

## EDUC N7014: Pedagogical Framing: Designing Effective Learning Spaces & Programmes

Module Details	
Module Code:	EDUC N7014
Full Title	Pedagogical Framing: Designing Effective Learning Spaces & Programmes <b>APPROVED</b>
Valid From:	Semester 1 - 2019/20 ( June 2019 )
Language of Instruction:	English
Duration:	1 Semester
Credits:	7.5
Module Owner:	Mary McSkeane
Departments:	Unknown
Module Description:	This module introduces the principles and practices of designing spaces for young children and babies. It demonstrates how environmental factors can impact on children's development and learning potential. It also provides a comprehensive examination of relevant ideas, principles, and skills required to develop appropriate early childhood curricular programmes

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Critically evaluate some research on pedagogies of play and curriculum theory
MLO2	Facilitate needs of babies and young children through the creative design of inclusive early years environments, both indoors and outdoors
MLO3	Critically analyse how methodological practices influence early childhood environment and curricular design
MLO4	Evaluate some key concepts that must be considered when designing for young children and babies
MLO5	Assess how effectively environments support young children's learning and developmental needs
MLO6	Critically examine the process of curricular programme design, implementation and assessment
Pre-requisite learning	
<p><b>Module Recommendations</b>  <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i></p>	
No recommendations listed	

<b>Module Indicative Content</b>			
<b>Pedagogies of play</b> Strategies of the theorists - transfer to practice. Making provision for playful and play-based learning opportunities - inclusive pedagogical framing			
<b>Key Concepts in Environ Design</b> The Childhood Landscape, Characteristics of Space, Dimensions, Power of the environment as third teacher – Reggio Emilio, Purpose, Aesthetics Basic Design Aspects Constructing Spaces, Adapting Spaces, Building: interior walls, windows, doors and lighting. Exterior: space, maintenance			
<b>Curriculum Planning</b> Planning cycle, observation, assessment, understanding children's learning – consideration of multi theoretical perspectives, linking play to learning, cross curricular activity, Aistear and Siolta as core resources			
<b>The role of the Educator</b> Flexible planner, skilled observer, active listener, good communicator, enthusiastic, supervision for safety – access – equal opportunities, researcher. Supporting Developmental and Learning Goals, Infants and Toddlers, Impact of the Environment on Children's Behaviour, Meeting the Needs of Children, Staff and Parents.			
<b>Module Assessment</b>			
<b>Assessment Breakdown</b>	<b>%</b>		
Course Work	100.00%		
<b>Module Special Regulation</b>			
<b>Assessments</b>			
<b>Part Time</b>			
No Course Work			
<b>Project</b>			
<b>Assessment Type</b>	Project	<b>% of Total Mark</b>	100
<b>Marks Out Of</b>	100	<b>Pass Mark</b>	40
<b>Timing</b>	End-of-Semester	<b>Learning Outcome</b>	1,2,3,4,5,6
<b>Duration in minutes</b>	0		
<b>Assessment Description</b> Compile a portfolio of evidence to support understanding of the concepts inherent in Pedagogical Framing. This collection should include a range of material based on understandings of appropriate provision of materials, arrangement of spaces, and the establishment of programme/s to support a secure pedagogy for all children aged between 3 months and 6 years (prior to starting school) in an early childhood full day-care setting i.e. Crèche / Child-minding – home environment.			
No Practical			
No Final Examination			
<b>Reassessment Requirement</b>			
<b>No repeat examination</b> <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			

**Module Workload**

This module has no Full Time workload.

**Workload: Part Time**

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Mix of oral presentation, DVD clips, discussion and small group work used to convey critical information (overview of the main themes, supporting development of understanding of the issues) to a full class group	Every Week	1.50	1.5
Practical	Contact	PRACTICAL - Students will consider their pedagogical framing, techniques and strategies in the context of their work environs	Once per semester	0.27	4
Independent Study	Non Contact	Student responsibility to organise and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Every Week	7.00	7
Directed Reading	Non Contact	Students are guided to materials that provide additional relevant interpretation on topics covered in class and supplementary reading to enhance understanding	Every Week	3.00	3
Total Weekly Learner Workload					11.77
Total Weekly Contact Hours					1.77

## Module Resources

### Recommended Book Resources

- Greenman, J.. (2017), *Caring Spaces, Learning Places: Children's Environments that Work*, 3rd Ed., Exchange Press Inc, United States of America, [ISBN: 978-0-942702-].
- Waite, S.. (2011), *Children Learning Outside the Classroom \_ From Birth to Eleven*, SAGE Publications Ltd., London, [ISBN: 978-0-85702-048-2].
- Becker, N. and Becker, P. 2009,. *Developing Quality Care for Young Children: How to Turn Early Care Settings Into Magical Places*, Corwin Press, London, [ISBN: [ISBN: 9781412965668]].
- McMonagle, A. (2012), *Professional Pedagogy for Early Childhood Education*, Donegal County Childcare Committee Ltd., Donegal, [ISBN: 978-1-907235-05-4].
- Mhic Mhathúna, M. & Taylor, M. (2012), *Early Childhood Education & Care: An Introduction for Students in Ireland*, Gill & Macmillan, Dublin, [ISBN: [ISBN: 9780717153244]].

### Supplementary Book Resources

- Paul Becker. (2009), *Developing Quality Care for Young Children*, Sage Publications, London, [ISBN: 9781412965668].
- Hayes, N. & Kernan, M.. (2008), *Engaging Young Children \_ A Nurturing Pedagogy*, Gill and Macmillan, Dublin, [ISBN: 978-0-7171-4457-0].

### Recommended Article/Paper Resources

- Hayes, N.. (2007), *Education and care*, Research Paper \_ Aistear, [http://www.ncca.ie/en/Curriculum\\_and\\_Assessment/Early\\_Childhood\\_and\\_Primary\\_Education/Early\\_Childhood\\_Education/How\\_Aistear\\_was\\_developed/Research\\_Papers/Education\\_and\\_care\\_full.pdf](http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Education_and_care_full.pdf)

### Other Resources

- [Website], [http://www.cccif.org/quality\\_guide.htm](http://www.cccif.org/quality_guide.htm)
- [Website], <http://www.spacesforchildren.com>
- [Website], <http://www.designshare.com>

## statuslog

No Status Log Information