing.
Rosenshine, B. (2012) Principles of Instruction Research-Based Strategies That All Teachers Should Know. *The American Educator.* (Spring, 2012).

Other Reading:
Appleby, Y., and Pilkington, R. (2014). *Developing critical professional practice in education* NIACE. Available at http://www.learningandwork.org.uk/resource/developing-critical-professional-practice-in-education/
Crotty, R. (2013) *Introduction to Intercultural Studies*. Dublin: Gill and Macmillan.
Molope, M. and Itumeleng, M. (2018) Decolonising the Curriculum: The Case of Development Studies. *Journal of Gender, Information and Development in Africa (JGIDA)* Special Issue. London. 139-159.
Prendiville, P. (2004). *Developing Facilitation Skills: A handbook for Group Facilitators*. Dublin: Combat Poverty Agency.
Stanchfield, J. (2007). *Tips and Tools: The art of experiential group facilitation*. USA: Wood'N'Barnes Publishing.

Websites:
https://www.infed.org/

Ethical Considerations
N/A

Re-Assessment Procedures
All details regarding compensation, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, max completion period are outlined in the College's *Regulations in Relation to Assessment and Standards*. Where a learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the College's *Regulations in Relation to Assessment and Standards*.