Classroom Practice including Methodologies 1
PGED1013

MODULE DESCRIPTOR

ECTS credits1	25	Programme	Professional Master of Education
NQF level	9	School	School of Education
Stage	1	Module Co-ordinator	Fiona King
Trimester	1 and 2	Module Team	Fiona King, Dr Isobelle Mullaney, Tony Murphy, Noel Guilfoyle, Aoife Keogh, Anne Marie Keaveny
Contact	Catherine Creagh, School Administrator: creaghc@staff.ncad.ie		
Responsibility	The NCAD Academic Council and the School of Education Board have responsibility for this module.		

1. Introduction

The aims of this module are to:

● Provide students with both a theoretical and a practical understanding of key processes of teaching and learning.

● Develop the student's confidence in teaching and to find a distinctive and personal style.

● Encourage students to develop their classroom management and their ability to deliver lessons in a meaningful and creative way.

● Draw on student's own particular skills and interests, especially through using concepts and ideas generated through their Studio Practice;

● Develop the students' capacity to reflect on their experience, to critically evaluate their practice and to develop strategies for improvement.

● Initiate the development of a professional portfolio for each student teacher.

2. What will I learn?

On successful completion of this module students will be able to:

1. Devise and implement schemes of work appropriate to the pupil's age and ability.

2. Implement classroom management strategies, ensuring that these adhere to school policy; to address pupil's misbehaviour.

3. Reflect on and assess their own level of achievements and performance in the classroom through self-evaluation.

4. Implement and maintain a positive learning environment through effective classroom and material management.

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[1] European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic yeawr

5. Analyse and assess pupils work using AoL and AfL strategies and techniques

6. Implement a pertinent questioning strategy to encourage pupil's opinion, ideas and assess overall understanding of concepts.

7. Align Learning Intentions with classroom activities, employing a variety of teaching methodologies suitable for art/design and Visual Studies lessons;

8. Design appropriate lesson plans, with reference to learning outcomes, learning intentions, pacing, demonstration, evaluation and related management issues

9. Deliver online classes to pupils when required

10. Align the requirements of academic study of art history/visual studies with the practices of the art class.

11. Source and compile a body of visual art references and resources that are pertinent for use in the classroom.

12. Plan and prepare appropriate schemes of work relevant to the Leaving Certificate Visual Studies course.

13. Analyse and evaluate the educational potential of museums and galleries.

Module content

School Placement/Art and Design Education - Teaching methodologies

Visual studies – Teaching Methodologies

The aim of this module is to provide students with both a theoretical and a practical understanding of key processes of teaching and learning.

Students are introduced to influential traditions of practice in teaching and classroom management.

Online delivery, micro-teaching, video analysis and group critiques and review are features of this module.

After an initial period of observation and team teaching in a school, students are placed in authentic teaching and learning environments in second level schools in two full -time blocks. Introductory placement Block 1 (4 weeks), including 8-10 hours of direct teaching including at least 1 period of VS* per week. Block 2 (7 weeks) includes approx. 10-12 hours of direct teaching including at least 1 period of VS per week.

Students plan and deliver a number of units of learning. Individual and group tutorials are provided throughout the module. These tutorial sessions will address specific methodological issues, shaped both by staff observations and student experiences.

The academic components of art history/visual studies and the practical experiences of the art and design classroom are explored. The different requirements and expectations of each component are examined and appropriate strategies for developing differentiated teaching styles are developed. The educational processes associated with museums and galleries are investigated

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3.   How will I learn?

Online delivery opportunities

Micro teaching in School of Education

Practice in authentic learning environment – the school

Pre and post-visit tutorial sessions

Learning tool	Hours
School placement and tutorials	180
Lectures and seminars	100
Autonomous Student Learning	120
Total Workload	**400**

4.   What learning supports are provided?

- Tutorial Support- Individual and group

- School Placement Tutorial Support

- School Placement Review- Peer and Tutor support

- NCAD Learning Platform- Tutor presentations, templates, website and reading lists

- School Placement Visit

- School Placement Visit Report

5.   Am I eligible to take this module?

Module Requisites and Incompatibles

Pre-requisites	None
Co-requisites	None
Incompatibles	None
Prior learning	Where a student can demonstrate that they have achieved at least 80% of the learning outcomes of this module, by academic certified achievement, or through quantifiable and documented experience, they can apply to the School for that prior learning to be recognised. Applications must be received prior to the commencement of delivery of the module.
Recommended	None

6.   How will I be assessed?

Students are assessed on their School Placement Visits, Planning and Viva Voce on completion of their School Placement block. The assessment criteria outlined are applied.

Assessment Criteria

- Professional teaching skills and ability

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- Management of learning environment

- Presentation of learning content

- Effectiveness of planning, quality of content and presentation

- Assessment and evaluation of pupil's work

- Self –reflection

Assessment tool	% of final grade	Timing
Assessment of school placement visits	50%	Throughout the module
Planning (Including AH/VS)	40%	Throughout the module
Viva Voce	10%	End of module in Trimester 2
Total	**100%**	

Assessment tool	Learning outcomes assessed
Assessment of school placement visits	
Planning (Including AH/VS)	All learning outcomes
Viva Voce	

7. Feedback, results and grading

Students will receive continual feedback in the form of written SP reports and tutorials with a focus on formative assessment.

At the end of block two students will be assessed on a SP presentation/Viva Voce delivered to a panel of School of Education staff.

NCAD Grading criteria and NCAD Grade Descriptors are applied to the assessments.

8. What happens if I fail?

Students will have the opportunity to repeat SP and/or resubmit planning/assignments as necessary.

9. When and where is this module offered?

School of Education lecture rooms, SP settings (tutorials), Gallery/museum settings as appropriate. Online delivery may also take place.

10. How will I have the chance to evaluate the module?

It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

About two-thirds of the way through the year, a student forum will be convened to gather students' comments about their study and the delivery of the programme. In addition, at the end of Trimester 2, students have the opportunity to complete an online evaluation of their study and experience at

NCAD. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD.

In addition, you are invited to discuss your experience on the module with your lecturers at any point during the year. You can also relay your comments to the class student representative who will communicate your comments to the staff.

**For further details on the content of your module and teaching arrangements,
consult your Programme or Module Handbook**

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