



School of Education

Master of Education Programme Details

STRUCUTRE OF M.Ed PROGRAMME

The Master of Education (M.Ed) Degree is a two-year 90 ECTS credit modular degree. Each module of work you complete provides 10 credits. There are four strands in the M.Ed degree with a range of module options under each strand. Students are normally limited to taking a maximum of two modules in any one semester.

Strand 1: Professional Development (Monday & Thursday)

Educational Leadership and Management, Children's Literature, ICT, Science Education, Teaching English at 2nd Level, European Teacher Education Policy, Development Education

Strand 2: Educational Sciences (Tuesday)

Education and the Historical Sciences, Sociology, Psychology, Philosophy, Curriculum

Strand 3: Research Methods and Training (Wednesday)

Strand 4: Study/ Minor Thesis

A summary of each module is provided in this document. Further information in relation to assessment, module structure, detailed content and reading lists are included in the course handbook distributed at the induction evening which is held during the first week in September

Students have two options in completing the M.Ed degree over the two year period.

Option 1 consists of 6 modules of taught course work followed by a 30 credit thesis to complete the degree or

or

Option 2 which consists of 8 taught modules followed by a 10 credit institutional study.

It is not necessary to decide which option to choose until the end of year 1.

Advanced entry, which allows the transfer of credits from other post-graduate programmes both within and outside UCD, may be available. Please contact the School of Education to discuss this further.

MODULE DETAILS

Strand One: Professional Development

In the professional development strand there are modules offered in the following specialist areas:

Educational Leadership and Management, Children's Literature, ICT, Development Education, European Teacher Education Policy, Teaching English at 2nd Level, Science Education

EDUCATIONAL LEADERSHIP AND MANAGEMENT

There are three modules offered in this area over the two year M.Ed programme.

- Leadership for Learning

The module comprises three broad areas which focus on different dimensions of leadership for learning and the challenges and opportunities of this perspective for school leadership and management. All elements focus specifically on the need to target school leadership and management activities in order to enhance teaching and learning within the school. The module begins with an examination of key contributors to the school effectiveness/ school improvement debate. The second area of emphasis provides an opportunity for students to examine, understand and criticise the application of principles underpinning the different theories of school leadership with particular emphasis on modern theoretical developments in the area. The module will conclude with an examination of school governance in Ireland at a local and national level.

- Leading and Managing a Learning Organisation

This module focuses on three different strands which examine the school as an organisation. The module begins with a critique of the main theoretical discourse as it relates to organisational culture and structures. The concept of schools as learning organisations will be critically evaluated. Key components of this module include an interactive exploration of decision making, conflict resolution, motivation, quality assurance and the management of change.

- Leadership for Inclusive Schooling

This module is an Erasmus funded Intensive Programme based on the theme of the leadership of Inclusive Education in Europe. There are three main partners involved in the design and delivery of this programme, University College Dublin, University of Christchurch Dublin and University of Oslo, there are also two other associated universities at present, University of Selek, Turkey and the University of Murcia, Spain. The module is delivered over a 10 day residential summer school, that is hosted in turn by the lead partner universities - 2008 Canterbury UK, 2009 Oslo and 2010 UCD. The main objective of this module is to widen and deepen the participating students understanding and expertise with respect to the multidimensional opportunities and challenges that relate to the Leadership of inclusive education within the increasingly diverse population of European countries.

CHILDREN'S LITERATURE

There are two modules offered in this area over the two year M.Ed programme.

- Children's Literature 1

The aim of this module is to create an excuse for the uninhibited enjoyment of children's literature and is open to any student from any discipline. The module provides a general introduction to a wide range of children's books, mainly modern, and reaches from early reading to young adult fiction. The content can be tailored to meet the needs and interests of the group. Some issues of historical perspective and criticism will be debated as appropriate. The module is delivered through a mixture of lectures, readings, experiential discussions and a hands-on perusal of a range of books.

- Children's Literature 2

This module will explore the literature, research, and good clinical practice in some of the following areas : fostering the reading habit in children and teenagers; creating a good reading environment in the classroom and at home; using children's literature in the classroom and across the curriculum; using picture books; children's reading patterns in Great Britain and Ireland; TV viewing, computer usage and children reading; boys and reading; comics and teenage magazines and other topics. The choice belongs to the group. The later sessions of this module will be devoted to supporting the action research projects through which the work will be assessed.

DIGITAL LEARNING AND ICT

There are two modules offered in this area over the two year M.Ed programme.

- Education ICT

Education ICT: Teachers and New Teaching and Learning Technologies" is intended primarily for teachers and other educators new to the field of Education ICT, eLearning and /or with an interest in using new digital media to better effect in their work. The module covers in a systematic way the concepts and practices necessary to build personal capability in this rapidly emerging and challenging area of education and practice. It provides a strong grounding in the key issues and questions surrounding the area and also the skills and understanding needed to design, develop and use digital materials in an educational setting, and to design and resource digitally-rich courses of training and education.

- Digital Learning Design

The 'Professional Development: Digital Learning Design' module is intended primarily for teachers and other educators new to the field of Education ICT, eLearning and /or with an interest in using new digital media to better effect in their work. The module develops further in a systematic way concepts and practices relating to building personal capability in this rapidly emerging and challenging area of education and practice introduced in Module EDUC40260 - Teachers and new TLTs. It provides advanced education in the skills and understanding needed to design, develop and use digital materials in an educational setting, and to design and resource digitally-rich courses of training and education.

DEVELOPMENT EDUCATION

There are two modules offered in this area over the two year M.Ed programme.

- Education and Development

This module seeks to introduce, and generate debate around, key issues and institutions in the field of international educational development by inviting students to explore major issues and themes in education in the so-called 'developing world'. This module examines the role of education in development through a consideration of the social and political-economic contexts within which educational systems actually operate. Key questions that will be addressed in the module are as follows: Why do policy makers and donors continue to have enduring faith in education as a panacea to a host of development problems when the relationship between education and development is less than clear cut? Why is it that foreign aid to education often proves so ineffective? Why is it that international movements such as EFA and the MDGs continue to privilege primary education in the context of an increasingly unequal global system whereby university education, not basic education, is a key determinant of socio-economic well-being? What political-economic conditions would need to be in place for education to have the positive effects that international agencies so often assume it has? What would it take to make goals like the MDGs and EFA a reality?

- Development Education

The module on development education examines some of the most pressing contemporary global problems such as poverty, debt, war and militarism, racism, HIV/AIDs and environmental degradation. Through a consideration of numerous case studies, we consider the complex interrelatedness of these injustices, as well as possible solutions in the face of profound human, social and environmental devastation. We consider these issues from the point of view of how best to prepare young people to emerge from their schooling experiences more inclined to challenge major global issues and injustices of this nature, and focus on a range of development education methodologies that can be utilised to embed an ethical global dimension in a range of educational settings. The course uses a number of pedagogical approaches and formats: including: lectures and whole and small-group discussions, critical analysis of documentary and other film formats, guest speakers, class outings etc.

EUROPEAN TEACHER EDUCATION POLICY

There is one module offered in this area over the two year cycle of the M.Ed programme. The aim of this module is to widen and deepen students' understanding of European policy in relation to education. Over the course of the module, students will engage in debate and discussion around the 'Europeanization' of education and assess its implications for teachers, pupils, schools and the wider educational community. The module will stimulate debate and promote reflection around central aspects of European educational policy and provide students with a framework for understanding and critiquing current and future policy in this area.

TEACHING ENGLISH AT 2ND LEVEL

There are two modules offered in this area over the two year M.Ed programme.

- Teaching English at 2nd Level: Module One

This module provides an opportunity for professionals in this area to come together, discuss and deepen their understanding of issues, concepts and recent research in their area of expertise. The course will be delivered through a combination of lectures, workshops, shared experiences, guided reading and meetings with other professionals who are engaged in innovative practice. Among the key topics discussed will be: the uses of English, active learning and the teaching of English; "reader response" approach to the teaching of literature, film and media in the English classroom; and using ICT in English. The course will be practice focussed and participants will be enabled to experiment with methodologies and interventions in their own classrooms.

- Teaching English at 2nd Level: Module Two

This module will focus on the continuum of the modes of communication and expression. Through activity workshops participants will be enabled to explore and develop their own practice. Through a combination of lectures, guided reading, shared planning sessions, classroom interventions and debriefing opportunities they will be supported in teaching these skills and arts in their classrooms. There will also be some input on English for SEN and for the multi-lingual classroom.

SCIENCE EDUCATION

Two modules are offered in this area over the two year M.Ed programme.

- Science Education 1

The learning and teaching of science is critically examined from epistemological, historical and psychological perspectives with a view to reaching an appraisal of modern constructivist pedagogies. Research findings will be examined when considering the learning outcomes of enquiry and constructivist approaches. Personal and social constructivist theories of writers such as Bruner, Piaget and Vygotsky will be examined in relation to actual classroom practice. This module will act as a foundation to an action based module on science education in Semester 2.

- Research In Science Education

This module will focus on the translation of theories of learning to practice and will evaluate their effectiveness in the classroom. This will be based on developing teaching strategies which will be assessed in terms of learning outcomes through action research in the classroom. Specific research based papers in Science Education will be evaluated and discussed with a view to establishing a research paradigm for science education.

EDUCATIONAL RESEARCH

- Research Methods - Stage One (M.Ed. Year 1)

This is a core module for students undertaking the M.Ed. MEd. (SEN) or MA in Education. The aim of this module is to introduce some of the most commonly used quantitative and qualitative research methodologies in the field of education and to enable students to apply these techniques and approaches to specified research questions in their field.

- Research Methods Intermediate - Stage Two (M. Ed. Year 2)

This is a core module for students undertaking the M.Ed. or M.Ed. (SEN). The aim of this module is to consolidate and build on students existing knowledge of research methods while introducing them to more advanced quantitative and qualitative approaches and techniques. By using and discussing these approaches students will be enabled to critically evaluate published research in terms of designs, methods and interpretations.

- Thesis

Completion of a minor thesis of 15,000 - 20,000 words on a topic of educational interest, as part fulfillment of the requirements of Option One of the M.Ed Degree. Based on the chosen topic of interest a supervisor will be allocated by the course director to work with the student over the course of the module.

- Institutional Study (Special Project)

The purpose of the institutional study is to complete an action research project within the student's chosen field of interest in part fulfillment of the requirements of Option Two of the M.Ed programme. Topics for study may be chosen from any modules undertaken within the M.Ed programme. Based on the chosen topic, a tutor will be allocated by the course director to oversee the project to its conclusion.

Students must complete a thesis OR an institutional study

EDUCATIONAL SCIENCES

In the Educational Sciences strand there are modules offered in the following specialist areas:

Education and Historical Sciences, Sociology of Education, Psychology
Philosophy and Curriculum

EDUCATION AND HISTORICAL SCIENCES

Two modules are offered in this area over the two year M.Ed programme.

- Reading Gender, Class and Religion in Education

This module introduces students to some of the key areas of research in education history: issues of gender, class and religion/faiths. Students will examine texts, extracts and images that tell us how education was experienced in the past. Popular fiction, journals, newspapers and film will be incorporated into approaches to the study of history in this module.

- Researching our Education History: Sources and Studies

This module introduces students into ways in which they can research and reconstruct the educational history of people and of schools. It will be of particular relevance to students who are interested in either family history or local studies. Participants will learn some of the skills to engage into research into the education of their own families in Ireland, over generations. Students will also examine educational institutions such as industrial schools, convent schools and national schools, and will look at ways in which they can research the history of the school which they attended or the school where they now work. Sources include photographs, reports, film, rare documents, and interviews.

SOCIOLOGY

Two modules are offered in this area over the two year M.Ed programme.

- Social World of Children's Learning

Drawing on research from the sociologies of childhood and education, this module considers the complexity of children's social world and how this influences their adaptation to and learning in schools. It examines how key social markers related to gender, ethnicity, age, social class and dis/ability are produced and reproduced through student, peer and teacher interaction in the classroom and school yard.

- Equality and Power in Schools

The aim of this module is to provide the student with a good knowledge and critical understanding of: key issues related to equality and inequality in education; central issues related to the roles of selected interest groups in education; and the relationship of education and the economy. Students will develop their skills of discussion, critical analysis and presentation and will be able to write a clear and focused, scholarly review paper on a chosen topic from the module.

PSYCHOLOGY

Two modules are offered in this area over the two year M.Ed programme.

- Counselling Psychology

This module will introduce participants to the theory and practice of counselling with specific reference to counselling in the school setting. It will discuss the nature of the counselling-helping relationship and how teachers can facilitate the classroom climate through the use of counselling skills and support pupils who are experiencing difficulties. Approaches to counselling-helping and interventions will be considered and the support their use can offer in such areas as the facilitation of the development of self-esteem and grief, bereavement and loss.

- Psychology Applied to Schools

This course enables participants to appreciate the contribution that Psychology can make to an understanding of the dynamics of school life and of the school as an organisational system. Furthermore, an understanding of the practical applications of psychological theories and intervention strategies will be fostered too.

PHILOSOPHY

Two modules are offered in this area over the two year M.Ed programme.

- Mind, Knowledge and Teaching

This module involves the analysis of concepts in educational discourse regarding human development, knowledge, forms of learning and teaching

- Ethical & Political Issues in Education

This module involves the application of concepts and theories in moral and political philosophy to problems in educational policy and practice.

CURRICULUM

Two modules are offered in this area over the two year M.Ed programme.

- Theories and Praxis in Curricular Design

The aim of this module is to develop an awareness on the part of students about a number of issues that inform curriculum as an area of study particularly in a contemporary context with specific reference to curriculum design.

- Curriculum Evaluation and Development

The aim of this module is to develop an awareness on the part of students about the process of curriculum evaluation and development.