

The background of the slide features a series of stylized, light blue human figures holding hands in a circle. The figures are rendered in a 3D, blocky style with soft shadows, set against a solid blue background. The word "Coursework" is written in a black, cursive font across the center of the figures.

Coursework



Mater Dei Institute of Education
A College of Dublin City University

Religious Education at Senior Level



Coursework



Teaching and Learning Difficulties: Cross Curricular Perspectives

Peter Westwood (2006)



Key skills to be developed through coursework:

- Skills of **research**, including using computers, libraries, surveys or the media
- Ability to **select, analyse and evaluate** information for a given purpose
- Skills of **critical thinking**, including the ability to question the authority of different sources of information and the ability to distinguish between fact and opinion
- Skills of **communication**: the ability to sort and edit information and make it one's own, and the ability to present ideas concisely and cogently
- Skills of **reflection**: the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience
- The ability to **interpret, contrast and evaluate** different opinions/approaches to a topic (higher level students)
- The ability to **develop counter arguments** (higher level students)

Communicate Content



- The ability to write well –key skill!
- Every teacher is a teacher of language
- Write up needs:
 - structure (introduction/conclusion/ delivery)
 - clarity
 - accuracy
 - analysis and reflection (not just summary)

Language



- The statements/description should have statements such as “I” and “we” not the “teacher told us to”
- Reflection on the process is also expressed by phrases such as “before I began this project I thought that....” or “one of the most important aspects of the research was”

Methodology



- Individual and collaborative
- The skills that have been developed or acquired e.g. IT, working with others, interpreting/analysing data, comparing sources, interviewing, presenting, recording information....etc.

Reflection on the content



- Before and after mentality
- Phrases such as “I found this interesting”, “this was something I was not aware of”, “on the other hand”, “in contrast to”, “as a result of the research”

Some difficulties



- Some students lack adequate skills for researching and collating
- Students may give the impression that they are contributing a great deal but produce very little
- “Window dressing” (posters, models, charts) can hide a fairly shallow investigation
- Individual members may never grasp the overall topic....

Some of the issues to consider....



- How do we keep the entire class on board?
- How do we monitor individual students' progress.....?
- The individual and the group.....?

How do we keep the entire class on board?



- Outline what the **purpose of the coursework** is
- **Introduce topic** to the entire class
- Explain how coursework will be **presented and assessed**
- Present **timeline** to class

How do we monitor individual students' progress.....?



- Consistent –take up course work every second/third Thursday for example....
- Keep records
- Work with another colleague

The individual and the group.....?



- Is there an opportunity for students to present their work to date to the rest of the class?



Key tasks.....

- How do we move from gathering data to recording new knowledge.....?
- How do students record their experience and their learning.....?



Three methodologies/strategies

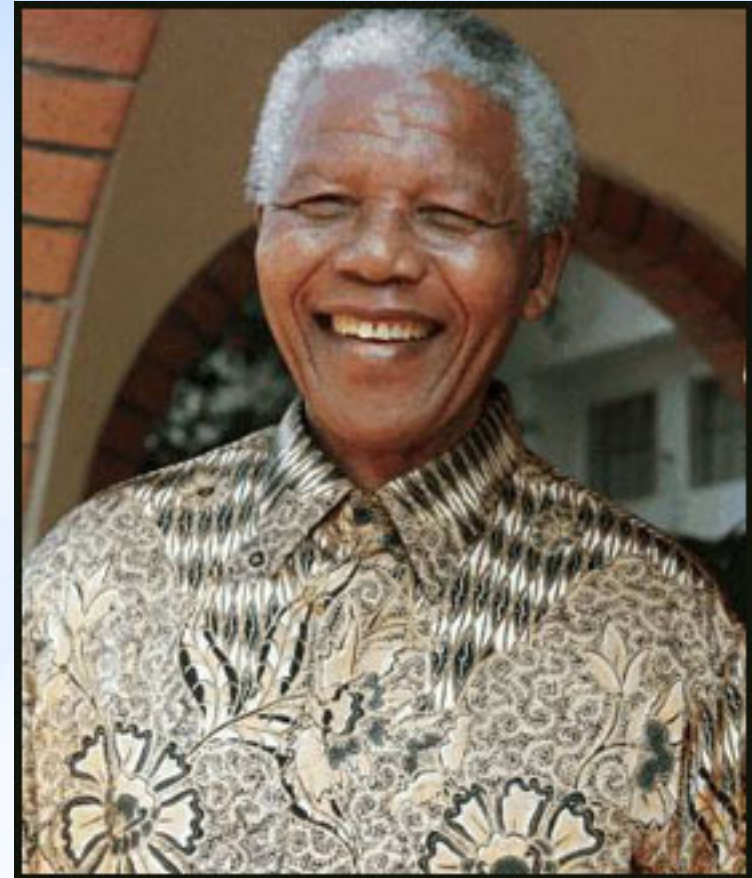


- Case study
- Interpretation of data
- Group Work





CASE STUDY

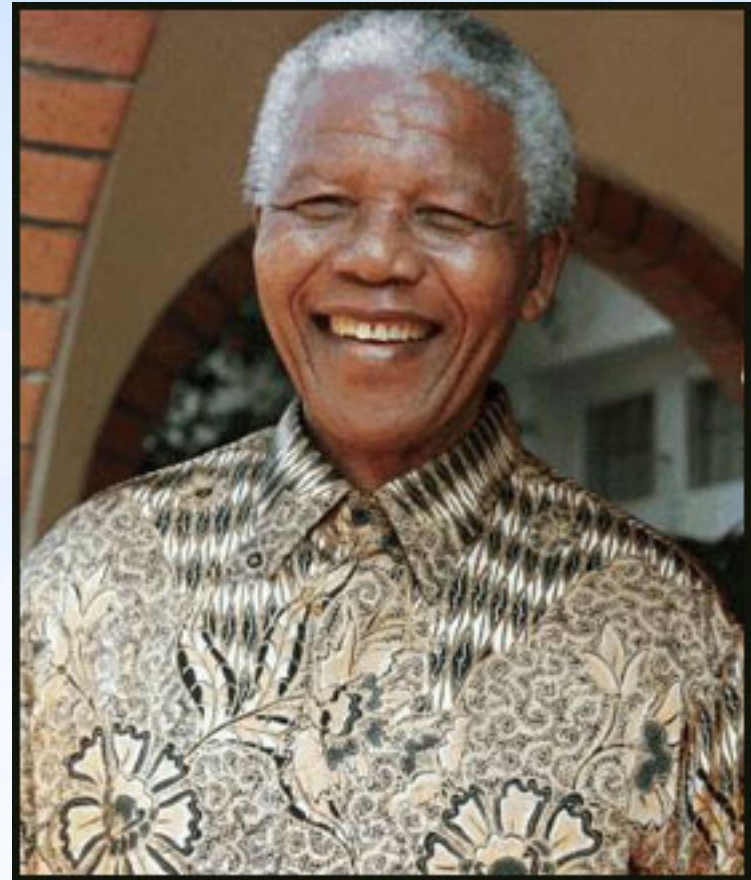


Case study



Four phases:

1. Preparation
2. Inquiry
3. Analysis
4. Report



Preparation



1. Clarify the topic of the case to be studied
2. Present any necessary background information concerning the case study

Inquiry



1. Present (or gather) the **documentary sources** (evidence) using a **range of media** formats (see Sabrina!) that form the basis of the case study
2. Examine these sources **from a number of perspectives** (source, reliability, completeness etc).

Analysis



1. Establish the **Facts** of the Case as fully as possible.
2. Articulate the key **Issues** which the case highlights and illustrates.
3. Explore the key **Concepts** to which the Case Study relates and elaborate on these concepts as necessary

Report



1. Based upon the requirements for coursework (critical reflection) compose an initial Case Study **Report**.
2. **Present** this Report.



Interpretation of Data



Interpretation of data



Four phases.....

- Presentation of data
- Identification and description
- Interpretation
- Formulation of generalizations (Conclusions)



Presentation of data



1. Present or collect the data in a manner that facilitates the pupils as active observers or researchers.
(group work)
2. Record observations. (highlight key points)
3. If possible observe the data from a number of different perspectives.
(e.g. Sunday Mass attendance – rural/urban, family structure, age profile, cultural profile)
4. Note the medium in which the data is presented
(artefact, picture, text etc).
(survey/interview)
5. Distinguish primary and secondary data sources.

Identification and description



1. Describe, and identify if possible, the **features** of the data.
2. Identify and articulate the **evidence** we gain from the data.
3. Note that which can be readily explained and that which is in need of **further explanation**.
(what is absent – secondary sources might be helpful here)
4. If relevant, compare the presentation of the data in comparative sources (e.g. two similar sets of data).
(charts, anecdotes)

Interpretation



1. Look for patterns in the data which indicate possible relationships (e.g. is there a relationship between religious practice and age profiles).
2. Explain how such relationships are suggestive of possible interpretations (e.g. does the data say something about young people's relationship with the Church).
3. Evaluate the adequacy of such interpretations i.e. what has been adequately explained? what is still in need of interpretation?
(this is a point of inquiry for pupils/ further research/ pupils may create their own questionnaire based on the questions that have not been answered)

Formulation of generalizations/ Conclusions



Consider the implications/conclusions of what has preceded for the interpretation of similar data (how will we use what we have learned from this data and apply it other data/ to follow up)

- (coursework - summary of data studied
 - significant observations
 - issues raised
 - how these were addressed
 - new learning
 - key skills used

Group Work



- Clear directions
- Different tasks for each group....
- Group Reports.....





Case Study (Sample)

Case study



Four phases:

1. Preparation
2. Inquiry
3. Analysis
4. Report



Gordon Wilson

Preparation



- Students will need to be familiar with the background to the case – the political climate in Northern Ireland
- (Two possible resources: BBC and RTE news archive)



Inquiry



- **Documentary Evidence**
- **A range of sources**
- **Different Perspectives**





<http://www.soetrust.co.uk/index.php?id=5>

Analysis



A good analysis means that students will need to be clear on.....

- Facts
- Key issues
- Key Concepts (e.g. Forgiveness, Reconciliation, Hope)

Report/ Course Work



Summary

Identify Key Learnings/ understanding/
attitude

Reflection