

ECAP5008 Educational in Action: Work Placement

Please note: due to the 80 hour placement for this module. There are only 5 lectures/seminars.

	Recorded lecture	Seminar	Additional online engagement activities/key readings
1	Student engagement and motivation 1. What is motivation? 2. Approaches to Motivation 3. The Over-justification Effect 4. Self-determination: competence, autonomy and relatedness.	Introduction to placement: portfolio and reflective piece You are a journalist and have been asked to publish an article in your newspaper (a broadsheet, not tabloid) on the importance of motivation and how this affects children's performance. Using academic sources, write up your article (800-1000 words). Read your article to the class for formative feedback.	Reading Does Motivation Predict Persistence and Academic Success? http://file.scirp.org/pdf/OJN_2015011216344271.pdf Relationships between university students' achievement motivation, attitude and academic performance in Malaysia https://www.researchgate.net/profile/Kamariah_Abu_Bakar/publication/248607100_Relationships_between_university_students%27_achievement_motivation_attitude_and_academic_performance_in_Malaysia/links/0c96051ef1f939e62b000000/Relationships-between-university-students-achievement-motivation-attitude-and-academic-performance-in-Malaysia.pdf Study of Achievement Motivation in Relation to Academic Achievement of Students https://pdfs.semanticscholar.org/8a68/dce840a5dfa11fbc75a392a3f548460775b8.pdf Ahn, Chiu, M. M., & Patrick, H. (2021). Connecting teacher and student motivation: Student-perceived teacher need-supportive practices and student need satisfaction. <i>Contemporary Educational Psychology</i>, 64, 101950 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_gale_infotracacademiconefile_A653511508 Leenknecht, Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: the role of students' motivation. <i>Assessment and Evaluation in Higher Education</i>, 46(2), 236–255. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_crossref_primary_10_1080_02602938_2020_1765228

2	Learning Theories Classical and Operant Conditioning in the classroom Incidental learning Insight learning Latent learning	In small groups: Choose one learning theory and discuss its impact on learning/performance – briefly outline it and evaluate	Please watch the following video https://clickv.ie/w/VARg Reading Educational Learning Theories – Zhou and Brown (2015) https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks Learning https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/files/M05-HUDS2719-01-AIE-C05.pdf Behaviorism, Latent Learning, and Cognitive Maps: Needed Revisions in Introductory Psychology Textbooks https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2223150/pdf/bhan-29-02-187.pdf Douglas Greer, R., Dudek-Singer, J., & Gautreaux, G. (2006). Observational learning. <i>International journal of psychology</i>, 41(6), 486-499. https://www.researchgate.net/publication/233100918_Observational_learning Kniep, J. I. S. K. A., & Janssen, T. A. N. J. A. (2014). EFFECTS OF OBSERVATIONAL LEARNING ON STUDENTS'USE OF AND ATTITUDE TOWARDS READING AND LEARNING STRATEGIES. <i>L1-Educational Studies in Language and Literature</i>, 14, 1-21. De Grez, L., Valcke, M., & Roozen, I. (2014). The differential impact of observational learning and practice-based learning on the development of oral presentation skills in higher education. <i>Higher Education Research & Development</i>, 33(2), 256-271. Hyams, R., & Sadique, D. (2014). The value of incidental learning in a multidisciplinary setting. <i>Int'l J. Clinical Legal Educ.</i>, 20, 439. Strauch, C. C., & Al Omar, M. J. (2014). Critical Analysis of Learning Theories and Ideologies and Their Impact on Learning:" Review Article". <i>Online Journal of Counseling & Education</i>, 3(2). Altman, K. I., & Linton, T. E. (1971). Operant conditioning in the classroom setting: A review of the research. <i>The Journal of Educational Research</i>, 64(6), 277-286.
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3	Diversity and challenges in the classroom 1. SEN and the impact of these issues in classroom	Group task: Using the research proposal form provided, write a research proposal for a study that examines attitudes towards ALN (you can choose a specific ALN – eg., ADHD, ASD etc.). You will need to consider at least one DV and three IVs/predictor variables.	Please watch the following video I See Your (Dis)Ability: Inclusion in the Classroom https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100400090102421 Reading Benefits and Challenges of diversity in the classroom https://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf Cultural Diversity in the Classroom and its Effects on Academic Performance A Cross-National Perspective Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2017). Voices From Urban Classrooms: Teachers’ Perceptions on Instructing Diverse Students and Using Culturally Responsive Teaching. Education and Urban Society, 0013124517713820. Civitillo, S., Denessen, E., & Molenaar, I. (2016). How to see the classroom through the eyes of a teacher: Consistency between perceptions on diversity and differentiation practices. Journal of Research in Special Educational Needs, 16, 587-591. Paseka, & Schwab, S. (2020). Parents’ attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. European Journal of Special Needs Education, 35(2), 254–272. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_informaworld_taylorfrancis_310_1080_08856257_2019_1665232 Efstratopoulou (Ed.). (2022). Rethinking inclusion and transformation in special education. IGI Global. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100481582302421 Nilholm. (2021). Research about inclusive education in 2020 - How can we improve our theories in order to change practice? European Journal of Special Needs Education, 36(3), 358–370. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_informaworld_taylorfrancis_310_1080_08856257_2020_1754547
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			Additional learning needs transformation programme: introduction https://gov.wales/additional-learning-needs-transformation-programme-introduction Conn, C., Formby, L., Greenway, C., Knight, C. and Thomas, D. S. (2023) Grouping practices for learning support: Research to investigate the use of groups in schools with a focus on inclusive education and additional learning needs. Welsh Government. Research document no. 070/2023. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d1d1d759-5a10-3b4c-b0ae-e35d8a2a34dc Greenway, C.W., & Eaton-Thomas, K (2020). Parent experiences of home-schooling children with special educational needs during the COVID-19 pandemic. British Journal of Special Education, 47(4), 510-535. https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1467-8578.12341
	Challenges in the classroom Behaviour management 1. GBG 2. ABA 3. SS 4. Behaviour Contracts 5. Shaping Behaviour	Group task - Search for papers that explore classroom interventions that schools use to promote positive behaviours and decrease negative behaviours. What types of interventions are they? Are they successful? Is there a balance of negative and positive behaviours? Group presentations – 5 mins on the above. Followed by formative feedback.	Please watch the following videos Tackling Challenging Behaviour 1 https://clickv.ie/w/zkfp Tackling Challenging Behaviour 2 https://clickv.ie/w/3kfp Marder, Thiel, F., & Göllner, R. (2023). Classroom management and students' mathematics achievement: The role of students' disruptive behavior and teacher classroom management. Learning and Instruction, 86, 101746 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_crossref_primary_10_1016_j_learninstruc_2023_101746 Chapter: 4 and 11 Vargas J. (2013) Behavior Analysis for Effective Teaching, (book available on moodle)

			Good Behaviour Game Evaluation report and executive summary July 2018 https://pdfs.semanticscholar.org/b2cb/43b8b8f1de6c66f81f3468820f69b78fcd41.pdf Glock, & Pit-ten Cate, I. M. (2021). What's in a diagnosis: The effect of externalizing and internalizing students' behaviour on pre-service teachers' classroom management and interaction strategies. <i>British Journal of Educational Psychology</i>, 91(4), 1185–1201 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_2498995862 Sims, Yu, R., King, K. R., Zahn, D., Mandracchia, N., Monteiro, E., & Klaib, M. (2023). Measuring Classroom Management in Secondary Settings: Ongoing Validation of the Direct Behavior Rating-Classroom Management. <i>Assessment for Effective Intervention</i>, 48(3), 149–158. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2815179875 Coombes, L., Chan, G., Allen, D., & Foxcroft, D. R. (2016). Mixed-methods evaluation of the good behaviour game in English primary schools. <i>Journal of community & applied social psychology</i>, 26(5), 369-387.
5	Play therapy in the classroom	Discussion: Ethical considerations when working with children. Thompson, S., Cannon, M., & Wickenden, M. (2020). Exploring critical issues in the ethical involvement of children with disabilities in evidence generation and use. https://www.unicef-irc.org/publications/pdf/IWP-Working-Paper-ethical-involvement-of-children-with-disabilities-in-evidence-generation.pdf	Bratton, S. C., Ray, D., Rhine, T., & Jones, L. (2005). The Efficacy of Play Therapy With Children: A Meta-Analytic Review of Treatment Outcomes. <i>Professional Psychology: Research and Practice</i>, 36(4), 376-390. Ferdousi, N. (2015). Children as research subjects: The ethical issues. <i>Bangladesh Journal of Bioethics</i>, 6(1), 6-10. Johari, K., Suhaila, K., Bruce, M. A., & Amat, M. I. (2014). The effectiveness of child-centered play therapy training in Malaysia. <i>Asian Social Science</i>, 10(7), 221.

	Assessment session	Brown, & Lynch, H. (2023). Children's play-work occupation continuum: Play-based occupational therapy, play therapy and playwork. Canadian Journal of Occupational Therapy (1939), 90(3), 249–256. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_2724239345 Ray, Burgin, E., Gutierrez, D., Ceballos, P., & Lindo, N. (2022). Child-centered play therapy and adverse childhood experiences: A randomized controlled trial. Journal of Counseling and Development, 100(2), 134–145. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2640168839 Sarah, Parson, J., Renshaw, K., & Stagnitti, K. (2021). Can children's play themes be assessed to inform play therapy practice? Clinical Child Psychology and Psychiatry, 26(1), 257–267. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7802051 Zarra-Nezhad, Pakdaman, F., & Moazami-Goodarzi, A. (2023). The effectiveness of child-centered group play therapy and narrative therapy on preschoolers' separation anxiety disorder and social-emotional behaviours. Early Child Development and Care, 193(6), 841–853. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2808765316
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