Placement Module

• An opportunity to learn how to communicate your subject to school pupils in Fife.
• Placement in a primary or secondary school for 20 hours.
• Credit-bearing, inter-disciplinary module.
• Mentoring by qualified schoolteachers.
• Tutorial support from University staff.

What previous students have said…

“It’s well planned and makes you grow up a lot.”
"It is different from any other module!"
“Not locking yourself in the library but venturing out and (re)connecting with the real world - with people with different backgrounds…”
“It allows you to develop personal skills as well as get an insight into what teaching is like.”
“It was a great experience that you won’t get from other modules.”

“You learn far more interacting with real people than you would sitting in a lecture theatre.”
“It’s fun!”
“A valuable experience for anyone who wishes to better their communication skills…”
“It’s a great challenge which really forces you to re-examine basic ideas about how people learn…”
“...the young people were great to spend a day with!”

ID4002 Communication and Teaching in Arts and Humanities.

Recruitment for Semester 1, 2016-2017

15 credits – Semester 1

Summary
This module provides final year students within the Schools of Classics, Divinity, English, History, Modern Languages, the Departments of Philosophy and MA students in Geography and Sustainable Development with the opportunity to gain first hand experience of education through a mentoring scheme with teachers in schools in the Fife area.
It will enable students to gain substantial experience of working in a challenging and unpredictable working environment, and to develop a broad understanding of many of the key aspects of teaching in schools.

• Students will spend a minimum of 20 hours in their host school (normally nine half-days or equivalent) – appropriate travel expenses will be covered.
• Three one-hour tutorials will be held in the respective University units.
• Attendance at the Induction Day at the start of the semester will be required.

* BSc students in Geography and Geosciences participate in ID4001 – the parallel module in the Science Faculty.
Participation in this module is by interview and places are limited. Applications must be received not later than 5pm on Thursday 3rd March 2016. (Please see the final section of this brochure for what is required in your application.)

Short-listed applicants will be invited to an interview, which will be held during the period Tuesday 29th March 2016 to Friday 1st April 2016, inclusive. (Due to compulsory fieldwork trips Geography MA interviews will be held on Tuesday 5th April).

Enhanced Disclosure Scotland processes will then be completed prior to the summer to ensure successful applicants can begin their placement at the start of semester 1. Students contribute £20 towards the costs of disclosure.

Recruitment Event

Wednesday 17th February 2016 in School I, St Salvator’s Quad
Introduction and presentations by previous student participants from 1.30pm – 2pm.
Q & A with the module coordinator from 2pm – 2.30pm.

If you are interested in this module you are welcome to attend this short recruitment event. Some students who took part in 2014 will speak briefly about their experience on placement. The module coordinator, Dr Eric Stoddart will also introduce the module and be on hand to answer questions.

You do not have to attend the recruitment event in order to apply; the event is designed for those who want to find out a bit more before writing their application.

Contacts
Module Coordinator: Dr Eric Stoddart, School of Divinity es61@st-andrews.ac.uk
Subject Representatives:
School of Classics: Dr Ralph Anderson rta1@st-andrews.ac.uk
School of Divinity: Dr Eric Stoddart es61@st-andrews.ac.uk
School of English: Dr Christine Rauer cr30@st-andrews.ac.uk
School of History: Dr Stephen Tyre st29@st-andrews.ac.uk
School of International Relations: Dr Taryn Shepperd ts239@st-andrews.ac.uk
School of Modern Languages: Dr Joe Carson jsoc@st-andrews.ac.uk
Departments of Philosophy: Dr Lisa Jones lj14@st-andrews.ac.uk
Department of Geography / Sustainable Development (MA students): Dr Charles Warren crw2@st-andrews.ac.uk
More Details

Background
This module is based on the Undergraduate Ambassador Scheme launched in 2002 by the writer and broadcaster Simon Singh and previously available within the Schools of Biology, Geosciences, Physics, Chemistry and Mathematics. It is now available to students in the faculties of Arts and Divinity – but, for the moment, only to some Schools and Departments.

Many pupils in Fife do not aspire to a Higher Education as they do not understand the purpose of a university and have no access to university staff or students to act as positive and aspirational role models.

Our undergraduate students are one of the greatest resources the University has. Experience from delivering this module demonstrates that our students want to ‘give something back’ to the local community in which they study and live. The extension of this module to the Faculties of Arts and Divinity facilitates this as well as helps to widen access and promote project management and communication skills in the undergraduate participants.

This initiative serves a number of purposes. Firstly it is about the University providing a resource for the community in which we live and work and secondly it helps raise the profile of St Andrews in neighbourhoods with little or no tradition of Higher Education.

Our Admissions Centre currently works with the Careers Centre to provide limited opportunities for St Andrews students to gain classroom experience via the Student Tutoring programme. This module, however, provides such opportunities in a systematic and planned way. Teaching is a very popular destination for our undergraduate students and the University supports progression to this sector.

Students will apply for a place on this module, and will be selected according to their commitment and suitability for working in schools. The number of places is limited by the availability of appropriate placements in schools. All students will be subject to clearance by ‘Disclosure Scotland’ and will contribute £20 to this cost.

Students will act initially as observers in the classroom and later as classroom assistants. They will never be left in charge of classes or individual pupils. With permission of the teacher-in-charge, students should also be given the opportunity to lead at least one lesson, or activity within a lesson, during their placement.

Aims of the Module for the student:
• Experience and knowledge of working in an educational establishment.
• Opportunities to apply subject knowledge and understanding to address the educational needs of others.
• The satisfaction of seeing progress in the education of others.
• Experience in lesson planning and management.
• Opportunities to develop further their work-related transferable skills.
• Further experience in distilling relevant data and writing a significant report.
• Educational experience (and possible referee) for their CV and future job applications.

At the same time, the placement school should have the benefit of a motivated and knowledgeable student to contribute to the school’s teaching under supervision of the responsible teacher(s).

The module’s place within existing degree programmes.
This is a 4000-level module available as an option to MA (single or joint honours) or MTheol students in the Schools of Classics, Divinity, English, History, Modern Languages, Departments of Philosophy, and Geography and Sustainable Development (MA students) subject to normal programme requirements.
If taken within some subject areas a further 15-credit subject-specific module may be required – details are available separately on a subject-by-subject basis.

Students apply for entry to the course during the second semester of their third year of study. The placement takes place during semester one of their fourth year. Places on the course will be limited and we expect prospective students to submit an application including a CV (see below for details) and to present themselves for interview. The competitive nature of entry should further enhance the module’s benefit for student employability. Unsuccessful candidates may be provided, on request, with feedback on their applications.

**Content & Structure**

The module will involve:
- Attendance at an induction session in orientation week, which will provide an introduction to the fundamentals of working with children and conduct in the school environment.
- Undergoing an Enhanced Disclosure Scotland check prior to entering the classroom, and ideally well beforehand.
- Being paired with a specific teacher mentor at the host school who will work with the student to identify his/her aims and objectives for the term.
- Spending a minimum of 20 hours in their host school (normally nine half-days or equivalent) developing their role within the classroom.
- Completion of a Special Project.
- A series of tutorials with the student’s Departmental or School representative at the University.
- Completion of four assessed elements - special project proposal, end of module report, teacher’s assessment and oral presentation.

Students will be assigned to a mentor (practicing teacher) within a local primary or secondary school. Each student will negotiate a timetable of class-contact with their mentor. All students will be submitted to Disclosure Scotland and only those with an agreed ‘clean bill’ will be accepted onto the module. Students are not to be left in charge of classes or individual pupils. Students will act initially as observers and later as classroom assistants. With permission of the teacher-in-charge each student will also be offered the opportunity to lead at least one lesson, or activity within a lesson. Such opportunities can only be afforded at the discretion of the teacher-in-charge and students will be informed that their goal is to show their teaching and communication abilities sufficiently well to be trusted with such a responsibility.

Throughout the semester, students will maintain a reflective diary of their experiences within the classroom and potentially in the wider school environment. The confidentiality issues inherent in such an enterprise will be addressed during the single day of induction at the beginning of the semester.

The Induction Day will normally include:
- Introduction to the module.
- Issues which might be met in the modern arts / humanities classroom.
- Participation in education.
- Working in the classroom environment.
- Reflections on the experience from ‘a former student’.
- Classroom dilemmas.

*Tutorials (held typically in Weeks 2, 7 and 9)*

Students will have some freedom to develop the academic section of the programme according to their own interests. All students will be exposed to a tutorial programme and discussions on issues relating to effective communication; effective teaching; national education provision. Some may elect to develop substantive knowledge and understanding of one or more of these items and display this, with critical analysis of relevant papers in the written report. All students would be expected to
recognise the wider social/political/economical contexts in which arts and humanities communication must be effective.

**Intended Learning Outcomes**

Knowledge & Understanding / Intellectual Skills

- Improved communication and related professional skills.
- An understanding of some of the issues associated with communicating with and teaching school pupils.
- Improved professional skills of the type needed in communicating and teaching.

Module Specific / Practical Skills; Transferable / Key Skills

- The ability to work professionally in a potentially challenging educational environment, including the ability to communicate effectively with educational professionals and young people.
- The ability to address the needs of individuals, and to choose methods of explanation and presentation relevant to the individual or group with which they are working.
- An understanding of the needs and requirements involved in planning work in an educational environment.
- An indication as to whether or not work in this field would be something of interest to them in the future.

**Teaching Details**

- Students will spend a minimum of 20 hours in their host school (normally nine half-days or equivalent).
- Each student will agree a timetable of attendance with their mentor (assigned teacher). Should they agree that a weekly rotation is not optimal other options may be permitted. In the secondary school sector we expect students to be involved primarily in their key subject area. Timetable decisions should be forwarded to the departmental representative and copied to the module organiser.
- Tutorials (often, but not always, run separately for each group of students within their respective subject areas) will take place in Weeks 1 or 2, Week 6, and Weeks 9 or 10. Students will be supported throughout their placement by a member of staff from within their own University department / School. Students will also be allocated to a tutorial group in which they shall meet for clarification regarding assessment requirements, progress reports and to share their experiences within their schools. These groups shall act as a peer support with effective groups sharing strategies for success.

**Assessment**

The formal assessment for this module will comprise four components:

1. A proposal, outlining the aims and objectives of the Special Project, should be submitted via MMS. This work is worth 10% of the module credit and is assessed by the departmental representative.
2. A 15-minute oral presentation on the Special Project given to the departmental representative and peers and followed by a question and answer session. This will happen on a date to be advised, usually in Week 12. This is worth 30% of the module credit and is normally assessed by the departmental representative and at least one other member of staff.
3. A written report (2000 words) on the school placement, using information from the student’s reflective log sheets and other sources. This should be submitted via MMS by 5 pm on the last day of teaching. This work is worth 35% of the module credit and is assessed principally by the departmental representative.
4. An assessment from the mentor teacher which is worth 25% of the module credit; this mark may be moderated by the University.
The Special Project should be seen as a ‘climax’ to the placement within the school, allowing the student to practise some of the skills s/he has learned. The choice of the project will need to be agreed with the teacher mentor and may follow a suggestion from the teacher, an original idea of the student, or originate elsewhere. (The Special Project may take the form of a practical activity devised and delivered to a class or club, a special event, education research, other research using the school environment, etc.) The University department representative may also have some involvement in the choice of project, although this may well be only minor. However, as part of the planning process the student is required to submit a project proposal for discussion with the departmental representative in advance of the special project. The student should be able to deliver the project in the classroom or with a small group of pupils before the end of the module, subject to approval by the teacher mentor. Delivery of the project is not assessed directly but it will be a component of the teacher mentor’s assessment of the student’s performance in the classroom and it will be the subject of the oral presentation. In addition, the student will use elements of the project in the written report that is assessed within the University; and the project proposal carries 10% of the module marks.

See below for the application process.
The Application Process

You should include the following in your application:

- a letter of intent (why you wish to be involved in this module) – not more than 750 words;
- a CV in which you must include a list of the modules you have successfully completed, a list of the modules you anticipate taking in your final year and any previous experience of being a teacher, tutor or of any other dimension of student support whether paid or voluntary;
- the name and email address of one academic referee from the University of St Andrews. You need to contact your referee at the earliest opportunity asking him/her to email their letter of reference directly to the relevant subject representative by the application closing date. The module team will only consider applications for which a letter of reference has been provided by the deadline. It is your responsibility to seek the agreement of your referee to provide their letter, to advise them of the closing date and to whom it must be submitted.

Your application should be emailed to your subject representative:

School of Classics: Dr Ralph Anderson rta1@st-andrews.ac.uk
School of Divinity: Dr Eric Stoddart es61@st-andrews.ac.uk
School of English: Dr Christine Rauer cr30@st-andrews.ac.uk
School of History: Dr Stephen Tyre st29@st-andrews.ac.uk
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School of Modern Languages: Dr Joe Carson jsoc@st-andrews.ac.uk
Departments of Philosophy: Dr Lisa Jones lj14@st-andrews.ac.uk
Department of Geography / Sustainable Development (MA students): Dr Charles Warren crw2@st-andrews.ac.uk

The closing date for applications is 5pm on Thursday 3rd March 2016. Late applications will not be considered.

If you are offered a place on this module any three of the four following materials will be required for us to process your Enhanced Disclosure; a necessary step prior to you taking up your placement. Please ensure that these are available in semester 2, if necessary bringing them with you when you return to St Andrews after the Spring vacation:

- Passport
- Driver’s Licence
- Full Birth Certificate
- Student ID Card

Students make a contribution of £20 to the cost of their Enhanced Disclosure.

Short-listing of applicants will take place immediately following the closing date. You can expect to receive notification of the outcome and any invitation to interview at the end of that week. You must be available for interview during the period Tuesday 29th March – Friday 1st April 2016, inclusive. (Due to compulsory field work trips Geography MA interviews will be held on Tuesday 5th April). Specific appointments will be advised to those applicants who are short-listed.