Transition Year Module in Holocaust Studies

6. Key Skills

Learning outcomes-based courses in junior and senior cycle are designed to allow for the realisation of overarching key skills for each cycle. These key skills are integrated throughout the design of specifications and syllabi. Teachers should be mindful of ways of helping students to develop these skills in framing learning, teaching and assessment experiences. These key skills can be viewed at www.curriculumonline.ie.

Embedding the Key Skills of Senior Cycle
This module in Holocaust Studies contains clear links to the key skills of Senior Cycle identified by the NCCA
For example:

Information processing
This key skill helps learners become competent in specific skills of accessing, selecting, evaluating and recording information. Through engaging with sources for the study of the Holocaust students can gather information and sift it for relevance, bias, propaganda and other challenges to truth. Thus, learners develop an appreciation of the difference between information and knowledge, fact and opinion, and even some of the nuances of language, which were particularly important in advancing antisemitism and the Holocaust.

Critical and creative thinking
Engaging with and empathising with Holocaust stories provide students with opportunities for analysing and making good arguments, challenging preconceptions and assumptions. Working with a range of sources will provide many opportunities for examining evidence and reaching conclusions.

Communicating
Students will be involved in analysing and interpreting texts and other forms of communication. They will learn to express opinions, discuss, reason and engage in debate and argument in written and oral formats. They will have their listening skills honed through engaging with survivor testimonies, and be asked to express their opinions, views and emotions. The module should provide opportunities for composing and performing in a variety of ways and for presenting using a variety of media, including PowerPoint, audio formats and possibly through short dramatic pieces, plays or more creative means.

Working with others
This can involve pair and group projects, identifying responsibilities in a group and establishing practices associated with different roles in a group (e.g., leader, team member). This work can also be done online in line with the school's Information Technology (IT) and Acceptable Use Policy.

Being personally effective
Students' individual and group activities will require them being able to appraise and evaluate their own performances, receive and respond to feedback. Identifying, evaluating and achieving personal goals, including developing and evaluating actions plans can and should be part of any significant research or project work undertaken within this module.