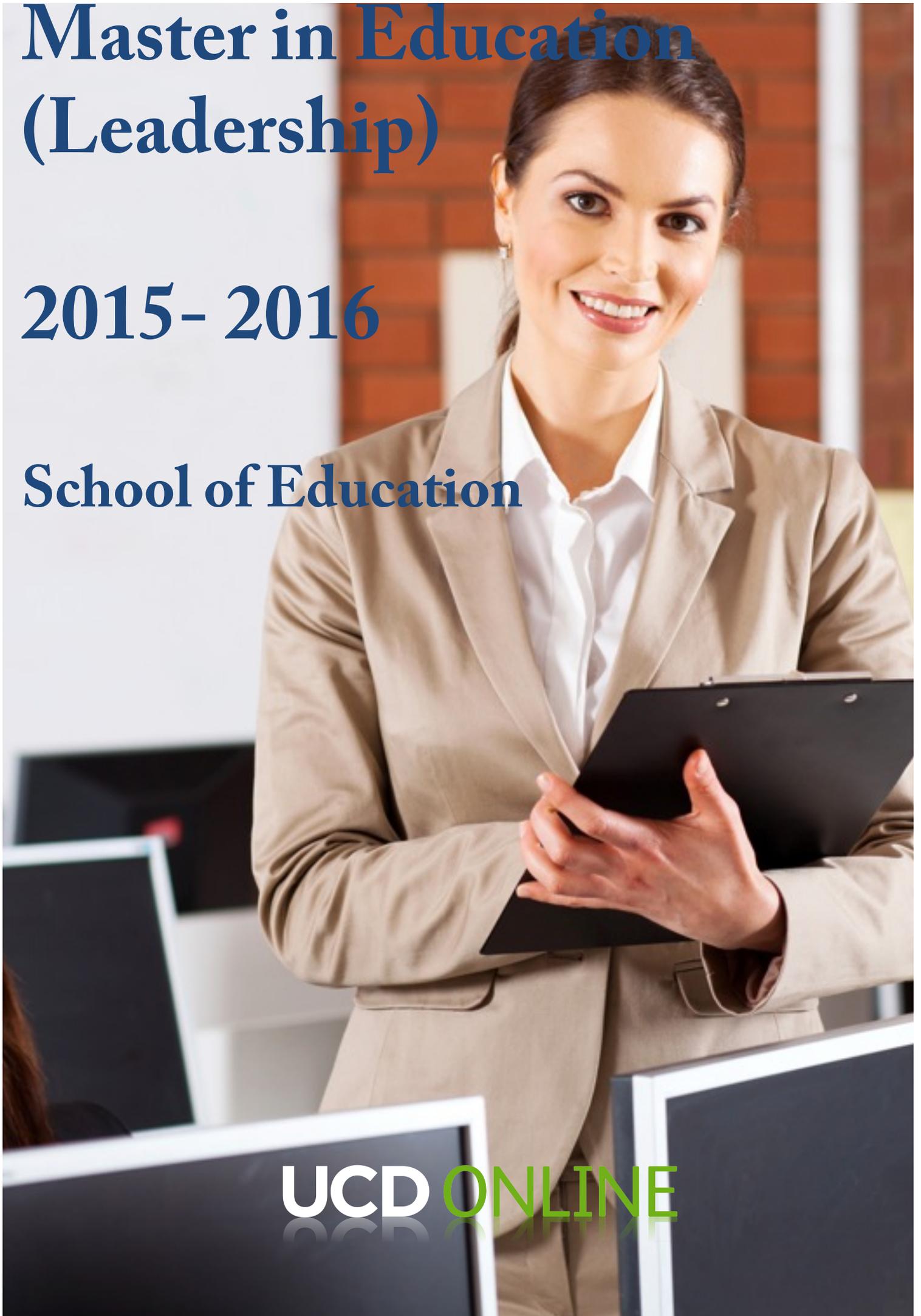


# Master in Education (Leadership)

2015- 2016

School of Education

UCD ONLINE



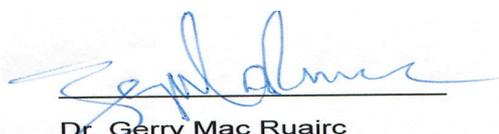
## Table of Contents

Foreword.....	3
Course Overview .....	4
Entry Requirements.....	7
Module List.....	8
Module Overviews .....	9
EDUC42390 Qualitative Research Methods .....	9
EDUC42410 Researching Leadership Practice .....	10
EDUC42380 Quantitative Research Methods .....	11
EDUC42040 Stats for Schools .....	12
EDUC40410 Leading A Learning Organisation .....	13
EDUC42050 Thesis: School Leadership .....	14

## Foreword

I would like to welcome you back to the School of Education in UCD and congratulate you on your decision to continue with your studies and complete the Masters degree in Education (Leadership). I hope that you will find the course both personally and professionally rewarding and that it will continue to build your self-confidence, challenge and energise your thinking as well as enhance your opportunity for career advancement and/or change within the educational system. The programme is structured so that it will provide you with the opportunity to deepen your understanding of many of the key issues related to school leadership and as well as extending your skills as a researcher and scholar in the area.

The purpose of the handbook is to provide you with an overview of the programme, detailing course structure, modular options and assessment procedures. From time to time, some minor changes may have to occur, I give you every assurance that any such changes will be notified to you in good time. Although this is primarily an online programme, you are encouraged to make the most of the range of college facilities when possible and to avail of the extensive online library that is available through UCD Connect. Should you experience any difficulties over the course of the year please do not hesitate to contact me. As you will know, we have a long track record of graduate teaching in education and understand the complexities of trying to negotiate a balance between work, family and study. Consequently, we understand the pressures which may arise in students' lives from time to time and are more than willing to provide every possible assistance and support. Finally, I wish you every success in the completion of your masters programme and hope you will find the outcome of the programme both fruitful and satisfying.

A handwritten signature in blue ink, appearing to read 'Gerry Mac Ruairc', written over a horizontal line.

Dr. Gerry Mac Ruairc

Gerry Mac Ruairc, PhD  
Senior Lecturer  
Programme Director PDES/ M.Ed in Leadership  
Fellow in Teaching and Academic Development  
Room 1.10  
School of Education  
Roebuck  
Belfield  
Dublin 4

## Course Overview

Award:	Level 9 Master Degree
Qualification Points:	Master Degree - 90 credits comprising 30 credits PDES and 60 credits in this academic year
Duration:	1 year
Start Date:	September 2015
UCD Academic Expertise:	This Master Degree is offered, delivered and supported by academics in the <a href="#">UCD School of Education</a>
Fees:	€5,700 Fees should be confirmed by visiting <a href="#">UCD fees webpage</a> .
Contact us:	You can contact the course administrator by email at <a href="mailto:educationonline@ucd.ie">educationonline@ucd.ie</a> or <a href="mailto:trish.beattie@ucd.ie">trish.beattie@ucd.ie</a> or by phone as follows:  Contact Name: Trish Beattie Contact Number: +353 1 716 7968

### Fees/additional costs

Students are not required to make any payments other than their tuition fees. All materials used are freely accessible.

### Why is this course for me?

The Masters in Education (Leadership) is a designated stream in the existing Master in Education programme aimed at those who have already successfully completed the online/ blended Professional Diploma in Education Studies (Leadership). Prospective students will carry their 30-credits from the Diploma into the Masters Programme and complete the remaining 60 credits.

Both the PDES and the Masters (year 2) deploy a broad concept of leadership that can be applied to teachers at different stages of their career within schools as organizations. Each of the programmes will include some face-to-face sessions (typically on Saturdays to accommodate travel and attendance from all corners of the country). Our experience is that the combination of on campus days and online teaching and learning provide a dynamic and transformative learning experience for all students. We are committed to developing our students' critical voice through reading, discussion, peer learning, presentations and critical review. Furthermore, these participative learning experiences will ensure that high quality learning outcomes are achieved.

Developing a community of learners is a key principle in the design of both the Masters and the Professional Diploma. Ideally, therefore, students should try to work through the full diploma as part of a single cohort over one academic year. Our experience to date is that this cohort support and solidarity both enhances the learning experience and functions as an encouragement to continue with your colleagues to the masters in the second year, if that is the chosen option. There is some flexibility in relation to this – please contact the course administrator to discuss this if necessary.

## What will I study?

In order to complete the degree of Master in Education (Leadership) you are required to complete 60 credits in addition to the 30 credits achieved on the PDES/ Year One of the masters programme. The 60 credits for this year are comprised of:

1. **Leading a Learning Organization** (10 credits). This module examines the role of school leaders in organisational development with respect to two main areas of inquiry (i) leading and managing structures and systems and (ii) leading and managing staff. Key perspectives underpinning this module are the concept of the school as a learning organisation and the idea of schools as professional learning communities as a framework to support school development.
2. **Qualitative Research Methods** (5 credits). This module will explore different qualitative research methods, including research interviews, focus groups, discourse analysis, visual analysis and ethnography. At the same time, it will reflect upon theoretical and intellectual issues relating to the *practice* of doing qualitative research. The module will address key issues, debates and controversies relevant for the way we design and evaluate qualitative studies, while also addressing issues about how such studies are intended to function vis a vis the reader.
3. **Quantitative Research Methods** (5 credits). This module provides an introduction to quantitative research techniques with a view to participants' having a clear understanding of the key concepts that relate to quantitative inquiry. This module aims to develop a critical appreciation of the key methods including the generation and interpretation of descriptive and inferential statistics, such as cross-tabulations and chi-square. The evaluation of existing research instruments and the development and design of new questionnaires are discussed, as are the conceptual and contextual factors determining the meaning and value of quantitative data.
4. **Stats for Schools** (5 credits). The module addresses the essential need for school leaders to be highly proficient in the development of evidence to support decision-making for school policy formulation and professional judgments. Participants will build on the work carried in the other research modules to explore the range and use data sources that can be used to support the work of school leaders. Critical to the substance and process in this module will be the development of a critical understanding of the methods recommended for School Self Evaluation (SSE).
5. **Researching School Leadership Practice** (5 credits) – this module will draw together key issues from all previous modules in relation to the practice of school leadership and how best to conduct research in the area. Specifically, the work completed in the PDES modules and the content of the qualitative and quantitative modules will provide the basis for the development of the sophisticated understanding of how best to carry our research on leadership. The module will critique methods including case studies, shadowing, action research, as well as exploring the ethical issues associated with research on this area. An important focus will be the articulating research questions and identifying a research design that is fit for purpose.
6. **Research Thesis** (30 credits). Completion of a minor thesis of 15,000 - 20,000 words on a leadership related topic forms the final programme requirement. This will be undertaken under supervision, and will seek to bring together all elements of your learning but with a particular focus on leadership within your school or cluster with the intention of gaining new insights and understanding as well as seeking to impact the quality of teaching, learning and leading in your own and other's schools.
- 7.

## How will I study?

The course is delivered in a blended manner in the case of some of the modules and online only in the case of other modules. The mode of delivery corresponds closely to the nature of the material to be explored and the most suitable method of achieving maximum student learning and engagement. In most cases there will be a weekly online lecture-discussion forum for 90 minutes per week based on assigned readings on selected topics on a designated evening. Students are also expected to attend the university on up to four Saturdays over the course of the year. The overall course is also supported by a combination of live and pre-recorded online lectures, assigned readings, focused tasks and group based discussions.

The overview of dates for the 2014/2015 academic year is as follows:

### Semester 1: September 2015 - December 2016

Module 1: *Qualitative Research Methods (5 credits) (Online only)*  
 Module 2: *Researching School Leadership Practice (5 credits) (Online only)*  
 Module 3: *Quantitative Research Methods (5 credits) (Blended)*  
 Module 4: *Stats for Schools (5 credits) (Blended)*

Module 1: *Qualitative Research Methods (5 credits) (Online only)*

**Online Tutorials** from 6 -7.30

Monday 14<sup>th</sup> September - Monday 19<sup>th</sup> October

Module 2: *Researching School Leadership Practice (5 credits) (Online only)*

**Online Tutorials** from 6 -7.30

Monday 2<sup>nd</sup> November – Monday 30<sup>th</sup> November

**Reading Week/ School Mid-term break:** 26<sup>th</sup> October – 30<sup>th</sup> October

Module 3: *Quantitative Research Methods (5 credits) (Blended)*

Online Tutorials from 6 -7.30

Wednesday 16<sup>th</sup> September - Wednesday 21<sup>st</sup> October

**\*On-Campus Seminar 1: Friday 2<sup>nd</sup> / Sat.3<sup>rd</sup> October**

This will be an intensive focus on quantitative research methods with a hands on, active approach to learning while doing. Attendance at this seminar is compulsory i.e. it is not possible to complete the programme without completing this on-campus seminar

Module 4: *Stats for Schools (5 credits) (Blended)*

Online Tutorials from 6 -7.30

Wednesday 4<sup>th</sup> November – Wednesday 25<sup>th</sup> November

**\*On-Campus Seminar 2: Saturday November 7<sup>th</sup> 10 - 4.30**

The focus of this seminar will be on the statistical methods that can be used to support better decision making in schools - again it will be hands on and practical. (Attendance at this seminar is compulsory i.e. it is not possible to complete the programme without completing this on-campus seminar)

Assessment due date: December 4<sup>th</sup>

### Semester 2: January 2016 - April 2016

Module 5: *Leading a Learning Organisation (10 credits)*

**Opening online tutorial:** Tuesday 12<sup>th</sup> January 6- 7.30 pm

Weekly online tutorials on Tuesdays from 6 -7.30

Reading week: 15<sup>th</sup> - 19<sup>th</sup> February

**On-Campus Seminar 1:** Sat 26<sup>th</sup> March 10 - 4.30

This first on-campus day will be a peer-learning event based on the outcome of assigned tasks.

**Assessment Due:** April 29<sup>th</sup> 2016

### Semester 2/3: January 2016 - September 2016

Module 6: *Thesis: Educational Leadership (30 credits)*

January 2016 – September 2016

**February:** Initial meeting with supervisor (online or on campus). Meetings are by arrangement between the supervisor and the student. Normally the literature review is completed by Easter, the field work by the end of the School year and the analysis and findings by the end of August.

Course Prospectus for Masters in Education (Leadership)

For the most up to date information or to apply now please visit <http://www.ucd.ie/online>

Thesis submission date: 13<sup>th</sup> September 2016

### How will I be assessed?

**There will be a single combined assessment for module 1 and 2**

Online Participation 20%

Assigned tasks 80% Due date 3<sup>rd</sup> December – submitted online

**There will be a single combined assessment for module 3 and 4**

Online Participation 20%

Attendance at and active participation in on campus seminar 20%

Assigned tasks 60%. Due date 3<sup>rd</sup> December – submitted online

#### Module 5

Case study showcase 30% (on campus)

4000 word case study essay 70%

Due date: April 29<sup>th</sup> 2016

#### Module 6

Submission of a 15,000-20,000 word monograph

Due date; 13<sup>th</sup> September 2016

#### Learning Outcomes

The M.Ed (Leadership) will developed the work on the PDES / Year One Masters and focus on the following core themes and outcomes

- *Leadership and Development Theories:* Graduates will critically explore and interrogate prominent leadership theories and apply these theories in the course of addressing a variety of organisational issues and problems.
- *Critical Thinking and Analytical Approaches:* Graduates will review and evaluate a range of policy measures and initiatives and critique these in the context of the school improvement and effectiveness and current policy directives.
- *Organizational Systems and Group Dynamics:* Graduates will demonstrate a thorough understanding of key theories of organisational behaviour and change, and apply these theories in an organizational setting.
- *Self-Awareness* Graduates will have an ability to reflect upon their own skills and limitations as leaders, evidenced by their performance in working with groups and their overall learning outcomes on the programme.
- *Research skills and competence:* Graduates will engage in exploring a range of research methods within both quantitative and qualitative paradigms and critically evaluate these in the context of the work of school leadership in the development of research/ evidence informed practice for school development and decision-making.
- *Research Project:* Graduates will develop their skills as researchers by completing a leadership focused study that will provide an opportunity to demonstrate the ability to engage in primary research and consolidate the learning outcomes achieved in the other modules on the programme.

### Entry Requirements

Applicants must have completed the PDES/ Year one of the programme and carry 30 credits course work forward to complete the 90 credit masters programme.

Course Prospectus for Masters in Education (Leadership)

For the most up to date information or to apply now please visit <http://www.ucd.ie/online>

## Module List

- EDUC42390 Qualitative Research Methods
- EDUC42410 Researching Leadership Practice
- EDUC42380 Quantitative Research Methods
- EDUC42040 Stats for Schools
- EDUC40410 Leading A Learning Organisation
- EDUC42050 Thesis: School Leadership

## Module Overviews

<b>Award:</b>	5 credits at level 9 towards 90 credit Master in Education (Leadership) award
<b>Duration:</b>	14/09/2015 - 23/10/2015
<b>Start Date:</b>	14/09/2015 (Semester 1 - part one)

### EDUC42390 Qualitative Research Methods

This module will explore different qualitative research methods, including research interviews, focus groups, discourse analysis, visual analysis and ethnography. At the same time, it will reflect upon theoretical and intellectual issues relating to the *practice* of doing qualitative research. The module will address key issues, debates and controversies relevant for the way we design and evaluate qualitative studies, while also addressing issues about how such studies are intended to function vis a vis the reader.

#### Learning outcomes

On completion of this module, learners will

1. Identify the core principles of qualitative research.
2. Demonstrate a critical awareness of a broad range of qualitative research techniques.
3. Engage in practical experience of undertaking qualitative data collection.
4. Acquire practical experience of some methods of qualitative data analysis and presentation.
5. Engage in a critical exploration of ethics in qualitative research.
6. Make connections between the empirical, methodological and epistemological issues involved in conducting fieldwork and to reflect critically their own experience.
7. Develop teamwork, oral, and written skills

#### Assessment

<p><b>Description</b> (different assessment options are available – details will be provided at the start of the module)</p>	
--	--

#### Mode of Delivery/Expected Commitment

This module will be fully online. Key readings and recorded lectures will be assigned for each of the 6 weeks and an online 90 minute weekly tutorial will support each of the research methodologies to be explored. The expected workload is as follows:

- Contribution to weekly online discussion forum 20 hours
- Student Autonomous Learning (additional reading etc) 60 hours
- Assignment 30 hours

<b>Award:</b>	5 credits at level 9 towards 90 credit Master in Education (Leadership) award
<b>Duration:</b>	04/11/2015 - 05/12/2015
<b>Start Date:</b>	04/11/2015 (Semester 1 part two)

### EDUC42410 Researching Leadership Practice

This module will draw together key issues from all previous modules in relation to the practice of school leadership and how best to conduct research in the area. Specifically, the work completed in the PDES modules and the content of the qualitative and quantitative modules will provide the basis for the development of the sophisticated understanding of how best to carry our research on leadership. The module will critique methods including case studies, shadowing, action research, as well as exploring the ethical issues associated with research on this area. An important focus will be the articulating research questions and identifying a research design that is fit for purpose.

#### Learning outcomes

On completion of this module, learners will

1. Explore the application of qualitative and quantitative research techniques to conducting research on school leadership
2. Demonstrate the methodological skills necessary to design, analyze, critique, and conduct research using both qualitative and quantitative research techniques with respect to the field of school leadership
3. Develop a clear understanding of the ethical issues relating to leadership research

#### Assessment

<b>Description</b> (different assessment options are available – details will be provided at the start of the module)	
---	--

#### Mode of Delivery/Expected Commitment

This module will be fully online. Key readings and recorded lectures will be assigned for each of the 6 weeks and an online 90 minute weekly tutorial will support each of the research methodologies to be explored. The expected workload is as follows:

- Contribution to weekly online discussion forum 20 hours
- Student Autonomous Learning (additional reading etc) 60 hours
- Assignment 30 hours

<b>Award:</b>	5 credits at level 9 towards 90 credit Master in Education (Leadership) award
<b>Duration:</b>	14/09/2015 - 23/10/2015
<b>Start Date:</b>	14/09/2015 (Semester 1 - part one)

### EDUC42380 Quantitative Research Methods

This module provides an introduction to quantitative research techniques with a view to participants' having a clear understanding of the key concepts that relate to quantitative inquiry. This module aims to develop a critical appreciation of the key methods including the generation and interpretation of descriptive and inferential statistics, such as cross-tabulations and chi-square. The evaluation of existing research instruments and the development and design of new questionnaires are discussed, as are the conceptual and contextual factors determining the meaning and value of quantitative data.

#### Learning outcomes

On completion of this module, learners will

1. Interpret quantitative information from formulas, graphs, tables, schematics, simulations, and visualizations, and draw inferences from that information.
2. Represent quantitative information symbolically, visually, and numerically.
3. Develop a clear understanding of the range of concepts that relate to quantitative including frequency distributions, mean median mode and SD as well as inferential statistical analysis including analysis of variance, correlations and tests of significance

#### Assessment

<b>Description</b> (different assessment options are available – details will be provided at the start of the module)	
---	--

#### Mode of Delivery/Expected Commitment

This modules will involve on campus and online components. It is envisaged that a key concepts relating to quantitative methodologies will be explored on-line and these sessions will be followed by an on-campus practical workshop that will provide students with the opportunity to apply their knowledge to real-life, school based scenarios. All of this work will be explored and reinforced in follow up online tutorials.

The expected workload is as follows:

- Attendance at seminars on campus 10 hours
- Contribution to weekly online discussion forum 10 hours
- Student Autonomous Learning (additional reading etc) 50 hours
- Case study task – 20 hours
- End of semester written assignment 30 hours

<b>Award:</b>	5 credits at level 9 towards 90 credit Master in Education (Leadership) award
<b>Duration:</b>	04/11/2015 - 05/12/2015
<b>Start Date:</b>	04/11/2015 (Semester 1 - part two)

### EDUC42040 Stats for Schools

The module addresses the essential need for school leaders to be highly proficient in the development of evidence to support decision-making for school policy formulation and professional judgments. Participants will build on the work carried in the other research modules to explore the range and use data sources that can be used to support the work of school leaders. Critical to the substance and process in this module will be the development of a critical understanding of the methods recommended for School Self Evaluation (SSE).

#### Learning outcomes

On completion of this module, learners will

1. Evaluate the range of questions that school leaders need to ask of data for decision making
2. Explore the qualitative data techniques that can be use in schools and how qualitative and quantitative data can be used to improve school development
3. Appraise and apply statistical methods to the generation of school data for the purpose of more informed, evidence based practice

#### Assessment

<p><b>Description</b> (different assessment options are available – details will be provided at the start of the module)</p>	
--	--

#### Mode of Delivery/Expected Commitment

This modules will involve on campus and online components. It is envisaged that a number of key issues will be explored on line and these sessions will be followed by an on-campus practical workshop that will provide students with the opportunity to apply their knowledge to real-life, school based scenarios. All of this work will be explored and reinforced in follow up online tutorials.

The expected workload is as follows:

- Attendance at seminars on campus 10 hours
- Contribution to weekly online discussion forum 10 hours
- Student Autonomous Learning (additional reading etc) 50 hours
- Case study task – 20 hours
- End of semester written assignment 30 hours

<b>Award:</b>	10 credits at level 9 towards 90 credit Master in Education (Leadership) awards
<b>Duration:</b>	12/01/2016 - 22/04/2016
<b>Start Date:</b>	12/01/2016 (Semester 2)

### EDUC40410 Leading A Learning Organisation

This module examines the role of school leaders in organisational development with respect to two main areas of inquiry (i) leading and managing structures and systems and (ii) leading and managing staff. Key perspectives underpinning this module are the concept of the school as a learning organisation and the idea of schools as professional learning communities as a framework to support school development.

The main topics explored during the module include:

- School Development and School Improvement
- Models of school evaluation/ school inspection– external and school self –evaluation
- Leading and managing change
- Context and school leadership
- Team Building and Decision Making
- Conflict Management
- Staff relations - Trust
- Mentoring, appraisal, performance management

#### Learning Outcomes

On successful completion of this module, students should be able to:

1. Identify the most salient factors in the literature on school development.
2. Demonstrate an ability to use practical strategies and techniques targeted at building and growing schools as learning organisations.
3. Demonstrate a critical understanding of the process of school planning and school self-evaluation for organisational development and growth.
4. Distinguish the key factors required for the effective management of change in schools.
5. Examine the role played by interpersonal relations and group dynamics in organisational growth
6. Understand and appreciate the significance of systematic and strategic problem solving

## Assessment

Description	% of Final Grade	Timing
<i>Indicative Assessment Approach</i>		
Written Assessment	70	End_Sem_Sub
Asynchronous tasks	20	Ongoing
Contribution to online discussions	10	Ongoing

**Mode of Delivery/Expected Commitment**

This module will be online only based on weekly 90 minute online tutorials. Key readings / tasks will be assigned each week and students will be expected to engage in specified asynchronous work between sessions. is a capstone school based study where students are required to attend college. The expected workload is as follows:

- Contribution to weekly online discussion forum 20 hours
- Contributions to asynchronous tasks and discussions 30 hours
- Student Autonomous Learning (additional reading etc) 100 hours
- End of semester written assignment 50 hours

<b>Award:</b>	30 credits Master in Education (Leadership) award
<b>Duration:</b>	13/01/2016 – 13/09/2016
<b>Start Date:</b>	13/01/2016 (Semester 2 and 3 )

**EDUC42050 Thesis: School Leadership**

Completion of a minor thesis of 15, 000 - 20,000 words on a leadership related topic forms the final programme requirement. This will be undertaken under supervision, and will seek to bring together all elements of your learning but with a particular focus on leadership within your school or cluster with the intention of gaining new insights and understanding as well as seeking to impact the quality of teaching, learning and leading in your own and other's schools.

**Learning outcomes**

On completion of this module, learners will

1. Demonstrate a critical awareness of current problems in the chosen research field by providing a clear rationale for their research objectives and design.
2. Demonstrate understanding of a range of standard and more specialised research or equivalent tools and techniques of enquiry appropriate to the chosen research field.
3. Demonstrate compliance with recommended ethical guidelines in planning and conducting research.

Course Prospectus for Masters in Education (Leadership)

For the most up to date information or to apply now please visit <http://www.ucd.ie/online>

4. Demonstrate capacity to select from, scrutinise, reflect upon and critically evaluate data in the context of set research objectives.
5. Synthesise research findings and critically evaluate in the context of existing knowledge in the chosen field.
6. Demonstrated insight into the chosen research field by making recommendations that effectively communicate the outcomes and implications of the research.
7. Demonstrate a systematic understanding of knowledge informed by the forefront of learning in their chosen research field by conducting a literature review in the area.

### Guidelines for Completion of Thesis

On submission of a thesis proposal students will be assigned a supervisor who will act as tutor /mentor until the completion of the thesis.

- The proposed thesis must, therefore, be manageable within the constraints of:
  - the time allocated for supervision
  - the resources available to the student
  - the length appropriate to a minor thesis
- Reading and research: the supervisor should suggest initial reading and make further recommendations as the work proceeds; but the student is expected to research the topic him/herself and would normally be expected to go well beyond the supervisor's recommendations in this regard.
- The supervisor's role is essentially a critical and advisory one. He/she should advise the student on how to proceed and suggest ideas/avenues for exploration, but it is the student's responsibility also to take initiatives in this regard, and to carry out the work him/herself. The thesis is the student's, not the supervisor's.
- If any serious difficulties or obstacles to the completion of the work should arise (such as illness, circumstantial problems, or difficulties over resources/facilities) the supervisor should discuss the matter with the course director, in order to reach an agreed decision about appropriate action.
- Submission of thesis: the supervisor should check that the thesis is properly presented in accordance with university and college requirement. The student **must** be advised that under no circumstances should the thesis be submitted without the approval of the supervisor. (If for some reason the supervisor is unavailable, the course director may authorise submission)

### Assessment

Description	% of Final Grade	Timing
15- 20000 word thesis	100	September 2016

### Mode of Delivery/Expected Commitment

This is equivalent to 3 x ten-credit modules and requires students to engage in a significant amount of independent reading research design and analysis under the supervision of an assigned supervisor. Meeting with the supervisor are by arrangement and can be face to face or online. One on-campus review day will help consolidate and super the students work. The expected workload is as follows:

- Attendance at seminars on campus: 8 hours
- Contribution to fortnightly online tutorials 10 hours
- Student Autonomous Learning (additional reading etc) 300 hours
- Thesis writing and final submission 400 hou