6.3 Module 3   Pedagogy and Teaching Placement

6.3.1   Headline information about the module

Module title	Pedagogy and Teaching Placement
Module NFQ level	8
Module number/reference	3
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Arts in Drama Education (HDDE)
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1 & 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	20
List the teaching and learning modes	Part-time
Entry requirements (statement of knowledge, skill and competence)	Applicants are required to have successfully completed a degree at NFQ level 8. Learners are additionally required to have completed Grade 10 examinations in speech and drama either with the college's Leinster School of Music and Drama or with another nationally or internationally accredited examination body. Mature applicants with equivalent professional experience may also apply for consideration. All applicants are met in advance of their enrolment by the programme team to ensure the suitability of the programme to the learners' needs.
Pre-requisite module titles	N/A
Co-requisite module titles	Preparing the Performer, The Creative Process, Professional Practice, Psychology of Teaching and Learning, Application of the Creative Process.
Is this a capstone module? (Yes or No)	N/A
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)	Lecturers are expected to hold at least a level 8 qualification, preferably with an educational and/or performance background. Guest lecturers are expected to have a high level of industry experience. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College
Maximum number of learners per centre	20
Duration of the module	24 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	3

Module-specific physical resources and support required per centre (or instance of the module)	Lecture room with moveable furniture to facilitate practical based lectures; with internet access and digital projector.

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:20	49.5
Monitoring and small-group teaching		
Other (specify)		
Independent Learning		
Directed e-learning (hours)		10
Independent Learning (hours)		360.5
Other hours (specify) Observation Hours		20
Work-based learning hours of learning effort		60
Total Effort (hours)		500

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

6.3.2 Module aims and objectives

This module consists of three elements. The first element deals with an examination of the theories and processes of teaching, learning and pedagogy as well as the integral part played by assessment in the process, in-group teaching and with individuals. The teaching of drama in the specified curriculum and classroom management is also be examined in this section.

The second element involves the practical application of the theories and learning in this and other modules in a practical teaching setting. The learner is expected to undertake Teaching Placement (60 hrs), by first engaging in a period of observation followed by teaching, which is subject to tutor and peer supervision. Within this observation period there will be emphasis placed on local schools and artist teacher partnerships. Preparation as well as practice is examined by means of tutor observation and a Teaching Placement File.

The third element consists of an examination of the theory of inclusion. It deals with defining inclusion and looking at different models of assessing the learner. It explores the barriers to social participation, which is a vital component of any drama class. Various special needs and named syndromes are examined with a view to managing children in an inclusive learning environment. Classroom practices and appropriate resources are explored in order to support teaching placement, and the guidelines of the Department of Education and Skills in relation to inclusion and special needs are examined.

6.3.3 Minimum intended module learning outcomes

On successful completion of this module, learners can:
  (i) Design, plan for and formulate suitable programmes for a variety of teaching situations, including the Specified Curriculum at Primary Level.
  (ii) Illustrate the ability to communicate effectively in a differentiated way with learners of all ages and abilities in a variety of settings.
  (iii) Formulate specific learning outcomes to cater for learner needs in a variety of teaching environments.
  (iv) Effectively manage and organise the classroom and to deal spontaneously with issues as they arise.
  (v) Employ a range of tools and resources to effectively deliver a programme in drama education.
  (vi) Identify a range of assessment tools in formative and summative assessment to measure and monitor progress in learning.
  (vii) Utilise a basic knowledge of inclusion and its impact in the teaching and learning situation.
  (viii) Display awareness and sensitivity to special needs in the drama class and manage them in an appropriate and effective way.
  (ix) Formulate an appropriate differentiated programme taking into account all the learners' needs.
  (x) Reflect on and evaluate the success of the delivery of a drama programme.

6.3.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The Pedagogy and Teaching Placement module focuses on developing the skills required for successfully engaging in a career in Drama Education. This includes the theoretical foundation for teaching and learning, with a particular focus on the nature of personal development and expression through drama. The module directly addresses those Programme learning outcomes relating to Pedagogy and the teaching of drama and its application in all teaching settings. (MIPLO's i,iv,v,vi)

Learning outcomes of this module underpin much of the learning applied in other modules and so contributes to most of the Minimum Intended Programme Learning Outcomes.

6.3.5 Information provided to learners about the module

Learners receive the following resources and materials in advance of commencement: Module descriptor, module learning outcomes, class plan, assignment and presentation briefs, assessment strategy, reading materials, notes etc.

Additionally, this material is available through Moodle, the College Virtual Learning Environment, along with other relevant resources and activities.

6.3.6   **Module content, organisation and structure**

Topic 1 - Theories of Teaching, Learning and Pedagogy
- Defining Pedagogy
- What should learners learn?
- Pedagogic Settings
- Pedagogic Dimensions
  - educational goals/learning purposes and assessment activities

Topic 2 - Assessment as an Integral Part of the Process
- Views of learning, curriculum and assessment
- Views of knowledge and assessment
- Justification of appropriate types of assessment to progress learning
- Collecting evidence of learning
- Reflecting on learning in the drama

Topic 3 - Drama in the specified National Curriculum/Drama in Education
- Principles of learning in specified curriculum
- Place of Arts Education in Specified curriculum
- Learning in and through drama
- Process Drama
- Cross-curricular approach
- Drama in the early years – Aistear.

Topic 4 - Defining Inclusion/ Models of thinking/ Inclusion and Additional Needs
- What is Inclusion?
- Inclusion and participation
- Medical Model/Social Model
- Barriers to learning/participation.

Topic 5 - Understanding Additional Needs Syndromes
- E.g.: Attention Deficit Hyperactivity Disorder/Asperger's Syndrome/Selective Mutism/ the Autistic spectrum/ dyspraxia/ Speech and language disorder.

Topic 6 - Managing Children with Additional Needs in the Inclusive Drama Classroom
- Social Stories
- Using Story telling as a therapeutic tool for children.
- Planning for additional educational needs

Topic 7 - Inclusive Practices
- Creating an inclusive environment for teaching and learning resource

Topic 8 - Practices of Teaching
- Role of the effective teacher
- Roles and relationships between teacher and learner
- Building self esteem
- Lesson planning to succeed
- Classroom organisation and management

Topic 9 - Reflection

The Process Folio is an Integrated Programme Assessment (IPA), which focusses on an overarching teaching and learning strategy for the programme. The Process Folio encourages the learner to engage in a critically reflective application of knowledge and learning through meaningful assessment.

Process Folio - Structure for Learning:

Learners are provided with three seminars throughout the programme, which provides them with the skills and guidance needed to complete the Process Folio. This takes place within Module 1: Pedagogy and Teaching Placement (20ECTS).

Seminar Outline

Seminar 1:   Introduction to the Process Folio (October)
In this session, learners are introduced to the process folio, given key deadlines for assessment, and provided with an overview of how to approach folio entries in Semester 1.

Seminar 2:   How to Write Reflectively (February)
This workshop engages in good reflective writing practice, utilising the DEAL Method for Reflective Writing (see appendix 1) and 0provide learners with the opportunity to receive feedback from the Lecturer on their own folio entries.

Seminar 3:   Finishing the Process Folio (May)
This workshop provides learners with the advice and skills necessary to complete the process folio for the August deadline. It is a further opportunity for the learners to receive mentorship on their folio entries.

These workshops consist of approximately nine contact hours. This reflective practice material will be provided in the first semester to ensure learners can utilise it throughout their placement with continued feedback given throughout the year.

6.3.7   Module teaching and learning (including formative assessment) strategy

This module is taught through a series of lectures, tutor-led discussion groups and practical drama education workshops. It also focusses on the practice of teaching and observation of same through modelling and scaffolding, leading to independent teaching. Reflection forms an integral part of this module.

The lectures require the learners to participate in active learning methodologies, talk and discussion, development of skills through content, collaborative and co-operative methodologies, where they assign themselves to small groups in order to problem solve around the subject matter. There is also a team of visiting lecturers who deliver lecture and/or drama workshop/lectures related to the module - areas included are puppetry, visual arts and literature and youth drama based workshops.

Learners are required to complete a number of assignments. The course material is assessed using a combination of continuous and summative assessment by means of a Process folio (for further details see the sample assessments handbook) Scheme/Lesson Planning Assignment, Teaching Placement File and Teaching Placement itself.

The Teaching Placement is assessed by means of observation. There are two tutor observations and one peer observation during the course of the programme. The Process Folio traces the learner's learning as the process unfolds (for further details of the Process Folio, please refer to the sample assessments handbook. The Teaching Placement File measures the learners' understanding of pedagogy and learning processes. The module team will ensure that the relevant content is delivered to learners before their placement commences with particular emphasis on inclusion and differentiation. Learners will be provided with placement guidelines and each placement will be assessed for suitability on a case by case basis to ensure the highest quality of teaching placement for each learner.

The continued use of peer assessment and learning provides learners with a strong platform to share and problem solve throughout the module.

6.3.8   Work-based learning and practice-placement

As the focus in this programme is on drama education, the Teaching Placement accounts for a very significant element and is the opportunity for the learner to put into practice, the theoretical and practical elements of the various modules. Learners are required to engage of a Teaching Placement of 3 hours per week for the duration of the programme (minimum 60 hours in total) in a setting that is deemed suitable to the course content.

6.3.9   E-learning

Moodle is used to disseminate notes, advice and online resources to support the learners. The learners are also given access to lynda.com and dramaonlinelibrary.com as a resource for reference.

6.3.10   Module physical resource requirements

Requirements are for a fully equipped classroom. The room to be equipped with a PC and Microsoft Office, no other software is required for this module.

6.3.11   Reading lists and other information resources

Primary Reading
Bowell, P. & Heap, B.S. (2001) Planning Process Drama London: David Fulton
Conn, C. (2019) Using Drama with Children on the Autism Spectrum: A Resource for Practitioners in Education and Health. 2 edition. Abingdon, Oxon ; New York, NY: Routledge.
DES (1999) Primary School Curriculum, Dublin: Government Publications Office. (In particular the Introduction document)
DES (1999) Primary School Curriculum, Drama Curriculum and Teacher Guidelines, Dublin: Government Publications Office
Poulter, C. (2018) Playing the Game A Drama Workshop Guide (2nd Edition) Mac Millan Education, Palgrave.
Davis, D (2014) Imagining the Real Towards a new Theory of Drama in Education, Institute of Education Press, University of London.
Bolton, G. (2010) Essential Writings, Edited by David Davis. Trentham Books
National Council for Special Education (2011), Access to the curriculum for pupils with a variety of special educational needs in mainstream classes: An exploration of experiences of young pupils in primary schools. Report commissioned by ncse.
Fredickson, N. & Cline, T. (2015) 3rd Edition. Special Educational Needs, Inclusion and Diversity. Open University Press.
Neelands, J. , Goode, T.(2000) Structuring Drama Work Cambridge University Press

Winston, J. (2004) Drama and English at the Heart of the Curriculum London: David Fulton
Secondary Reading

Cockburn, A.D. (2001) Teaching Children 3 – 11 – A Student's Guide   London: Paul Chapman Publishing
Davis, S. (ed.) (2016) Dramatic Interactions in Education. reprint edition. London: Bloomsbury Academic.
Gordon, G. (1996) Managing Challenging Children Prim-Ed.
Graham, S. (2014) The Frantic Assembly Book of Devising Theatre. 2 edition. Abingdon, Oxon: Routledge.
Miller, C., Sexton, J. (2004) Into the Story –Language in Action through Drama Heinmann
Prendiville, F., Toye, N. (2003) Drama and Traditional Story in the Early Years RoutledgeFalmer
Winston, J., Tandy, Miles. (2003-2nd Edn.) Beginning Drama 4-11 London: David Fulton Publishers

6.3.12   Specifications for module staffing requirements

Lecturers are expected to hold at least a level 8 qualification, preferably with an educational and / or performance background. Guest lecturers are expected to have a high level of industry experience. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.

6.3.13   Module summative assessment strategy

Learners are required to complete a number of assignments to demonstrate their knowledge in this module. The course material for this module is assessed using a combination of continuous and summative assessment by means of a Reflective Journal or Process folio, Peer Observation Scheme/Lesson Planning Assignment with differentiation, Teaching Placement File and Teaching Placement itself.   The Teaching Placement is assessed by means of observation. There are two tutor observations and one peer observation during the course of the programme. The Process Folio traces the learner's learning as the process unfolds (for further details of the Process Folio, please refer to the sample assessments handbook). The Teaching Placement File measures the learner's understanding of pedagogy and learning processes. Written planning of lessons, schemes and programmes as well as the preparation of appropriate resources are an essential component of the Teaching Placement File.

The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	This module has a teaching placement, which is assessed by means of observation and a teaching placement file. There are two tutor observations and one peer observation during the course of the programme.	i,iv,v,vi	50%
2	The process folio traces the learner's learning as the process unfolds.	ix,x	25%
3	The course material is assessed by means of a lesson planning assignment.	i,iv,v,vi	25%

6.3.14 Sample assessment materials

Please see separate accompanying Sample assessments handbook.