PRAC: Advanced Pedagogical Practices

Module Title:	Advanced Pedagogical Practices
Language of Instruction:	English

Credits:	5

NFQ Level:	7

Module Delivered In	2 programme(s)

Teaching & Learning Strategies:	Lecture. Presentation. Discussion. Case Study. Collaboration and Group Activities. Observation and Analysis of Video clips. Guest Speaker. Reflection. Enquiry based learning. Feedback on learning activities.

Module Aim:	The aim of this module is to introduce a wide range of pedagogical practices and strategies to the learners in support of children's learning and assessment. They will also be given the opportunity to explore strategies and practices concerning Philosophising with Children. Outdoor play will also be examined.

Learning Outcomes	
On successful completion of this module the learner should be able to:	
LO1	Demonstrate an understanding of a range of pedagogical practices
LO2	Demonstrate an ability to understand and conduct Philosophy sessions with and for children.
LO3	Analyse the contribution and importance of Outdoor Learning in Early Childhood Education
LO4	Understand and apply the elements of planning and assessment for and of children's learning as suggested by the Aistear Siolta Practice Guide.

Pre-requisite learning
Module Recommendations *This is prior learning (or a practical skill) that is recommended before enrolment in this module.*
No recommendations listed
Incompatible Modules *These are modules which have learning outcomes that are too similar to the learning outcomes of this module.*
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements *This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.*
No requirements listed

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Module Content & Assessment

Indicative Content
A range of pedagogical practices • Aistear Siolta Practice Guide – Curriculum Foundations • Slow pedagogy and early childhood education • Reconceptualizing participatory practices. • How to select a responsive supporting learning technique e.g. o Demonstrating o Describing o Listening o Modelling o Recalling o Encouraging, praising, and helping
'Doing' Philosophy with children. • Identify and analyse the importance of philosophising for children and its relationship to Aistear 'Exploring and Thinking' • Demonstrate the ability to plan for and encourage children to philosophise
Outdoor Learning in Early Childhood Education • Principles and History of Outdoor Learning • Outdoor learning in practice across the age ranges Babies to Middle Childhood. • Sustainable and environmental education in the outdoors – with link to Article 29 1 (e) UNCRC
Planning and assessment for and of children's learning • Using Learning Stories • Ways of Knowing, Ways of Listening, More than observing. • The Emergent Curriculum • The Curiosity Curriculum • Aistear Siolta Practice Guide – Planning and Assessing and all support material. • Supporting Transitions within and between settings, services and school.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	*Assessment Description*	*Outcome addressed*	*% of total*	*Assessment Date*
Reflective Journal	Learners will be invited to develop an eportfolio tracing their learning journey in relation to this module.	1,2,3,4	100.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

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Module Workload

Workload: Full Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	2.00
Independent Learning Time	15 Weeks per Stage	6.73
	Total Hours	125.00

Workload: Part Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	1.50
Independent Learning Time	15 Weeks per Stage	7.13
	Total Hours	125.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	Bachelor of Education (Honours) in Early Childhood Education and Practice	5	Mandatory
CW_HHECE_D	Bachelor of Education in Early Childhood Education and Practice	5	Mandatory