



Bachelor of Arts (Ordinary) in Adult Education

Student Handbook 2011/2012

Literacy Development Centre
Waterford Institute of Technology
College Street Campus
Waterford
www.wit.ie/lcdc

TABLE OF CONTENTS

Literacy Development Centre Contact Details	4
Introduction	5
Entry Requirements	7
Course Structure	8
Learning Outcomes	9
Assessment Procedures	10
Course Assessment Guidelines	16
Module Descriptors	22
Nature of Enquiry in Adult Education	23
Psychology of Adult Learning 2	27
Education Policy*	30
Language and Power	33
Management of Adult Education.....	36
Adult Numeracy	39
Family Literacy	43
TESOL 3	46
Course Assessment Feedback Templates.....	50
Assignment Forms	54
Academic Writing/Referencing.....	56
Exemptions/ Recognition of Prior Learning	59

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INTRODUCTION

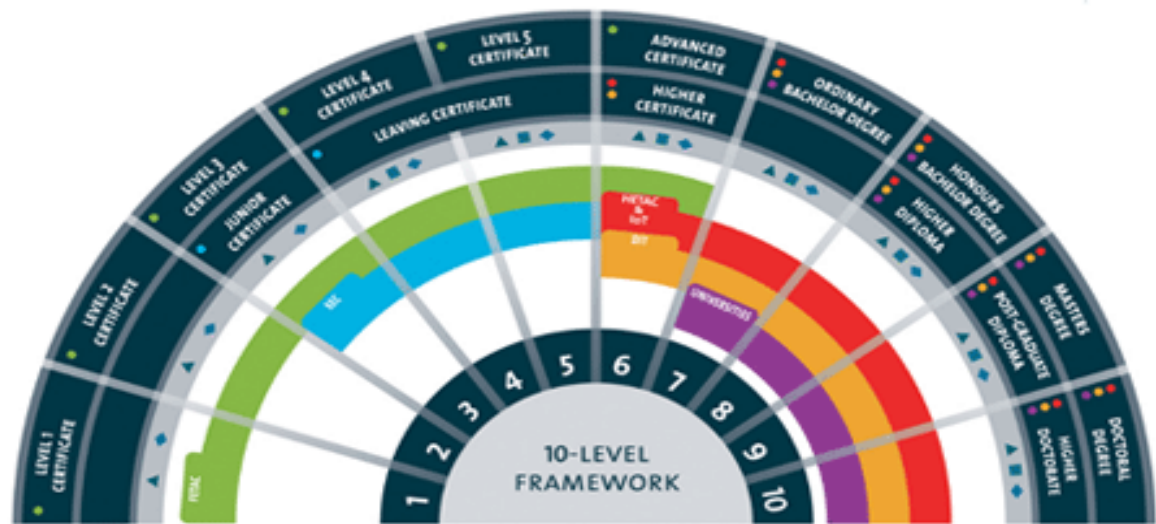
The Literacy Development Centre (LDC) at Waterford Institute of Technology offers a number of third level programmes, which have been designed as a single progression route with exit points at levels 6, 7 and 8 on the National Framework of Qualifications (NFQ). The aims and objectives of the suite of programmes offered by LDC were identified by working in close collaboration with all of the key stakeholders in the Adult Literacy sector in Ireland. These include: National Adult Literacy Agency (NALA), the Adult Literacy Organisers Association (ALOA), the Chief Executive Officer's Association (CEOA), the Department of Education & Science (DES), and Waterford Institute of Technology (WIT).

Programmes have been developed and co-managed by a partnership between WIT and NALA in response to an identified need for a third level programme which would assist literacy practitioners in upgrading their skills and also gain accreditation for the knowledge and skills accumulated through their work practice. The partnership with NALA has helped to ensure that programmes are relevant to the current developments in the sector and that programmes consistently meet the standards required for literacy practitioners. The LDC receives funding from the Department of Education & Skills to deliver programmes nationally.

The programmes are as follows:

- Certificate in Adult Literacy Awareness (Level 6 Special Purpose Award)
- Higher Certificate in Arts in Literacy Development (Level 6)
- Bachelor of Arts (Ordinary) in Adult Education (Level 7)
- Bachelor of Arts (Honours) in Adult Education (Level 8)

The qualifications delivered by the Literacy Development Centre have been endorsed by the *Learning for Life: White paper on Adult Education* and have been accepted by the DES and VECs as the appropriate qualification for literacy practitioners. Their recognition by the DES endorses these courses as the highest quality literacy education and training for adult literacy organisers and tutors in the country.



National Framework of Qualifications

All programmes comprise modules specifically developed for literacy practitioners and offer separate elective streams for managers and tutors. The aim of these programmes is to enable adult literacy personnel to explore theories which underpin various aspects of adult literacy and adult education practice, while enabling them to evaluate current scholarship in literacy. By identifying and promoting good practice, literacy practitioners can explore how, in their role, they can work towards a society where there is equality of access to, and participation in, education for all, in which everyone is able to reap the personal, social and economic benefits of lifelong learning. These programmes support practitioners to critically reflect on the different definitions of literacies and examine why literacy cannot be limited to a set of basic skills that the individual needs to be more socially or economically productive. By promoting the scholarship of literacy, the programmes delivered by the LDC also contribute significantly to the knowledge base exploring literacy as an academic discipline.

COURSE PROCEDURES

ENTRY REQUIREMENTS B.A. (ORDINARY) IN ADULT EDUCATION

Candidates wishing to gain access to the B.A. (Ordinary) in Adult Education must have the following:

- Higher Certificate in Arts in Literacy Development or an equivalent qualification.
- All potential participants must be working in adult or further education for the duration of the course.
- All modules are offered subject to sufficient numbers and resources.

ENTRY REQUIREMENTS: B.A. (HONOURS) IN ADULT EDUCATION

Candidates wishing to gain access to the B.A. (Honours) in Adult Education must have the following:

- Candidates should be graduates of the B.A. (Ordinary) in Adult Education (level 7) or its equivalent.
- Ongoing experience within the adult education field is required.

Please note: Applicants who have not completed the B.A. (Ordinary) in Adult Education will need to provide evidence that they have acquired the core knowledge of the level 6 and level 7 programmes which lead up the B.A (Honours) programme. Applicants must show that they have knowledge of the material contained in the modules Philosophy of Adult Education (level 6), Group Dynamics (level 6), Psychology of Adult Learning (levels 6 & 7), Curriculum Development (level 6) and Curriculum Planning and Quality Assurance (level 7). Such evidence can be presented in the form of an APEL portfolio.

COURSE STRUCTURE B.A. ORDINARY IN ADULT EDUCATION

Core Modules: All mandatory

1. Nature of Enquiry in Adult Education
2. Psychology of Adult Learning 2
3. Education Policy
4. Language and Power

Electives

Choose two of the following:

- Management of Adult Education
- Adult Numeracy 2
- Family Literacy
- TESOL 3

All modules carry 10 credits unless otherwise stated and are offered subject to sufficient numbers and resources

LEARNING OUTCOMES

Having successfully completed this programme student will be able to:

1. Demonstrate an adequate knowledge of research methodologies to enable them to engage in critical thinking regarding the process of research in adult education.
2. Analyse the policy context in education in order that practice is accurately located in a wider framework.
3. Situate their understanding of human lifespan development within a theoretical framework and use these insights to inform their practice.
4. Analyse current best practice in the management of Adult Education.
5. Demonstrate an understanding of the difference between numeracy as a social practice and mathematics: demonstrate adequate knowledge of teaching methodologies.
6. Demonstrate an understanding of the interaction of social context with human development, particularly language and literacy development: form partnerships between home, school and community.
7. Discuss the process of second language acquisition, analyse discourse, design programmes for ESOL students.
8. Demonstrate an understanding of literacy as a multiple and situated social practice and of the relationship between language and the reproduction of power structures.
9. Progress to study at level 8.
10. Critically reflect on their practice within a conceptual framework, at an appropriate level and exercise appropriate skills and attitudes as either Literacy Organisers or Tutors.

ASSESSMENT PROCEDURES

As all our courses are third-level courses, students would need to be aware that essays or projects will need to be submitted for assessment and that it may be necessary to spend at least 10-15 hours per week in study. An exam may be one of the modes of assessment for some modules. Current thinking in adult education and training supports the view that assessment is an integrated part of the learning cycle. This is reinforced in this course through:

- stressing the link between learning outcomes and assessment
- using self assessment as well as tutor assessment
- discussing assessment criteria and marking schemes with students

Assignments are incorporated into each module by way of continuous assessment and end-of-module assessment. These assignments emphasise the practical application of the module material to the tutors' and organisers' work situation while underpinning it with theoretical knowledge. Given the practical nature of this course and the maturity of the participants, assignments may include self-assessment and peer-assessment as well as tutor assessment.

Forms of assessment may include:

- practical demonstrations
- presentations
- learning journals
- essays
- case studies
- work-based projects
- online contributions
- written and oral exercises
- in-house examinations

The actual form of assessment used will vary, according to the requirements of each particular module. Your tutor will give you more information regarding the actual assessment procedures for a particular module.

The importance of the recognition of prior learning (RPL) scheme has also been recognised and this has been used extensively on the project's programmes. A comprehensive knowledge base and expertise in RPL has resulted from this.

MODES OF ASSESSMENT

Various modes of assessment are used throughout this programme. The main tools of assessment are the learning journal, which is a core assessment tool for all modules, essays, lesson plans, reports, projects and online contribution. A brief description of each of these modes of assessment can be found below:

LEARNING JOURNAL

A learning journal is a personal reflection on what the participant understands from the module and what application it might have in their work. They may want to write up a personal journal from which they can subsequently write up a journal for assessment requirements. The learning journal should be not more than 2,500 words overall. Entry for each session should include the following:

- Knowledge and understanding of issues and ideas raised in the course
- Personal reflection on what these issues and ideas mean to you and how they might be useful in your practice
- Assess your experiences as a learner and how these might enhance your understanding of the learners in your own work

ESSAYS

- An essay is a piece of continuous writing (without headings, numbers or bullet points, however paragraphs are used to divide sections of the argument).
- It has a title setting out the issues to be dealt with in the essay.
- It takes the form of an argument which leads the reader from the title at the beginning to a conclusion at the end.
- The argument should draw on the course materials.
- Essays should have a maximum word length of 3000 words

REPORTS

As the name implies the report gives information on how a project, experiment or piece of research was done. It can be simplified into three general principles:

How was it done? Why was it done? What does it mean?

- The format is completely different from that of an essay.
- The information should be clear and easy to find; therefore the structure is fairly rigid.
- There are sections, usually with subheadings and numbered.
- Bullet points can be used to achieve clarity and conciseness.
- The report should proceed in a logical and ordered way.

PROJECTS

There are a number of different types of projects. They can include:

- Lesson Plans
- Portfolios
- A curriculum/programme plan for a particular topic.
- A management/marketing plan

PLEASE NOTE:

- It is a requirement to attempt all assignments in a module.
- In some modules there is a requirement to pass key elements of the module in order to gain an overall pass in the subject.

ASSESSMENT CRITERIA

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

GRADES

WIT Academic Council has adopted a percentage grading system (formerly alphabetic grading system) for all part-time programmes in line with all sectoral conventions and full-time programmes from September 2010. The student is awarded by a percentage grade for each module. The grading of the overall award will be calculated as follows:

Pass	-	40%-49%
Merit 2-		50%-59%
Merit 1-		60%-69%
Distinction	-	70% +

ATTENDANCE AND ABSENTEEISM

Attendance is recorded. A minimum of **80%** attendance is required for each taught module. Participants are required to notify in writing if extenuating family or personal circumstances prevent or are likely to hinder attendance. In the event of personal illness, a doctor's certificate should be submitted for our records.

PRESENTATION OF ASSIGNMENTS

- Plain A4 paper
- Printed on one side only and stapled in top left hand corner
- Typed
- Please do not use bindings and covers: They are not necessary and take up filing space.

ASSIGNMENT FORMS

Please complete an Assignment Form for each assignment (originals and copies) and staple it onto the front of each assignment copy. A copy of this form is available at the back of this handbook. The assignment form must be signed by you certifying that the work you are submitting is your own. If you fail to sign this form, your assignments will be returned to you for signature. More information on this topic is detailed in the [Anti-Plagiarism Policy](#) available on the exams section of WIT's website.

SUBMISSION OF ASSIGNMENTS

Please submit **two** copies of each assignment to:

**Literacy Development Centre,
WIT,
College Street Campus,
Waterford.**

Please retain evidence of posting and **always** keep a copy of your assignments for your own records.

LATE SUBMISSIONS

Assignments submitted after the agreed date (normally 4 weeks following the end of a module) will be subject to a penalty of 10%.

All assignments are to be submitted to the Literacy Development Centre, WIT, College Street Campus, Waterford.

Any request for an extension based on mitigating or extenuating circumstances must be made in writing to the Head of the Literacy Development Centre at the above address and must include supporting documentation (medical certificate, letter from Courts Service etc). Requests cannot be made by phone or email.

The Centre will only accept assignments from participants registered on modules taking place during the academic year.

RESUBMISSION OF ASSIGNMENTS

If a student obtains an overall mark of less than 40% they are entitled to resubmit their assignment. The maximum mark allowable for a resubmitted assignment is 49%. There is a limit of 3 resubmissions per module.

Students are generally allowed up to four weeks to resubmit the assignment. The assignment must be accompanied by an “*Assignment Resubmission Form*”.

INCOMPLETE ASSIGNMENTS

It is a requirement of all modules, that the student attempts all assignments, that is, the Continuous and End-of-Module Assessments. Students **cannot pass** the module having only completed one part of the assessment.

DEFERRALS

If work for a module has not been completed by the agreed date, the student will be deferred until the next Examination Board. The Exam Boards are held twice a year. We will send out a letter after each exam board, asking students if they wish to complete work or withdraw.

If a student has not completed attendance at a module, s/he will be withdrawn (de-registered). If the student has been de-registered, and at a later date, wishes to complete the module, it is necessary to register again, paying the full fee and to resit the full module.

APPEALS

The official WIT results from the Registrar's Office are sent to students, following Examination Board meetings which take place in June and September. Students have **five** working days to appeal their results once results are sent to the student. All appeals must go through the WIT Registrar's Office. There is a fee involved in appealing results. This is refunded if the appeal is upheld.

PLAGIARISM

When you are writing for academic purposes you are expected to use and respond to the ideas of authors who have been studied during the course. However, when you do this you must acknowledge the source of the ideas. Not to do so, to make it appear that the idea or ideas are your own, is called plagiarism and is a serious offence. It is a form of theft (of intellectual property) and when it is detected the penalty is failure of that piece of work. This is why it is vitally important to use correct referencing and in order to do this you should record your sources correctly in your preparatory work for an assignment.

When you take notes, make sure that you have the author's name, the year of publication, the name of the book or journal, place of publication, the name of publisher and page numbers so that your reader (in this case your tutor and the external examiner) can trace the source of the idea and check if it is correctly used.

More information on WIT's policy on anti-plagiarism is available on our website. www2.wit.ie/exams/Anti-PlagiarismPolicy/

CANCELLATIONS POLICY

All cancellations must be received in writing (to Literacy Development Centre, Waterford Institute of Technology, College Street Campus, Waterford) 21 days before the module begins. Cancellations received after this period will be charged at 50% of the module cost

TRANSCRIPT OF RESULTS

A transcript of results is available to request online at a charge of €15, using the following link.

<https://studentssp.wit.ie/exams/Transcripts/examtranscript.aspx>

COURSE ASSESSMENT GUIDELINES

LESSON PLAN GUIDELINES

A. Context/Rationale

1. Setting the learning in context

- Institutional setting
- Accredited/non-accredited course
- Place of lesson within a course - Progression
- Links to other learning opportunities

2. Profile

Student Profile(1:1)	Group Profile
Relevant life history; e.g literacy/ numeracy difficulties Reason for coming to the scheme Approximate level they started at Present level.	Composition of group Mixed levels or one level Group members' previous experience Reasons for attending

3. Needs Analysis

- Describe how you agreed **long and short term goals** with your student(s)
- Long-term goals
- Short-term goals

B. Lesson Plan Framework

1. Objective(s) – as related to short-term goals (what you intend to teach)
2. Specific learning outcomes (SLOs) – (what the learner should be able to do as a result of the learning, expressed in terms of specific active verbs)
3. Content – subject matter to be covered in the class
4. Methodologies/approaches/strategies which need to be implemented to achieve the SLOs. Methodologies should take account of different learning styles and should attempt to encompass a range of learning preferences
5. Materials – list/describe the range of materials you intend to use. Bear in mind
 - Interactive learning
 - Independent learning
 - Student interests
 - Authentic material

Samples of materials must be provided.
6. Structure - with appropriate and realistic timings
 - Include a clear introduction that should be an attempt to present the purposes, tasks, activities, methods and approaches to be used.
 - Development (with timings) - outline tasks, activities, reinforcements.
 - Strategy for assessment of skills/knowledge/competency - written/oral/ visual. Assessment can be based on MLJ criteria or SLO – incorporating fluency/independence/application/depth of understanding
 - Conclusion - recap, reinforcement

- Strategy for tutor/student evaluation

C. Reflection/Retrospective Analysis

Reflection on how the lesson went

Your own and your student's evaluation of each lesson

Did the lesson achieve the aims of the plan?

What went well?

What could be improved?

How this evaluation will inform future practice

Student's own work from lessons should be included with comments on how it links to each lesson plan

LEARNING JOURNAL MARKING GUIDELINES

Mark	Understanding of module content (15 marks)		How learning might be applied to practice (10 marks)		Insights into the experience of being an adult learner based on participation on the course (5 marks)
12-15	Demonstrates and excellent understanding of the module content. Shows evidence of a deeply reflective approach to the learning. Provides evidence of having achieved the broad range of learning outcomes.	8-10	Makes an excellent link between theory and practice. Selects highly appropriate and creative examples from practice to illustrate ideas. Gives concrete examples of how new ideas might be applied in practice. Comprehensive analysis of current practice in relation to the module concepts.	5	Shows a high level of self-awareness in relation to the group process experienced on the module. Shows how their personal experience as a learner can be used to enhance their own practice. Gives a significant account of how study skills can be applied to their own learning on the module.
9-11	Demonstrates a good understanding of the module content through personal reflection. Provides evidence of having achieved most of the learning outcomes. Shows some evidence of critical reflection. Engages in a personal way with the ideas raised on the course.	6-7	Makes clear links between theory and practice. Ability to illustrate the ideas by providing relevant examples from practice. Evidence of a willingness to revise practice in the light of new ideas gained on the module. Analysis of current practice in the light of the module concepts.	3-4	Demonstrates self-awareness in relation to the group process experienced on the module. Shows how their personal experience as a learner can be used to enhance their own practice. Gives a good account of how study skills can be applied to their own learning on this and future modules.
6-8	Has grasped the basic concepts of the module content but may express their understanding through presentation of factual accounts rather than personal reflection Demonstrates achievement of a limited range of learning outcomes, possibly at a basic level. Evidence of critical reflection may be weak.	4-5	Some attempt to link theory and practice. Provides some examples from practice but not always relevant. Has difficulty in relating new ideas to personal practice. Little evidence of willingness to adapt personal practice. Lacks evidence of reflection on current practice.	1-2	Reference to group process without relation to self. Has difficulty in linking personal experience as a learner to their own practice. Gives some account of applying study skills but does not use it to improve approach to study. Tendency to include irrelevant personal detail.
<6	Has little understanding of the module content and may even demonstrate misunderstanding. No critical reflection. Does not meet the learning outcomes.	<4	No link between theory and practice. No examples to illustrate concepts.	0	No reference to self as learner.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

ESSAY MARKING GUIDELINES

MARK	Knowledge of course content (Marks out of 25)	Presentation and application of academic conventions (Marks out of 25)	Building an Argument to address essay title (Marks out of 25)	Understanding of issues (Marks out of 25)
20-25	Wide range of reading of course materials evident. Excellent choice of course materials and ability to relate them to the essay topic. Consistently selects apt references and quotations. Demonstrates an in-depth understanding of course content and its significance.	Accurate use of language and fluency of style Accurate and consistent referencing. Comprehensive and accurate bibliography. Keeps the argument objective rather than personal. Demonstrates competency in writing in an academic style.	Addresses the essay topic comprehensively. Controls the argument well, has a clear structure and a strong conclusion. Thorough analysis of topic supported by evidence drawn from the course materials.	Demonstrates thorough insight into the issues raised during the course. Evidence of independent thought by e.g. extending the argument beyond the parameters of the course. Excellent ability to link theory of the course to practice and to locate the topic in a broader context.
15-19	Range of reading of course materials evident Good choice of course materials and ability to relate them to the essay topic Selects apt references and quotations Demonstrates a sound understanding of course content and its significance	Communicates ideas through clear use of language. Good use of paragraphs. References and quotations generally accurate. Accurate bibliography. Attempts to keep the argument objective rather than personal. Attempts to integrate quotations into text of essay.	Addresses the main issues of the essay topic but may not always sustain the focus. Clear structure to the essay – introduction, body, and conclusion which emerges from the argument. Ideas organised in a logical progression with a clear link between points in the argument. Adequate analysis of topic supported by evidence drawn from the course materials.	Demonstrates insights into the issues raised during the course. Some evidence of independent thought. Shows an ability to link theory of the course to practice by including analysis of apt examples.
10-14	Acceptable choice of course materials, drawn from limited range of reading. Some attempt to identify relevant references and quotations. Related material to essay title but in a fairly basic way. Tends to present material in a mainly factual way and may paraphrase without evidence of personal engagement with the ideas.	Writes in a style that is generally comprehensible but there may be inaccuracies in grammar and syntax. Some attempt to reference but may not be able to apply the conventions. Bibliography included but may contain inaccuracies. Tends to write from personal perspective rather than generalise the argument. Significantly exceeds or falls short of word count	Understands the essay question but may not be able to sustain an argument. Structure lacks clarity, may lack evidence of a point of view or conclusion emerging. Ideas not always presented in a logical sequence, not consistently providing links between the ideas presented. Some basic analysis of topic but supporting evidence from course materials not always used.	Demonstrates an understanding of the issues raised during the course but at a relatively basic level. Some attempt to link theory and practice but chosen examples not always appropriate.
<10	Inability to select appropriate course material and relate it to the essay title. May demonstrate misunderstanding.	Poor writing skills which obscure the meaning. Inappropriate language and style. Inadequate attempt to reference material or provide a serviceable bibliography.	Does not address the essay title. No clear argument or evidence of analysis.	Shows inadequate understanding of the course concepts.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

PROJECT MARKING GUIDELINES

Mark	Knowledge and application of course material (50 marks available)		Presentation, format, layout and coherence (20 marks available)		Evidence of original thinking and creative application of ideas (30 marks available)
40-50	Demonstrates an excellent understanding of course content and supports this with relevant work related examples that show the ability to critically reflect on the subject matter.	16-20	Excellent presentation, use of language and format.	24-30	Highly creative thinking that demonstrates the ability to apply the content in an original manner that would be of practical value in a work environment.
30-39	Demonstrates a good understanding of course content and supports this with some examples of application in a work-related environment.	12-15	Good presentation with good use of language.	18-23	Demonstrates original thinking and some creativity that could be applied in a work setting.
20-29	Demonstrates a limited understanding of course content and its application.	8-11	Average presentation with some errors in use of language and format.	12-17	Demonstrates some evidence of original thinking.
<20	Does not demonstrate an understanding of course content.	<8	Poor presentation and poor use of language.	<12	Does not demonstrate original thinking or application in a work-related environment.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

MODULE DESCRIPTORS

Module Name *Nature of Enquiry in Adult Education*

Allocated Code **Level** **Denomination** **Date Created** **Date Modified** **Credits**

Official Use Only

7 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of this module is to introduce the student to research methodologies and to develop the student's critical thinking abilities regarding the process of research in adult education. Discussion of the main debates between the various traditions of enquiry will lead to a consideration of the arguments and assumptions which each makes about the social world. Students will be introduced to the issues surrounding values and ethical problems inherent in educational research.

On successful completion of this module, a student will be able to:

1. Recognise the role of research in informing policy and practice and contributing to knowledge.
2. Demonstrate an ability to question the authority of texts and to generate and use their own ideas as they construct meaning while reading and conducting research.
3. Demonstrate an understanding of the different approaches to research in education and how they are applied to the research process.
4. Formulate a research problem, question or hypothesis.
5. Analyse the relationship between the research problem and research design.
6. Demonstrate an understanding of values and ethical issues in research.

Learning and teaching methods and strategies:

1. Seminar
2. Discussion
3. Reading of research
4. Practical exercises around data collection methods

Assessment Methods

1. Learning Journal: 30%
2. Critique of Research Report 70%.

Module Name *Nature of Enquiry in Adult Education*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. The nature of enquiry and research in general, positivist vs naturalistic approaches. The purpose of research; cycle of inquiry; relationship of research, theory, policy and practice; format of the research report.
2. Research design issues; managing research, sampling issues, managing key criteria such as validity and reliability.
3. Approaches to research in education and philosophical underpinnings – quantitative/qualitative distinction
4. Research designs and their aims and uses – experimental; non-experimental; survey, ethnographic, phenomenological; case study; action research
5. Data collection methods – design, uses, advantages and disadvantages of observation, questionnaire and interview; the relationship between research problem and research design.
6. Format of the research report.
7. Critical reading of research – assessing research claims and conclusions in context of sampling and data collection methods.
8. Review a body of existing research in Adult Education
9. Ethics in research, academic honesty and integrity, fair use, informed consent, the acknowledgement of all sources, contributors and collaborators.

Module Name: *Nature of Enquiry in Adult Education.*

Essential Material

1. Blaxter, L., Hughes, C. and Tight, M., (2006), How to research, 3rd Edition, Open University Press, Buckingham
2. Breakwell, G.M., Hammond, S., Fife-Shaw, C., Smith, J. (editors), (2006), Research Methods in Psychology, 2nd Edition, Sage, London
3. Locke, L.F., Silverman, S.J., Spirduso, W.W., (2010), Reading and Understanding Research, Sage Publications, London
4. Denscombe, M., (2007), The Good Research Guide, 2nd Edition, Open University Press, Buckingham

Supplementary Material

1. Bannister, P., Burman, E., Parker, I., Taylor, M., Tindall, C., (1997), Qualitative Methods in Psychology: A Research Guide, OU Press, Buckingham
2. Bell, J., (2005), Doing Your Research Project, 4th Edition, OU Press, Buckingham
3. Bogdan, R & Birklen, S., (2006), Qualitative research for education: an introduction to theory and methods, 3rd edition, Boston, (1994) Social Research, Basingstoke, Macmillan., 5th Edition, Allyn and Bacon, Boston
4. Cohen, L., Manion, L. & Morrison, K., (2007), Research Methods in Education, 6th Edition, Routledge, London
5. Denscombe, M, (2007), The Good Research Guide, OU Press, London
6. Sarantakos, S, (2004), Social Research, 3rd Edition, Macmillan, Basingstoke

Module Name: *Nature of Enquiry in Adult Education.*

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity	HoursGroup Size	Activity	HoursGroup Size
Lecture		Lecture	36
Practical		Practical	
Seminar/Tutorial		Seminar/Tutorial	
Placement		Placement	
Other (Specify)		Other (Specify)	105
Independent Learning		Independent Learning	129
			270

Distance education and web-based learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Resources

Module Name *Psychology of Adult Learning 2*

Allocated Code **Level** **Denomination** **Date Created** **Date Modified** **Credits**

Official Use Only

7 Arts 02/02/2005 11/09/2009 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of this module is to enable the student to critically examine views of adult learning and the factors which may inhibit or encourage adult participation in learning. They will have developed a perspective on the psychology of adult learning and will be able to utilise this knowledge in the planning and evaluation of learning programmes in adult education.

On successful completion of this module, a student will be able to:

1. Discuss how our understandings of individual differences in adult learning can be influenced by our perception of adults' beliefs about knowledge and learning; gender; social status; different motivations and learning styles of adult learners.
2. Demonstrate an understanding of the concepts of andragogy and transformative learning
3. Identify individual and environmental factors which may inhibit or encourage adult participation in education and learning.
4. Discuss the location of adult learning within its cultural context.

Learning and teaching methods and strategies:

1. Seminar
2. Reading
3. Discussion

Assessment Methods

1. Learning Journal: 30%
2. Essay 70%.

Module Name *Psychology of Adult Learning 2*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Individual differences in adult learning: Role of adults' beliefs about knowledge and learning; Gender – differential motivations and learning styles of men and women.
2. Andragogy and transformative learning.
3. Individual and environmental risks and opportunities for the adult learner – Super's Life Career Rainbow & Bronfenbrenner's Ecological Systems Theory.
4. Culture and adult learning: Social constructionism - language and power discourses; Vygotsky's view of learning – zone of proximal development and Bruner's notion of scaffolding.
5. Socio-cultural learning in adulthood: Learning as social participation - communities of practice; situated learning; peripheral participation; and activity theory

Essential Material

1. Curzon, L.B., (2004), *Teaching in Further Education: An outline of principles and practice*, 6th Edition, Continuum, London
2. Jarvis, P, (1995), *Adult and Continuing Education: Theory and Practice*, 2nd Edition, Croom Helm, London.
3. Tennant, M, (2006), *Psychology and Adult Learning*, 3rd Edition, Routledge, London
4. Brookfield, S, (1998), *Understanding and facilitating adult learning: a comprehensive analysis of principles and effective practices*, Open University Press, Buckingham
5. Mezirow, J. & Associates, (2000), *Learning as Transformation; Critical Perspectives on a Theory in Progress*, Jossey-Bass, San Francisco

Module Name *Psychology of Adult Learning 2*

Supplementary Material

1. Engestrom, Y., Miettinen, R. & Punamaki, R.L. (editors), (1999), Perspectives on Activity Theory, Cambridge University Press, New York
2. Lave, J. and Wenger, E., (1991), Situated Learning: Legimate Peripheral Participation, Cambridge University Press, Cambridge
3. Merriam, S. and Caffarella, R., (1991), Learning in Adulthood: A Comprehensive Guide, Jossey-Bass, San Francisco
4. Smith, M.C. and Pourchot, T., (1998), Adult Learning and Development: Perspectives from Educational Psychology, Lawrence Erlbaum Associates, New Jersey
5. Wenger, E., (1999), Communities of Practice: Learning, Meaning and Identity, Cambridge University Press, New York
6. Vygotsky, L., (1978), Mind in Society. The Development of Higher Psychological Processes, Cambridge University Press, Cambridge

Learning Modes

Full-time learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity **HoursGroup Size**

Lecture 36

Practical

Seminar/Tutorial

Placement

on-line learning 105

Independent Learning 129

270

Distance education and web-based learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Module Name **Education Policy**

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only					
	7	Education	28/09/2009	28/09/2009	10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

This module aims to introduce practitioners to the wider policy context in adult and community education in order that practice is accurately located in a wider framework.

On successful completion of this module, a student will be able to:

1. Demonstrate understanding of the influence of politics, economics and sociology in the formation of social policy.
2. Discuss and illustrate the interaction between the origins, functions and structure of the Irish education system.
3. Apply the qualifications framework to map progression for learners, and have explored accreditation issues.
4. Analyse the relationships between education providers, the state, and other stakeholders, and their relative impact on education policy.
5. Identify the implications of relevant national and EU policy developments for curriculum practice within adult and community education.
6. Apply concepts relevant to social analysis and education policy.

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Module Name **Education Policy**

Learning and Teaching Methods and Strategies

1. Small group work
2. Tutorials
3. Discussions
4. Guided reading

Assessment Methods

1. 70% Essay
2. 30% Learning Journal

Indicative Content

1. Purpose of the welfare state; how social policy is made; Economics of education provision; outcomes in education.
2. Structure and historical background of the Irish education system; Liberalism, Functionalism, Structuralism, Feminism.
3. Theories for education; Corporatism and power.
4. The Lifelong Learning agenda; Employability. The National Qualifications Framework. FETAC and HETAC.
5. Barriers to access and participation in the context of equality of opportunity.
6. Formal, informal, and non-formal education for adults; personal development and progression.

Essential Material

1. Curry, J., (2003), Irish Social Services, IPA, Dublin
2. Lynch, K., (2000), Equality in Education, Gill & MacMillan, Dublin

Supplementary Material

1. Baker, J., Lynch, K., Cantillon, S., & Walsh, J., (2004), Equality: from theory to action, Palgrave Macmillan, Basingstoke
2. Clancy, P. et al, (1995), Irish Society: Sociological Perspectives, IPA, Dublin
3. Department of Education & Science, (2000), Learning for Life: White Paper on Adult Education, Government Publications, Dublin
4. Quin, S., Kennedy, P., O'Donnell, A., & Kiely, G., (1999), Contemporary Irish Social Policy, University College Dublin Press, Dublin
5. Tovey Hilary, Share P and Corcoran Mary P, (2003), Sociology of Ireland, Gill and Macmillan, Dublin
6. John Coolahan, (1981), Irish Education: Its history and structure, 2005 Edition, IPA, Dublin

Module Name **Education Policy**

Learning Modes

Full-time learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity **HoursGroup Size**

Lecture 36

Practical

Seminar/Tutorial

Placement

on-line learning 105

Independent Learning 129

270

Distance education and web-based learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Resources

Module Name *Language and Power*

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only	7	Education	02/02/2005	19/09/2009	10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of this module is to introduce students to the concept of language as an instrument of power and to the concept of literacy as multiple and situated social practices.

On successful completion of this module, a student will be able to:

1. Demonstrate an understanding of literacy as a multiple and situated social practice.
2. Demonstrate an appreciation of the role of language in identity formation.
3. Outline some social and literacy practices which can be shown to relate to different levels of power in society.
4. Demonstrate an understanding of the relationship between language and the reproduction of power structures particularly in relation to school based and academic literacy.
5. Analyse policy documents and identify the cultural and political assumptions accompanying such texts.
6. Discuss the debates surrounding definitions of literacy, and language policy in current international research.

Learning and teaching methods and strategies:

1. Seminar
2. Reading
3. Discussion

Assessment Methods

1. 70% Essay
2. 30% Reflective Learning Journal

Module Name *Language and Power*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Language and power: literacy as situated social practice and/or cognitive skills; social relations of power
2. The role of language in identity formation: how language is used to create, reinforce or challenge identity
3. Concepts of power: standard language as dominant, colloquial language and dialect as subordinate to the dominant language; language as subversion (e.g. rap songs)
4. The role of school / education (and other social structures) in the reproduction of a dominant language in literacy practice, and the role of a dominant language in maintaining power structures.
5. The formation of social policy – who writes it? what language is it written in? who implements it? Who does it benefit?
6. Literacy or literacies? What do we mean by literacy? Who is defining it and for what purpose?

Essential Material

1. Gee, J. P., (2007), *Social Linguistics and Literacies: Ideologies in Discourses*, Taylor & Francis, London
2. Campbell, P. & Burnaby, B. eds, (2001), *Participatory Practices in Adult Education*, Grass Roots, Edmonton

Module Name *Language and Power*

Supplementary Material

1. Coles, M. and Hall, C., (2001), *Breaking the line; new literacies, postmodernism and the teaching of printed texts in Reading*
2. Fairclough, N., (2001), *Language and Power*, 2nd Edition, Longman, London
3. Gee, J. P., (2004), *Language, Literacy and Learning*, 2nd Edition, Routledge, London
4. New London Group, (2000), 'A pedagogy of multi-literacies: designing social futures' in Cope, B. and Kalantzis, M. (eds) *Multi-literacies: literacy learning and the design of social futures*, Routledge, London, pp9-37
5. University of Lancaster, RAPAL (Research and Practice in Adult Literacy) Journal
6. Wallace C, (1999), 'Critical language awareness: key principles for a course in critical reading', *Language Awareness* 8, 2

Learning Modes

Full-time learners' mode

Activity	HoursGroup Size
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Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity	HoursGroup Size
-----------------	------------------------

Lecture

36

Practical

Seminar/Tutorial

Placement

Other (Specify)

105

Independent Learning

129

270

Distance education and web-based learners' mode

Activity	HoursGroup Size
-----------------	------------------------

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Module Name **Management of Adult Education**

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only	7	Arts	02/02/2005	26/03/2010	10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of this module is to develop the skills necessary to organise and manage an adult learning environment, including designing a strategic plan, a marketing strategy and undertaking a training needs-analysis.

On successful completion of this module, a student will be able to:

1. Discuss and evaluate best practice in the management of Adult Education incorporating relevant aspects of the organization such as culture, power, change, structure, climate, governance and control.
2. Identify the role of strategic planning in determining the vision, mission, objectives and goals, strategies, targets and performance evaluation of the organization.
3. Design a marketing plan appropriate to the Adult Education sector
4. Describe and discuss the characteristics of appropriate management information systems for the Adult Education sector.
5. Discuss and apply concepts relevant to human resource management to the Adult Education sector.

Learning and teaching methods and strategies:

1. Lectures
2. Case studies
3. Role-plays

Assessment Methods

1. Learning Journal: 30%
2. Project (Strategic Plan): 70%.

Module Name **Management of Adult Education**

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. The Nature of Organisational Theories: governance and control; structures; climate; culture, power; change.
2. Strategic planning; objectives, mission statements, targets and goals, evaluation
3. Marketing: basic marketing functions; SWOT analysis; content, role and function of a marketing plan; market research.
4. Project management; designing, implementing and evaluating short- and long-term projects
5. Management Information Systems: flow and sources of information; hardware and software
6. Quality Assurance: the principles of Total Quality Management; how to be responsive and customer driven; developing standard practices for service quality.
7. Human Resource Management: training-needs analysis; training and development programmes; performance reviews; industrial relations, conflict resolution and employment legislation.

Essential Material

1. Cole, G.A., (1993), Management and Theory Practice, 6th n Edition, DP Publications, London
2. Morley, M., Tiernan, S.D., and Foley, E., (2006), Modern Management, Theory and Practice for Irish Students, 3rd n Edition, Gill & Macmillan, London
3. Heraty, N. Gunnigle, P. and Morley, M., (2006), Human Resource Management in Ireland, Gill & Macmillan, London
4. Hill, C.W.L. and Jones, G.R., (2009), Strategic Management, 9th n Edition, Houghton Mifflin, London
5. Murgatroyd, S. & Morgan, C., (1993), Total Quality Management and the School, OU Press, London
6. Dalkir, k., (1998), Knowledge Management in Theory & Practice, Butterworth-Heinemann, Oxford

Module Name: *Adult Numeracy 2*

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only					
	7	Arts	02/02/2005	19/03/2010	10
Pre-requisite modules (if any)			Co-requisite modules (if any)		

Description of Module

This module aims to develop in tutors a sound understanding of the theory and practice which underpin the concept of numeracy as social practice and the issues which impact on adults developing competence and confidence in using appropriate numeracy skills.

On successful completion of this module, a student will be able to:

1. Discuss and evaluate key definitions of numeracy and illustrate how the concept of numeracy interacts with policy development.
2. Explain theories on the development of numeracy abilities in adults.
3. Recognise a range of mathematical themes in everyday living and discuss the impact of an individual's current and prior learning experiences on their motivations and attitudes in a range of social contexts.
4. Identify and support a range of methods adopted by individuals for addition, subtraction, multiplication and division.
5. Design integrated lesson plans (to include a differentiated group) and evaluate their effectiveness in meeting individual needs.

Learning and teaching methods and strategies:

1. Demonstrations
2. Discussions
3. Worked examples
4. Creating and adapting materials
5. Role-plays
6. Case studies
7. Whole class teaching

Module Name: *Adult Numeracy 2*

Assessment Methods

1. Reflective Learning Journal: 30%
2. 3 Consecutive Lesson Plans (to be delivered and to include narrative making appropriate links with module content).

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Numeracy and Mathematics: national and international definitions and theories of numeracy and the relationship to policy development.
2. Viewing the world from a mathematical perspective: quantity and number, space and shape, data handling and chance, problem solving, patterns and relationships
3. Adult Learners and Numeracy: Social factors to include socio economic status, prior learning, age, gender, personal circumstance including learning disorders, and ethnicity/culture
4. The roles of the Adult Numeracy Tutor.
5. Teaching Approaches and Methodologies.

Module Name: Adult Numeracy 2

Essential Material

1. Benn, R (1997), *Adult Count Too: Mathematics for Empowerment*, The National Organisation for Adult Learning, England & Wales.
2. Coben D, O Donoghue J & Fitzimons GE(ed.), (2000), *Adults' Mathematical Thinking and Emotions – A Study of Numerate Practices*, Routledge/Falmer, London.
3. FitzSimons G, (1997) *Adults Returning to Study Mathematics Papers*, working group 18 at the eighth International Congress on Mathematical Education ICME 8, The Australian Association of Mathematics Teachers Inc. Adelaide.
4. Gai I , (2001), *Adult Numeracy Development: Theory, Research and Practice*, Hampton Press Inc, New Jersey.
5. www.alm-online.org Proceedings from the Annual International Conference of Adults Learning Mathematics: A Research Forum. Conference 1(1994) to 11 (2004) inclusive.
6. NRDC, (2004) www.nrdc.org.uk/uploads/documents/doc2802.pdf *Adult Numeracy: review of research and related literature(Report) (Version 1.0)*
7. www.mathsforlife.org Maths4Life is a new project which aims to stimulate a positive approach to teaching and learning in numeracy and maths. The project is being developed by the Maths4Life consortium of partners, led by the National Research and Development Centre for adult literacy and numeracy (NRDC) with the LLU+ at London South Bank University as its main partner.

Supplementary Material

1. Fitzsimons G, Coben D & O Donoghue J (2004) *Lifelong Mathematics Education In: Second International Handbook of Mathematics Education*, Kluwer Academic Publishers, Dordrecht.
2. Fitzsimons G, Coben D & O Donoghue J (2001) *Adult and Lifelong Education in Mathematics. Papers from Working Group 6 at the Ninth International Congress on Mathematical Education ICME 9.*
3. Johnston B, (2002), *Numeracy in the Making: Twenty Years of Australian Adult Numeracy*, NSW Centre of Adult Literacy and Numeracy Australian Research Consortium (ALNARC), Sydney.
4. Taylor M, (2005), *Looking at the Economy through Women's Eyes: A facilitators guide for economic literacy*, Banulacht, Dublin.

Module Name: Adult Numeracy 2

Learning Modes

Full-time learners' mode

Activity HoursGroup Size

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity HoursGroup Size

Lecture 36

Practical

Seminar/Tutorial

Placement

On line 105

Independent Learning 129

270

Resources

Module Name: *Family Literacy*

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only					
	7	Arts	02/02/2005	19/03/2010	10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of this module is to give participants an understanding of various possible definitions of literacy, of the relationship between social interaction and success in acquiring literacy and to enable them to develop appropriate strategies to promote and develop family literacy programmes.

On successful completion of this module, a student will be able to:

1. Critically reflect on the historical and social background to the development of family literacy
2. Identify and evaluate the significance of social interaction in literacy development for both children and adults.
3. Analyse the social context in which home and school literacies develop with reference to dominant and subordinate cultures in society,
4. Identify ways to develop home/school/ community collaboration in family literacy
5. Write a proposal for a family literacy course for a particular area/group

Learning and teaching methods and strategies:

1. Guided Reading
2. Lectures
3. Workshops
4. Presentations
5. Reflection

Assessment Methods

1. Learning Journal: 30%
2. Programme Proposal: 70%.

Module Name: Family Literacy

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Historic thinking and research on involvement of parents in children's education.
2. Social interaction / social context – Vygotsky, Bruner / Theories in new literacy studies
3. Perceptions of home and school learning – dominant and subordinate cultures, the influence of gender, class, and ethnicity.
4. Adults learning/children learning – family literacy, family learning programmes and approaches.
5. Forming partnerships between, home, school and community groups.

Essential Material

1. Clare Family Learning Project(2003&2004)Dublin, NALA, (2000), Family Learning Resource Guide, Clare Family Learning Project.
2. Co Dublin VEC, (2003),The Story so Far: Staff Handbook for Family Learning, Co Dublin VEC.
3. NALA, (2004), Working Together: Approaches to Family Literacy, NALA

Supplementary Material

1. Barton D & Hamilton M, (1998) Local Literacies, Routledge, London
2. Crowther J, Hamilton M & Tett L, (2001), Powerful Literacies, NIACE, London
3. Czerniewska P, (1992), Learning about Writing: The Early Years, Blackwell, Oxford
4. Hannon P, (1994), Literacy, Home and School: Research and Practice in Teaching Literacy with Parents, Routledge, London.

Module Name: Family Literacy

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity	HoursGroup Size	Activity	HoursGroup Size
Lecture		Lecture	36
Practical		Practical	
Seminar/Tutorial		Seminar/Tutorial	
Placement		Placement	
Other (Specify)		On line	105
Independent Learning		Independent Learning	129
			270

Resources

Module Name **TESOL 3 (Language Teaching)**

Allocated Code	Level	Denomination	Date Created	Date Modified	Credits
Official Use Only	7	Arts	02/02/2005	29/03/2010	10

Pre-requisite modules (if any)

Co-requisite modules (if any)

ENGL S2001-

ENGL s2002-

Description of Module

The general aim of this module is to introduce the students to new language teaching methods, learner languages, course and syllabus design and ELT management.

On successful completion of this module, a student will be able to:

1. Examine the relevance of the emerging field of discourse analysis and corpus linguistics for English language tutors, specifically focussing on the use of corpus linguistics and associated software programmes such as Wordsmith Tools to vocabulary teaching.
2. Analyse basic interferences from 4 main language groups (those specifically associated with ESOL in Ireland -Romance, Slavic, Western African and Arabic) in grammar, phonology and lexis (Faux amis) in comparison to English and its two-pronged developed from Anglo-Saxon and Latin. employ and apply this knowledge and awareness for communication with language students at the Common European Framework levels of A1, A2, and B1.
3. Analyse why particular language learning choices are taken depending on the social and cultural setting.
4. Demonstrate familiarity with software programmes which facilitate the choices of which language elements to teach.
5. Demonstrate familiarity with the theories of second language acquisition and be able to apply them in the language classroom.
6. Analyse the difficulties which language learners face; analyse errors and adopt strategies for correction and carry out assessments and needs analysis tests.
7. Demonstrate an understanding of the principles of course and syllabus design and design a basic course syllabus.
8. Show an awareness of the range of tasks and responsibilities involved in ELT management.
9. Evaluate programmes provided by an ELT centre.
10. Demonstrate an understanding of finance and human resources for ELT in an Irish context.

Module Name *TESOL 3 (Language Teaching)*

Learning and teaching methods and strategies:

1. Experiential Learning
2. Lectures
3. Guided reading
4. Discussion
5. Video
6. Demonstration of Wordsmith tools on a reduced corpus to demonstrate its usefulness in teaching vocabulary

Assessment Methods

1. Learning Journal: 30%
2. Essay 70%.

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. New and alternative methods in English language teaching. Discourse and Corpus Analysis. The Module specifically examine and demonstrate the usefulness of corpus linguistics and associated software programmes in the teaching of vocabulary.
2. Learner Languages and English: the module will address lexical, phonological and grammatical interferences of speakers of the following language groups: Slavik, Romance, Western African and Arabic. Specific topics include word order (SVO or VSO or inflectional), faux amis and the pronunciation of the /s/ phoneme in the past tense. This section will also address the two-pronged development of English which has resulted in informal (Anglo-Saxon) and formal (Latinated) language, and the importance of the latter for communication with students.
3. Course and Syllabus Design
4. ELT Management

Module Name ***TESOL 3 (Language Teaching)***

Essential Material

1. Dubin, F and Olshtain, E., (2000), *Course Design*, Cambridge University Press, Cambridge
2. McCarthy, M, (1991), *Discourse Analysis for Language Teachers*, Cambridge University Press, Cambridge
3. White, R, (1991), *Management in English Language Teaching*, Cambridge University Press, Cambridge
4. Swan M, (2003), *Learner Languages*, Cambridge University Press, Cambridge

Supplementary Material

1. Carter, R and Nunan, D, (2003), *TESOL*, Cambridge University Press, Cambridge
2. O, Keeffe, A (et al), (2007), *From Corpus to Classroom*, Cambridge University Press, Cambridge
3. Nunan, D, (1988), *Syllabus Design; Language teaching, a scheme for teacher education*, Cambridge University Press, Cambridge
4. Partridge, B, (2000), *Making Sense of Discourse Analysis*, Stabler, Brisbane

Module Name **TESOL 3 (Language Teaching)**

Learning Modes

Full-time learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity **HoursGroup Size**

Lecture 36

Practical

Seminar/Tutorial

Placement

On-line learning 105

Independent Learning 129

270

Distance education and web-based learners' mode

Activity **HoursGroup Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Resources

COURSE ASSESSMENT FEEDBACK TEMPLATES

Learning Journal Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge and understanding of issues raised in the course
Understanding of module content
(15 marks available)

2. Personal reflection on what these issues and ideas mean to you and how they might be useful in practice
Demonstration of how learning might be applied in practice
(10 marks available)

3. Assess your experiences as a learner and how these might enhance your understanding of the learners in your own work
Identification of strengths and weaknesses as a learner
(5 marks available)

Total mark out of 30

Assessor:

Moderator:

Date:

Essay Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge of course materials and content

(Marks out of 25)

2. Presentation, structure and use of academic conventions

(Marks out of 25)

3. Argument and response to question

(Marks out of 25)

4. Understanding of issues and application of knowledge

(Marks out of 25)

Total marks awarded out of 100

Total mark out of 70%

Assessor:

Moderator:

Date:

Project Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge and application of course material
(Marks out of 50)

2. Presentation, format, layout and coherence
(Marks out of 20)

3. Evidence of original thinking and creative application of ideas
(Marks out of 30)

Total Marks out of 100

Total marks as a percentage of 70%

Assessor:

Moderator:

Date:

Literacy Development Centre
Waterford Institute of Technology

Assignment Form

Please read the following notes before submitting an assignment

1. Please type your assignment on plain A4 paper, bindings or covers are not necessary. Simply staple your assignment form to each copy.
2. Two copies of each assignment must be submitted with an assignment form attached.
3. Late assignments will be subject to a 10% penalty.
4. The Centre will only accept assignments from participants registered on modules taking place during the current academic year.

Full details on all WIT policies are available in our Student Handbook www.wit.ie/lde

WIT student ID number:

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Module Details

Programme Title _____

Module Title _____

Location _____

Lecturer _____

Assignment title
(i.e. Learning Journal, Essay etc) _____

Word Count _____

Personal Details

Name _____

Home Address _____

Personal Declaration

I certify that this assignment is my own work and I have not copied the work of any other student or individual and all materials used are appropriately referenced.

Date

Signature

Literacy Development Centre
Waterford Institute of Technology

Assignment Resubmission Form

If a student obtains an overall mark of less than 40% they are entitled to resubmit their assignment. The maximum mark allowable for a resubmitted assignment is 49%. There is a limit of 3 resubmissions per module.

Students are generally allowed up to four weeks to resubmit the assignment. The assignment must be accompanied by an "Assignment Resubmission Form".

WIT student ID number:

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Module Details

Programme Title _____

Module Title _____

Location _____

Lecturer _____

Assignment title
(i.e. Learning journal, Essay etc) _____

Word Count _____

Please tick as appropriate - 1st 2nd 3rd re-submission

Personal Details

Name _____

Home Address _____

Personal Declaration

I certify that this assignment is my own work and I have not copied the work of any other student or individual and all materials used are appropriately referenced.

Date

Signature

OBJECTIVITY AND CLARITY IN ACADEMIC WRITING

The use of argument rather than opinion is necessary in academic writing. Arguments must be evidence-based in order to back up the claim that you are making. The best writing presents a coherent argument.

You should also be aware that academic writing is quite formal so you should avoid colloquialisms and spoken forms of English e.g. evaluating something in terms of its being 'fantastic' or 'Ok' or using elisions such as 'we're' or 'it's'.

The way in which you write is as important as what you say. When you are writing try to:

- use properly formed and mainly simple sentences
- punctuate them in a way that makes your meaning clear
- pay attention to grammar, making all parts of sentences consistent
- be precise about the particular words and phrases you use
- address your reader appropriately
- present your work with care, reading it through to correct spelling and other mistakes.

(Chambers and Northedge, 1997, p.130)

REFERENCING

A reference/citation is an entry, which gives precise details of the original source of the information used. Academic work is not limited to your own views and opinions, but is developed by thinking about ideas put forward by others. It is essential to acknowledge the material that you have consulted to prepare a piece of academic work.

The School of Education uses the Harvard style of referencing. Harvard is also known as the 'author-date' style. It ensures that the author's name and year of publication and page reference appear concisely within the text, and the full bibliographic reference is listed at the end of the text. In this end-of-text reference list, entries are arranged in alphabetical order of the source, usually by author's surname. Even within the Harvard style there are many variations, but the following is the style used in the School of Education.

HARVARD: IN-TEXT REFERENCES

References may be placed at the end of a sentence or integrated into the text. For example:

The researcher's moral, personal and social values all influence the research process (Greenbank, 2003, p.791).

Greenbank (2003, p.791) claims that the researcher's moral, personal and social values all influence the research process.

If you need to reference a work written by three or more authors in the first instance include all of the authors' names in the text. Thereafter write the first author's name followed by 'et al'.

Edwards, Lynch and Connor (2004) report...

Edwards et al (2004) report.....

HARVARD: END OF TEXT REFERENCING

Your reference list must contain all the referenced material within your text. You may also include an optional bibliography. Your bibliography includes any other sources which you read, but are not referred to in the text.

REFERENCING A BOOK

- Reference a book in your reference list or bibliography as follows:

Author(s) surname(s), first initial. (edition) (date), *book title (in italics)*, place of publication, publisher i.e.

Example:

Kolb, D. A. (1984), *Experiential Learning: experience as the source of learning and development*, New Jersey, Prentice Hall

- To reference a chapter from an edited book you should put the title of the book in italics, not the chapter title:

Bolton, C. R. (1978), 'Alternative Instructional Strategies For Older Learners'. Chapter 6 in Sherron, R.H. & Lumsden, D.B. (eds.) *Introduction to Educational Gerontology*, Washington D.C. Hemisphere Publishing Corporation

Referencing a Journal Article

- Reference a journal article as follows:

Author(s) surname(s), first initial. (date), 'article title (in inverted commas)', *name of journal (in italics)*, volume no, issue no, page numbers e.g.

Example:

Scala, M. A. (1996), 'Going back to school: participation motives and experiences of older adults in an undergraduate classroom', *Educational Gerontology*, Vol. 22, No.8, pp.747-773

- Referencing a journal article in electronic format is similar to non-electronic journal articles. However you should also include the URL address for the article and the date accessed. For example:

Newman, J. M. (2000), 'Action research: a brief overview', *Forum: Qualitative Social Research*, Vol. 1, No. 1. [online]. Available from: <http://qualitative-research.net/fqs> [accessed 22 June 2004]

Referencing Corporate and Government Publications

- Reference corporate & Government publications as follows:

Author/ organisation, (date), *title (in italics)*, place of publication, publisher.

- If you don't know who the author is then it is assumed that the business or organisation is the author e.g.

Department of Education and Science, (2000), *Learning for Life: White Paper on Adult Education*, Dublin, Government Publications.

Referencing Internet Sources

- The standards for referencing Internet sourced material are varied. You can reference Internet sources in a similar way to non-Internet sources. The guidelines to reference Internet-sourced material are as follows:

Author/editor or compiler, year of publication (most recent version), 'title', version number (if applicable), [online], publisher and place of publication (if known), available from: web page address, [date last accessed] e.g.

Example:

Donnelly, W. (Head of Research and development), 2005, 'Welcome to the School of Research & Innovation', [online], Waterford Institute of Technology, Available from: http://www.wit.ie/so_research/. [Accessed 15th March 2005].

The word 'online' in square brackets denotes the method of communication and should be used for all Internet sources.

The 'date last accessed' in square brackets is the date on which you access or downloaded the document. Online materials may be continually updated, revised or deleted. Therefore it is important to show when you accessed the material.

The in-text reference for an Internet source is the same as non-Internet sources. Cite the author followed by the year of publication.

**Literacy Development Centre
School of Education & Professional Development
RECOGNITION OF PRIOR LEARNING POLICY 2010/11**



What is Recognition of Prior Learning?

WIT acknowledges that adults bring a wide range of experience and knowledge to the classroom. In some instances, where adults can demonstrate that their prior learning and/or the quality and duration of their experience is equivalent to the learning outcomes of Third Level module(s), students may be entitled to an exemption from particular module(s). This is referred to as **Recognition of Prior Learning (RPL)**.

How can I apply?

If you wish to apply for **RPL**, you must compile a portfolio of documentary evidence to demonstrate that you have already achieved the learning outcomes of a module or modules and would not be disadvantaged by not studying that particular module(s).

All formal applications for **RPL** must be made in writing to:

Helen Murphy,
Head of Literacy Development Centre,
WIT College Street Campus,
Waterford.

What is the cost?

A fee of 40% of the module cost will be charged for each RPL application.

When is the closing date for receipt of applications?

The closing date for receipt of RPL applications for the academic year 2011/12 is **26 August 2011**.

Who can help me further?

If you wish to apply for an exemption or discuss your options, please contact the Literacy Development Office at 051 302872.

School of Education & Professional Development
RECOGNITION OF PRIOR LEARNING/MODULE EXEMPTION APPLICATION –



NAME _____

ADDRESS _____

DATE OF BIRTH _____ **STUDENT NUMBER** _____

COURSE: _____

I wish to apply to be considered for exemption in the following modules:

1.

2.

3.

4.

I understand that exemptions can only be awarded on production of evidence of having met the learning outcomes of particular module(s) through prior or experiential learning at the appropriate level. The course board will make a recommendation based on the evidence submitted. Please find attached certification relevant to my application.

SIGNATURE OF APPLICANT _____ **DATE** _____

FOR OFFICE USE ONLY

DATE RECEIVED _____

DATE COPY SENT TO EXAMINER _____

DATE RETURNED _____

DECISION _____

BANNER UPDATED _____

