Community Concepts

Section A: Headline Information	
Module title	Community Concepts
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	College entry requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	None
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours lectures per week.
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group room.
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5						101			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%			60%	**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module provides an introduction to concepts of community and the development of social and political theories of community. This is a foundational module supporting learners to develop their knowledge and understanding of the significant characteristics of communities in diverse contexts. The module is relevant to the overall intended programme learning outcomes in that it seeks to develop learner awareness and understanding of the nature of community from a range of perspectives.
Module Aims and Objectives	The module examines the concept of community and introduces theories of community from sociological and political perspectives. The changing nature of community in Ireland is explored from historical and contemporary positions. The module will also consider different models of communities (individualistic, collaborative, identity, virtual) and their relevance to mainstream society.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Discuss core social and political concepts of community. (MIPLO 1,3) 2. Outline the changing nature of communities in Ireland, from traditional to contemporary. (MIPLO 2, 3) 3. Differentiate between the features of communities such as individualistic, materialistic, communal and ecological. (MIPLO 3) 4. Define civil society and discuss related perspectives. (MIPLO 2, 3)

Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.
	This module introduces learners to sociological and political analysis and concepts of community; enabling learners to develop their awareness of the features and characteristics of community in historical and contemporary terms. Learners will differentiate between different types of communities.
	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.
	Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	*Concepts of Community:* Geographical, identity / interest; communion; symbolism; belonging; social perspective; systems perspective; virtual; individual; boundaries of inclusion and exclusion; tradition and norms. *Social and Political theories and concepts of community:* Tönnies, Durkheim, Habermas, Bauman. Global; transnational / transitory, sustainable. *Community in Ireland:* Community studies in Ireland; ethnography; tradition and modernity in post-independence Ireland; community, culture and identity in contemporary Ireland. *Community Engagement and Social Change:* Community, civic engagement and social change; overview of representative organisational types; case study examples focused on social change (Disability/Gender/Sexuality).
Module Teaching and Learning Strategy	The module will be taught through lectures and peer learning. Lectures will include group discussion, interactive presentations and peer learning. Learners will be required to engage meaningfully in class discussions /tutorials and to contribute vocally where appropriate.
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.
Specifications for Module Staffing Requirements	One lecturer. This module may include guest speakers where required. The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.
Module Summative and Formative Assessment Strategy	Emphasis on summative assessment is balanced with the attention to group discussion and peer learning in the classroom environment building formative knowledge. There are two assessment types in the module:

	Examination (60%), Reflective Journal (40%)
Sample Assessment Materials	Assessment: Open Book Examination: 2 hour paper; 2 questions: Sample examination questions: 1. Discuss *Anthony P. Cohen's* (1985) key ideas in relation to the 'symbolic construction of community'. Firstly, what is the symbolic construction of community, and secondly, how does it relate to both identity and belonging? 2. Outline and assess *Bauman's* (2001) argument on the association between community and security. Continuous Assessment: Reflective Journal (1,000 words) based on individual reading and facilitated peer group discussion. Learners will choose from a selection of module topics divided to ensure that there is a range of topics covered to facilitate a more comprehensive peer learning process. The journal will be written by individual learners and part of the overall process will include small group peer led discussions on the topics.
Reading Lists and Other Information Resources	***Essential Reading:*** Delanty, G. (2002) *Community*. London: Routledge. Share, P., Conway, B. and Corcoran, M. (2012) 'Associational Life: Community and Civil Society', in *A Sociology of Ireland*, 4th edition, Dublin: Gill and Macmillan. Tovey, H (2009) 'Theorising Community', in Forde, C., Kiely, E. and Meade, R. (Eds.) (2009). *Youth and Community Work in Ireland: Critical Perspectives.* Dublin: Blackhall Publishing. ***Other Reading:*** Bauman, Z. (2001) *Community: seeking safety in an insecure world*. Cambridge: Polity Press. Community Workers Co-operative. (2009, 2010, 2011). *Irish Journal of Community Work.* Galway: CWC. Cohen, A. P. (1985) *The Symbolic Construction of Community*. London: Tavistock. Forde, C., Kiely, E. and Meade, R. (Eds.) (2009). *Youth and Community Work in Ireland: Critical Perspectives.* Dublin: Blackhall Publishing. ***Relevant Websites:*** The Wheel: www.thewheel.ie Community Development exchange: http://www.democracymatters.org.uk/cdx-community-development-exchange/ Infed (learning, education and community) : http://www.infed.org/ Animating Democracy: http://animatingdemocracy.org/about/impact-initiative
Module Physical Resource Requirements	Lecture hall / seminar room equipped with Internet, Projector and speakers.