

NATIONAL UNIVERSITY OF IRELAND, GALWAY

SUMMER EXAMINATIONS 2005

HIGHER DIPLOMA IN EDUCATION EXAMINATION

PAPER FOUR

PSYCHOLOGY OF EDUCATION II (ED195) AND EDUCATION AND SOCIETY II
(ED196)

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Time allowed: Two hours.

Answer **two** questions, one question from each section. All questions carry 30 marks.

PLEASE USE SEPARATE ANSWERBOOKS FOR EACH SECTION

SECTION A: PSYCHOLOGY OF EDUCATION II

Answer **one** question from this section.

1. Bullying has been identified as a major issue in Irish schools. As a recent appointee to a second level school, you have been asked to join a team of teachers chosen by the Principal to develop an effective anti-bullying programme for the school. You have been asked to contribute by providing information on **three** of the following topics:
 - (a) Provide a definition and describe the characteristics of bullying;
 - (b) Create a professional development programme to educate teachers about the nature of bullying and how to handle it;
 - (c) Write an anti-bullying policy for the school;
 - (d) Describe **one** programme designed to better understand and deal with second level bullying;
 - (e) Write about an issue that you feel is central to understanding about and dealing effectively with bullying in second level schools (e.g. the differences between girls and boys bullying, the dynamics of bullying, i.e. the nature of the bully, victim, observer triad).

N.B. – if you wish, you can identify your school as being single sex boys, girls or a mixed school. You can choose to focus on a small (up to 250 pupils), medium-sized (500+ pupils) or a large school (1,000+ pupils). It can be an urban or a rural school.

2. Disruptive behaviour in the classroom and school is an issue of increasing concern, particularly for the teachers who have to deal with it. A related issue is that these students are often failing both in school and in life – they are ‘at risk’. This question is designed to allow you to address one of these issues. Choose and address one of the following topics:
- (a) Address key issues from your understanding of self-esteem, self-concept and identity to suggest firstly how students may choose to be functional at school or disruptive. Suggest ways that you as a teacher could use this knowledge to help individual students function more effectively. How can such knowledge provide a ‘self-defence’ mechanism in your role as a teacher?
- or
- (b) Describe the Choices project. What would be the value of this New Zealand-based project in the Irish context?
3. Critically discuss theories of adolescence.

SECTION B: EDUCATION AND SOCIETY II

Answer **one** question from this section.

4. While education has the potential to foster individual emancipation and development, it can also function as a vehicle for social control and the pursuit of class interest (*Clancy*).

Critically discuss the relationship between social class and participation in education, with particular reference to the Irish educational context.

5. With an increasingly globalised world and the opening up of Ireland's borders to people from other European countries and further afield, multiethnic education is becoming an issue of major concern for Irish schools. This question is designed to allow you to address this issue. Choose **one** of the following topics to do this:

- (a) Describe the Traditional Creativity in the Schools project and provide an overview of its strengths and weaknesses. What applications or lessons, if any, are there for the Irish context?

or

- (b) Write an essay about what you see as the major issues of multiethnic education for second level schools in Ireland. How do you feel it should be addressed?

or

- (c) Write an essay describing Sullivan's overview of Bank's paradigms and comment on the strengths and weaknesses of these paradigms. Also, briefly describe how these concepts could be used to create better understanding and practice in the context of second level schools in Ireland.