



## MODULE DESCRIPTOR

### ED2-1: Professional Practice: Education 2

Name of Module Professional Practice: Education 2

<b>Credits</b>	5	<b>Course</b>	BA Education
<b>Level (NQAI Framework)</b>	8	<b>Faculty</b>	Education
<b>Stage</b>	2	<b>Module Leader</b>	Prof. Dervil Jordan
<b>Semester</b>	1	<b>Module Coordinator</b>	Prof. Dervil Jordan

#### *Unit 1: Art education*

This unit aims to provide the student with an understanding of the particular qualities of an education in art and design. What makes art and design education different from an education in other disciplines? What are the main lines of thought and of opinion in relation to art and design education? How have these schools of thought developed and what differences are there between them? How has Irish art education evolved over the years – and what have been the experiences of students in recent years? Art and design in the formation of Irish education policy.

#### *Unit 2: Education policy and practice in Ireland:*

This unit aims to provide the student with an insight into contemporary Irish education. Three ‘moments’ in Irish education are examined to illustrate the changing values and priorities that have shaped contemporary Irish education structures – the early years of the Irish Free State, the mid-century decade of change in 1960s, and contemporary Ireland in the 21<sup>st</sup> century.

#### **What will I learn?**

On successful completion of Unit 1, students will be able to:

- Describe the main features that have been proposed as unique to art and design education
- Present arguments for and against certain forms of art and design education
- Demonstrate practical examples of different approaches to art and design education
- Analyse current practices in art and design education at different levels in Irish education

On successful completion of Unit 2, students will be able to:

- analyse the relationship between education and society as evidenced in the moments of scrutiny;
- describe the key policies that characterised Irish education at each of the time periods under consideration;
- evaluate the rhetoric and realities of education policies and practices in contemporary Ireland.

#### **How will I learn?**

**Studio-based projects**  
**Tutorials**  
**Group Critiques**  
**Seminars**  
**Lectures**

<b>Site visits</b>		
<b>Other learning methods specific to module...</b>	<b>HRS/ Semesters</b>	
Contact hours	40	
Autonomous Student Learning /self-directed study	60	
Total Workload	100	
<b>How will I be assessed?</b>		
	<b>% of Final Grade</b>	<b>Timing</b>
Portfolio of module work		End of Semester 1
Presentation of work		End of Semester 1
<b>Total</b>	<b>100</b>	
<b>What happens if I fail?</b>		
<b>Resit Opportunities</b>		
End of Semester 1		
<b>Remediation</b>		
If you fail this module you may repeat, resit, or substitute where permissible		
<b>Am I eligible to take this module?</b>		
<b>Module Requisites and Incompatibles</b>		
Pre-Requisite: ED1-1		
Required : E.g. Successful completion of year 1 modules (60 credits) or equivalent prior learning		
Co-Requisite: None		
Incompatibles: n/a		
<b>Prior Learning</b>		
Requirements:		
Excluded:		
Recommended:		
Should be prepared to participate fully in all course activities including visits		
<b>When and where is this module offered?</b>		
Timetabling information is displayed only for guidance purposes, relates only to 2013/14 and is subject to change.		
Education classroom	Semester 1 (October – January)	