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MEd/MSc Courses 2012-13



Queen's University
Belfast

SCHOOL OF
Education

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General Information

This booklet describes the courses and modules **under the MEd/MSc Programmes**, offered by the School of Education, Queen's University of Belfast:

- **Master of Education (MEd)**
- **Master of Science (MSc)**

The programmes are modular in structure, with all modules attracting level 7 points (M level). Candidates who are admitted will be awarded an MSc or MEd when they have satisfactorily completed their selected course of study and accumulated the requisite number of points (180 M points including the dissertation). Students may wish to exit the programme before the award of a MEd or MSc. Students who have successfully completed 60 M points may be awarded an Advanced Certificate in Education (AdvCertEd) and those who have successfully completed 120 M points may be awarded a Diploma in the Advanced Study in Education (DASE). Points must be accumulated within five years of initial enrolment.

Entrance Qualifications

Applicants for admission to the MEd/ MSc programmes should normally hold:

- (a) an second class honours degree or higher (or equivalent qualification) *or*
- (b) a degree or equivalent qualification with at least five years professional experience in an education, training or professionally relevant context.

Many courses have specific entry requirements such as the MSc Autism Spectrum Disorders and TESOL. These are listed under each course.

International Students

For non-native speakers a minimum entry point of IELTS level 6.5, TOEFL 575 (PBT) or equivalent is required. For IELTS a minimum score of 5.5 is required in all four elements of the test.

Exceptionally, candidates who do not meet the academic admission requirements of the programme will be considered on an individual basis.

Application Procedure

Application for a MEd or MSc course should be made online via the Queen's University website: www.qub.ac.uk

The closing date for applications is **31 May 2012**. Late applications may be considered subject to the availability of places.

If you have any special needs (learning needs or impairments relating to mobility, illness etc.) please inform us when you apply. This will enable us to make the necessary arrangements. You may contact Ms Jean McMinn (Adviser of Studies) should you wish to discuss such matters.

Financial Support

Unfortunately there is no financial support for home students on the MEd/MSc programmes commencing in 2012. Students wishing to complete a course will therefore do so on a self-funding basis.

Fees for Home Students

For fees please see the main university website
(<http://www.qub.ac.uk/home/TuitionFeesandStudentSupportArrangements201112/>)

Formal Regulations

For students entering the MEd/MSc programmes in September 2012 or January 2013, the formal regulations will appear in **Queen's University Belfast Calendar 2012-2013**.

Contact Details

If, after you have read this booklet carefully, you need further information regarding your particular requirements, please contact one of the following:

Dr Aisling O'Boyle
Course Director (Masters)

Ms Jean McMinn
Adviser of Studies

Olive Getty or Margaret Rea
Administrators

Gillian Beavis
Secretary

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Masters Level Course Information

Aims

The overall aims of the MEd/MSc programmes are to provide you with the opportunity to:

- engage in informed debate about major issues in education and related professions
- reflect in-depth on the relationship between theory and practice in your professional context
- develop further your professional competences within chosen specialist areas
- keep abreast of research and developments in education including policy, practice and theory
- use information technology and to develop writing and effective study skills
- critically appraise, design and conduct research (e.g. through the dissertation element)
- reflect on your personal and professional development.

Course Structure

The MSc and MEd are modular programmes.

The MEd and MSc are awarded to those students who have accumulated **180 level 7 points** (including a dissertation equivalent to 60 points). Students who accumulate **120 level 7 points** satisfactorily at the first attempt may undertake study for their dissertation. Students with a lesser profile will be advised about their suitability to undertake dissertation study. The dissertation period lasts for one academic year. Some MEd and MSc courses may be taken either full-time or part-time. For part-time study the MEd and MSc courses may be completed over **three** academic years, with the modules being completed in the first two academic years and the dissertation study undertaken in the third academic year. Students may however build up the required number of modules and complete the dissertation over a period of five years from initial enrolment.

Course Requirements

Modules consist of 30 hours contact time, either face to face or on-line. Most modules are delivered over a period of 8 to 10 weeks, with associated coursework. In some instances, modules will involve half-day or full-day teaching sessions.

Most modules are **assessed by coursework**, there being no formal written examinations. The results are published in February and June. Results for the MEd and MSc dissertation assessment and the award of the MEd and MSc degrees are available in November, in time for Christmas graduation.

Specialist Courses

The MEd/MSc programmes have specialist named courses (listed below). With the exception of Educational Studies, each has a specified set of core modules from which students must accumulate a minimum of 90 points and complete a dissertation in the named area of study for the award of a named MEd/MSc. All students wishing to study the MEd/MSc awards are required to complete or audit the module EDU7183 Research Methods in Education.

- Autism Spectrum Disorders (MSc)
- Educational Leadership (MSc)
- Educational Studies (MEd)
- Inclusion and Special Needs Education (MEd)
- Teaching English to Speakers of Other Languages (TESOL) (MSc)

Students auditing the module EDU7183 Research Methods in Education are required to attend and participate in the classes informally without submitting an assignment.

Supervised Individual Study Module

In exceptional circumstances (e.g. in the case of there being no suitable alternative to a withdrawn module), candidates may be offered or may apply to the School to take a Supervised Individual Study (SIS) module. Successful completion of an SIS module requires the satisfactory assessment of a supervised assignment of normally between 5,000 and 6,000 words in length, in the field of study covered by the module it replaces. The assignment must be carried out and submitted in the same time-frame as a taught module.

Credit Accumulation and Transfer Scheme (CATS)

Some questions and answers

The School of Education, in line with the wider University, has introduced a Credit Accumulation and Transfer Scheme (CATS) for its postgraduate courses.

1. What does CATS actually mean in practice?

Probably the most straightforward way to view CATS initially is to separate the two aspects 'credit accumulation' and 'credit transfer'.

Credit accumulation refers to the fact that the majority of taught postgraduate courses in QUB are designated as level 7 with certificates, diplomas, and masters degrees being distinguished by the number of level 7 points gained.

The credit ratings are as follows:

- | | |
|----------------------------------|------------|
| • Masters degree (e.g. MEd, MSc) | 180 points |
| • Diploma (e.g. DASE) | 120 points |
| • Certificate (e.g. AdvCertEd) | 60 points |

Students who accumulate the requisite number of points are entitled to the appropriate award.

Credit transfer refers to the process whereby a student holding a relevant award from this or another recognised institution may, on application **prior to initial enrolment** in the MEd/ MSc programme, be permitted to transfer credit for that award to the masters level programme under CATS.

2. How do I apply for credit transfer?

You must apply to be considered for credit transfer on the relevant form **at the time of application** to the MEd/MSc programme. These forms are obtainable from the Programme Office or downloaded from www.qub.ac.uk/edu. All applications for credit transfer must be returned to **the Programme Office, School of Education**. Each application will be considered on an individual basis and you will be notified of the decision in writing regarding your credit transfer rating. All awards for credit must have been completed within the last ten years.

3. Are there any caveats?

In the first instance, an applicant would not be entitled to apply for credit transfer on an award which has already been used for credit transfer to obtain a qualification in this University or elsewhere.

Secondly, in a situation where an applicant who holds two awards which could contribute credit ratings, credit may accrue from one award only.

For the purpose of grade profile, credit transfer modules will normally be ungraded if the applicant has cashed in their transferred award.

Students exiting with an Advanced Certificate in Education will only be allowed a maximum credit of 20 points and those students exiting with a DASE will only be allowed a maximum credit of 40 points.

4. How would a completed Education-related qualification from another institution be assessed for credit?

Each decision will be made on an individual basis. An applicant must provide sufficient evidence from the previous qualification to permit assessment of level and depth of study, and content to enable a decision on the matching of level and learning outcomes. Credit will not exceed 30 points towards a Masters degree for a completed certificate or 60 points towards a Masters degree for a completed diploma. The maximum credit which may be awarded for a PGCE is 30 CATS points.

5. Can I obtain credit for a non-masters level qualification?

Applicants who have satisfactorily completed a qualification such as CertPD, DipPD, or equivalent (i.e. Early Professional Development for Beginning Teachers and New Opportunities Fund (NOF) ICT training), may be considered for credit transfer with the submission of a record of the work undertaken or portfolio, plus a 4,000 word level 7 bridging assignment. A fee is payable for the credit transfer process. The maximum credit transfer will be 30 points towards a Masters degree. For the purpose of grade profile, credit transfer modules will normally be graded at C unless a Masters bridging assignment provides a higher grade. **The assignment must be submitted prior to application to the MEd/ MSc programme. The latest submission date for entry in September 2012 is 30 April 2012.**

Autism Spectrum Disorders (MSc)

Course Tutor: Professor Karola Dillenburger

This course, which has been developed in consultation with principals of special schools and individuals with expertise within this specialist field, is designed to facilitate the professional development of teachers and other related professionals who work, or wish to work, in this area.

Aims:

The aim is to enable the study of the theory and practice underpinning the specialist area, in order to enhance understanding and ability to engage in research- and evidence-based practice.

Objectives:

On completion of the course students will have:

- developed a breadth of knowledge and understanding of the special needs of children, young people and adults diagnosed with autism spectrum disorder;
- shown evidence of critical reflection on their professional practice and be able to apply relevant research literature to both personal and professional experience;
- acquired a range of specialised practical skills which will enhance their ability to support pupils and students in a variety of settings;
- developed teamwork skills required to work in partnership, supporting and advising other colleagues.

Desirable Entrance Requirements:

Applicants for the MSc in Autism Spectrum Disorders should preferably:

- have one year of relevant professional experience;
- have access to a professionally relevant working environment

Advanced Certificate: Students must complete 60 CATS points from taught modules, either all from within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator.

Diploma of Advanced Study in Education (ASD): Students must complete 120 CATS points from taught modules. Students must accumulate at least 90 CATS points from the ASD modules below.

Masters degree (ASD): Students must complete 180 CATS points (120 CATS points from taught modules plus 60 CATS points from completing a Masters dissertation). Students must accumulate at least 90 CATS points from the ASD modules below and 30 CATS points either from the ASD modules below or from another programme (students who take this route must also audit module EDU7183 'Research Methods in Education') or they can accumulate the final 30 CATS points by completing EDU7183.

EDU9022

Understanding Autism Spectrum Disorders: From Autism to Asperger Syndrome (Module Co-ordinator: Prof K Dillenburger) 30 Points

Monday, 24th September 2012, commencing 5 pm, with two Saturday workshops (dates to be arranged)

This module is designed to assist participants to develop and extend their skills in understanding the needs of individuals with Autism Spectrum Disorder. It will explore the theoretical and clinical models of autism and Asperger syndrome including medical, cognitive, behavioural, sociological and psychological perspectives and their direct implications for practice. Participants will examine issues of definition, identification and assessment

and consider the implications of this complex developmental disorder for teaching and learning. The module explores the need for multidisciplinary involvement in addressing the needs of individuals with this multi-faceted condition.

Please note: all candidates must attend the workshops

EDU9023 Autism Spectrum Disorder: Models and Methods of Intervention
(Module Co-ordinator: Prof K Dillenburger) 30 Points

Monday, 28th January 2013, commencing 5 pm, with two Saturday workshops (dates to be arranged)

This module explores the role of assessment in the process of developing appropriate individual programmes of intervention for those with autism spectrum disorder. Curriculum issues and the effectiveness of various intervention strategies will be explored. Case studies, video material and personal perspectives will illustrate key issues for consideration in developing appropriate IEPs. Participants will be encouraged to critically evaluate the merits of different intervention strategies and the challenges of implementing different approaches within the home and educational setting. Participants will evaluate current research regarding the effectiveness of different intervention methodologies in order to enable them to engage in evidence-based practice.

Please note: all candidates must attend the workshops

EDU7107 Behaviour Analysis in Practice
(Prof K Dillenburger) 30 Points

Option 1 - Thursday, 27th September 2012, commencing 5 pm (10 x 2 hour sessions and 10 hours of online discussion forums).

Option 2 - It is also possible to study this module entirely online through the Queen's Online Virtual Environment.

This module introduces students to Applied Behaviour Analysis. The content is based on the BACB Fourth Edition Task List and covers Fundamental Elements of Behaviour Change & Specific Behaviour Change Procedures. This includes an introduction to definition and characteristics; principles, processes and concepts; behavioural assessment; evaluation of interventions; measurement of behaviour; displaying and interpreting behavioural data; behaviour change procedures (increasing, decreasing, establishing, generalisation, and maintenance of behaviour); and systems support. The content will be applicable to students of inclusion, ASD, and other SEN, as well as other areas of effective education studies.

Please indicate on your reply slip for module choices which option you wish to take.

EDU7180

**Behaviour Analysis in Theory
(Prof K Dillenburger)**

30 Points

*The module will be delivered online through the Queen's Online Virtual Environment
Commencing February 2013*

This course is delivered entirely on-line and develops a basic and fundamental understanding of the scientific discipline of behaviour analysis and how it can be applied to individuals on the autism spectrum and others. The course covers basic theoretical knowledge as well as applications, examining how these can be designed, delivered and evaluated.

This online module develops concepts and principles of the scientific discipline of behaviour analysis. The content of this module is based in the BACB foundational knowledge list. This includes history, contingencies and contingency analysis, positive and negative reinforcement, schedules of reinforcement, mentalism, functional analysis, stimulus equivalence, and time-series, single-system research design. There are weekly online discussions and active student participation is required. The module is applicable to students of inclusion, ASD, SEN, as well as other areas of pedagogy and education studies.

The module is delivered online through the Queen's Online Virtual Environment. Students have access to this module through their personal QOL websites where they log on using their QOL username and password. For students who are registered for this module it appears under My Modules.

EDU7183 is a compulsory module that has to be taken (or audited) in addition to modules of this pathway by students who complete the full MSc programme:

EDU7183

**Research Methods in Education (Dr S Miller and Dr A Biggart)
30 Points**

Students must either take 120 CATS points from the modules on offer above and audit this module or take 90 CATS points from the modules above together with this module for 30 CATS points.

Pattern of teaching involves 5 x 4 hour sessions from 4.30-8.30pm timetabled as follows:

Semester 1: Fri 12th and 26th October; Fri 9th and 23rd November and Fri 7th December 2012.

Or

Semester 2: Fri 8th and 22nd February, Fri 8th and 22nd March and Fri 19th April 2013.

This module is an introductory module that assumes no previous experience or knowledge of research methods. It will provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. It aims to equip students with the necessary practical skills to undertake their own independent research within an education context including: rigorous research design, data analysis using both quantitative (SPSS) and qualitative (MAXqda) data analysis tools, and report writing.

Educational Leadership (MSc)

Course Tutor: Dr Tim London

The purpose of this programme is to provide educational professionals with an opportunity to enhance their understanding of, and skills in addressing, educational leadership and management. One of the key outcomes from this program is to help students to reflect critically on their own practice as well as the environment in which they work.

Aims:

The MSc Educational Leadership is intended to provide leadership development for people who work in all manner of roles in the educational system: schools of all levels, library boards, policymakers, and any other organizations invested in providing or improving educational opportunities. The goal is to provide students with the ability to learn new skills, engage with and create research and theoretical work, and build capacity to become a more effective leader, regardless of their professional position. The program recognizes that a high quality educational system depends on leaders from all walks of life and all types of positions, regardless of their title. Graduates of the program will be able to take on the many challenges inherent in providing a high quality education, help other people become more successful, and constantly seek to improve their organizations.

Objectives:

On successful completion of the core modules, students will be able to:

- Apply their knowledge and critical understanding of research-informed leadership theory;
- Analyse and critically apply examples of the literature in relation to leadership practice and management in educational institutions;
- Demonstrate, depending upon the options selected, knowledge and understanding of managing change to improve the effectiveness of educational organizations, the role of the School Head of Department, and the application of public management principles in education;
- Apply a comprehensive and critical understanding of the concepts, issues and practices of leadership;
- Develop, depending upon the options selected, an awareness and understanding of current theories and debates relating to collaboration between and within schools;
- Critically reflect upon their own professional practices, and those of others, as they impact upon leadership;
- Obtain the skills to evaluate and implement educational practices successfully;
- Gain the ability to manage school resources effectively and efficiently.

Advanced Certificate: Students must complete 60 CATS points from taught modules, either all from within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator.

Diploma of Advanced Study in Education (Educational Leadership): Students must complete 120 CATS points from taught modules. Students must accumulate either 90 CATS points of modules from this programme and a further 30 CATS points from completing EDU7183 OR all 120 CATS points from modules from this programme.

Masters in Science (Educational Leadership): Students must complete 180 CATS points (120 CATS points from taught modules plus 60 CATS points from completing a Masters dissertation). For the taught modules, students must complete either 90 CATS points from modules within this programme plus 30 CATS points from Research Methods in Education module EDU7183 OR all 120 CATS points

from modules within this programme and successfully auditing EDU7183.

EDU7182 **Middle Management: The Role of Head of Department (Dr W McClune and Dr P Walsh)** **30 Points**

Monday, 28th January 2013, commencing 5 pm, plus workshops (dates to be confirmed)

The focus of this module is the changing role of the Head of Department or subject leader in a modern school. Various initiatives have transformed the role of the Head of Department. In the past the Head of Department may have been seen as the leading professional whose subject expertise in the curriculum area was acknowledged. Increasingly the post is seen in terms of a more complex middle managerial role. Curriculum review, staff development, school improvement, information management, pupil progress and target setting will be considered as issues which impinge on the day to day management of a subject department in a secondary school.

EDU9114 **Collaborative School Leadership (Dr T London) 30 points**

Fridays 1st and 15th February, 1st and 15th March and 12th April 2013, from 5 pm to 9 pm.

This module will allow students to interrogate the theories and policies on collaborative school leadership to develop and enhance their strategies for successful leadership and better understand the context surrounding collaboration in education.

EDU9014 **Effective Collaboration for School Improvement (Dr T London) 30 points**

Mondays 1st, 15th and 29th October, 12th November and 3rd December, from 5 pm to 9 pm.

This module explores the literature on school improvement, allowing students to develop and implement improvement initiatives underpinned by the principles of school collaboration.

EDU7185 **Leadership: Theory and Practice (Dr T London) 30 points**

Tuesdays, 2nd, 16th and 30th October, 13th November and 4th December, from 5 pm to 9 pm.

This module explores a range of theoretical perspectives on leadership with the goal of enabling students to critically apply these concepts to their own practice as well as the wider educational environment. Because "leadership" is such a widely debated term, the goal of this module is not cover all conceptualizations of the idea, but rather to explore some of the key issues. The module is aimed at all types of educational professionals, whether they hold an official leadership position or not. Students will have the opportunity to use the literature and discussions with peers to develop a greater ability to analyse the educational process and provide effective leadership within it.

EDU7186 **Leadership for Change (Dr T London) 30 points**

Wednesdays 6th and 20th February, 6th and 20th March and 10th April 2013, from 5 pm to 9 pm.

This module addresses ways of supporting educational professionals as they come to terms with the challenges of reconciling changing work-place demands emanating from research, policy, and practice contexts. In addition

to examining the pressures for change from internal and external sources, concepts around proactively initiating change will be explored. In particular, leadership for improving the efficiency and effectiveness of educational organizations and systems will be addressed.

The module is offered to encourage students' critical reflection on their own practice. Students' insights derived from their own experience will be linked with research and policy to both increase understanding and allow students to more effectively critique and analyse the educational process.

EDU7183

Research Methods in Education (Dr S Miller and Dr A Biggart)
30 Points

Compulsory for students on the MSc Educational Leadership

Pattern of teaching involves 5 x 4 hour sessions from 4.30-8.30pm timetabled as follows:

Semester 1: Fridays 12th and 26th October; 9th and 23rd November and 7th December 2012.

Or

Semester 2: Fridays 8th and 22nd February, 8th and 22nd March and 19th April 2013.

This module is an introductory module that assumes no previous experience or knowledge of research methods. It will provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. It aims to equip students with the necessary practical skills to undertake their own independent research within an education context including: rigorous research design, data analysis using both quantitative (SPSS) and qualitative (MAXqda) data analysis tools, and report writing.

Students who have completed the Professional Qualification for Headship (PQH) degree within the last 10 years are eligible to credit transfer (up to 30 M level credits towards the taught modules).

Educational Studies (MEd)

Course Tutor: Dr Joe Allen

This course is designed for teachers who wish to extend and renew their study of education on a wide front. It offers an opportunity to further their knowledge of a variety of topics in which they have a special interest and to broaden their expertise by selecting topics which they may not have previously studied in depth.

Aims:

Educational Studies is the only non-specialised course. Its aim is to offer a wide choice of modules, some of which are stage-or subject-specific and others which examine more general topics and issues in education.

This programme provides an opportunity for reflection on both the practical and theoretical aspects of education and is open to teachers in primary, secondary and third level institutions as well as to professionals in other fields of education.

Objectives:

On completion of the modules in this course students will be able to

- demonstrate a broad-based knowledge and understanding of educational research, policy, practice and theory covered by the modules of their choice
- analyse and critically apply examples of the research literature in the chosen modules (and where appropriate, skills)
- reflect critically on their own personal practice.

Advanced Certificate in Education: Students must complete 60 CATS points from taught modules, either all from within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator.

Diploma of Advanced Study in Education (Educational Studies): Students must complete 120 CATS points from taught modules. Students may accumulate 120 CATS points of modules from this programme or any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator. Students should also strongly consider completing 30 CATS points by taking the Research Methods in Education module as this will allow them to go on to the Master's degree, if they are interested.

Masters in Education (Educational Studies): Students must complete 180 CATS points (120 CATS points from taught modules plus 60 CATS points from completing a Masters dissertation). For the taught modules, 90 CATS points must come either from modules within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator; the other 30 CATS points must be earned by completing the Research Methods in Education module EDU7183.

EDU7181 Reflective Practice and Action Research (Dr J Allen) 30 Points

*3 weekend workshops, Friday 4 pm to 7 pm and Saturday 10 am to 5 pm
(28th/29th September, 19th/20th October and 16th/17th November 2012)*

There is a growing body of literature highlighting the importance of practitioner-led enquiry and reflection, its centrality in the learning process and the key role it plays in continuing professional development. Despite this there tends to be little opportunity within teaching and learning programmes for teachers to explore the nature of reflection, the various perspectives and theories surrounding the topic or to examine the concept in any depth. This module begins to address this shortcoming by inviting participants to consider and experiment with various approaches to reflective practice as used in

small scale action research project design within the field of education in general and their own professional development in particular.

EDU7184 *Trauma in the Lives of Children (Professor R Leitch) 30 Points*

Wednesday, 26th September 2012, commencing 5pm plus 2 Saturday workshops on 20th October and 17th November

This module will examine the psychological research and understanding of children and young peoples' reactions to critical incidents. The concept of post-traumatic stress disorder in children will be analysed in some depth and evidence for the relationship between childhood trauma and subsequent mental health impacts will be examined. Additionally it will explore the impact of a range of potential traumas or crises on children and young people such as family conflict, divorce, bereavement and examine what schools and teachers can do in order to respond more effectively to major critical incidents.

EDU7104 *Learning: Theory and Practice (Module Co-ordinator Dr R Smith) 30 Points*

Wednesday, 30th January 2013, commencing 5 pm plus a Friday/ Saturday block (date to be confirmed).

Since the late 1980s, because of the attempts to align public sector organisations with the methods, cultures and ethical systems of private sector organisations, schools have become saddled with simplifications about learning. There has been a continued pressure to talk about performance as opposed to learning. Indeed, much policy talk that claims to be about learning is, on closer examination, actually about performance. This module, on the other hand, attempts to put the focus back on the central purpose of schooling - *effective learning*. It is designed to support practitioners create a rich and dependable focus on learning with an emphasis upon conceptualising learners and learning in social term and understanding behaviour as *socially-embedded and socially meaningful*. Participants will therefore be challenged to think about how ideas from new paradigm *psychological theories* might be applied to solve everyday problems of teaching. Starting with an exploration of students' implicit or taken-for-granted theories of learning, a range of contemporary pedagogical issues will be explored, for example: contemporary learning theories and their pedagogical implications; new scripts about learning and the mind; children and young people's conceptions of learning; the learning styles construct; personalized learning and emotional intelligence.

Please note: all candidates must attend the Friday and Saturday workshops and should make appropriate arrangements with employers for release on Friday (approx. 3 pm - 6 pm).

EDU7115 *The Theory and Practice of Teaching Thinking Skills and Personal Capabilities (Module Co-ordinator: Dr R Smith) 30 Points*

Thursday, 31st January 2013 commencing 5 pm plus Saturday workshop (date to be confirmed).

In recent years there has been increasing international interest in the development of students' thinking skills and student - centred active, interactive and exploratory approaches to teaching and learning. This may be attributed to attempts, within diverse educational systems, to engage with emerging and changing theoretical insights into the nature of intelligence and how people learn - in order to equip students for the rapidly changing nature of life and work in the 21st Century. This module aims to raise course members' confidence, skills and understanding in teaching thinking skills and personal capabilities. As such, participants will gain an enhanced awareness of how they can develop thinking classrooms and establish practices that enable students to develop metacognitive awareness and abilities. This

module will obviously be of interest to teachers, but will also be of interest to other professionals in education who understand that, in a changing world, students need to learn more than a body of knowledge - they also need to learn to be creative in their thinking and become expert problem-solvers.

EDU8045 **Assessment Issues in Teaching and Learning in Classrooms (Prof J Elwood)**
30 Points

Tuesday, 25th September 2012, commencing 5 pm

This module will explore various approaches to, and developments in, assessment in relation to three underlying themes: the relationship between assessment and the curriculum; the effect of assessment on student motivation and learning; and fitness for purpose. The module will focus on key debates in the field of assessment that consider the fundamental relationship between models of learning and of assessment and how these underpin effective assessment both internal and external to classrooms and schools. The module will also look at specific curriculum and assessment reforms at a policy level (e.g., national programmes of assessment, 14-19 qualification reforms, changes to curriculum and assessment provision, key assessment policy changes, etc.) . The module will take a critical look at assessment systems that have been advocated through recent policy initiatives but which have been contested in relation to their effect on assessment and learning at the classroom level. The impact of the social consequences of assessment will also be considered.

EDU7103 **Curriculum: Theory, Practice and Evaluation (Ms L Emerson)30 Points**

Tuesday, 29th January 2013, commencing 5 pm

Recent years have seen a shift in focus in relation to what constitutes an effective curriculum for the 21st century. In Northern Ireland in particular, a fundamental review of the statutory curriculum has resulted in the implementation of a revised Northern Ireland Curriculum and has shifted the emphasis from subject-based content to a skills-based curriculum which encourages inter-subject collaboration. This module will provide students with an opportunity to reflect on curriculum theory and practice. It will explore the nature and design of the curriculum including the planned and received curriculum, the formal and informal curriculum and the hidden curriculum. It will investigate influences on curriculum development drawing attention to the most common theoretical perspective on curriculum design ('scientific' curriculum making) in addition to exploring other theoretical influences such as socio-cultural models of learning and critical pedagogy. The module will also provide opportunities for students to discuss how knowledge is selected for 'transmission' to the next generation through the curriculum. Sessions will also be devoted to examining how knowledge is organized in the curriculum as 'curriculum frameworks' and this will include a comparison of curriculum content and organization in other international contexts. The module will also examine the curriculum development process and approaches to curriculum evaluation. Finally students will be given opportunities to evaluate the nature of and the implementation of the (revised) Northern Ireland Curriculum.

EDU7183 **Research Methods in Education (Dr S Miller and Dr A Biggart)**
30 Points

Compulsory for students wishing to complete the MEd in Educational Studies.

Pattern of teaching involves 5 x 4 hour sessions from 4.30-8.30pm timetabled as follows:

Semester 1: Fri 12th and 26th October; Fri 9th and 23rd November and Fri 7th December 2012.

Or

Semester 2: Fri 8th and 22nd February, Fri 8th and 22nd March and Fri 19th April 2013.

This module is an introductory module that assumes no previous experience or knowledge of research methods. It will provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. It aims to equip students with the necessary practical skills to undertake their own independent research within an education context including: rigorous research design, data analysis using both quantitative (SPSS) and qualitative (MAXqda) data analysis tools, and report writing.

Inclusion and Special Needs Education (MEd)

Course Tutor: Dr Ron Smith

The whole area of Inclusion and Special Needs Education continues to be a major source of anxiety for teachers and other educators, parents and politicians. It is often shrouded with uncertainty about what it means, either in theory and practice, or what it entails. As contemporary societies become more heterogeneous, and as inclusive education reforms gain currency across the world, educational systems are being challenged to address some fundamental questions about teaching - learning related to the accommodation of difference. Likewise, the educational special needs task is being radically re-conceptualised.

Arguably, meeting the diversity of learner needs within 21st Century classrooms and schools is one of the most challenging and important tasks facing education today. Drawing on research-based practice, this pathway addresses the above challenges in a straightforward, supportive and practical way. It has been developed to take particular account of the articulated needs, interests, characteristics and professional trajectories of mainstream primary and secondary teachers from the newly qualified phase of professional development onwards, as well as others whose professional or voluntary roles are strongly associated with life in regular classrooms and schools e.g. School Governors, Learning and Behaviour Mentors and Classroom Assistants.

Aims:

This pathway aims to develop forms of teaching that reaches out to all learners within a class, as well as the establishment of school conditions that will encourage such developments.

Objectives:

On successful completion of the course students will have, for example:

- Developed skills, knowledge and understanding to advanced practitioner level;
- Familiarity with a range of current issues in special/ additional needs education and an insight into the implications of these issues;
- Acquired a high level of critical understanding of the theory and practice of contemporary inclusive and special/ additional needs education;
- Acquired a high level of understanding of inclusive pedagogy;
- A comprehensive understanding of exclusion and the relationship between educational special needs and equity issues;
- A comprehensive understanding of contemporary thinking in the fields of dyslexia and literacy difficulties;
- Developed strategic leadership skills for inclusion, and a comprehensive understanding of school reform for inclusion;
- Designed and evaluate small - scale real world research related to inclusion and special needs education.

Specific Entry Requirements:

Applicants **should** have:

- A teaching qualification or, if not a teaching qualification, a minimum of 1 years experience in a formal role within the school or classroom setting;
- Access to the school and classroom working environment.

Advanced Certificate in Education: Students must complete 60 CATS points from taught modules, either all from within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator.

Diploma of Advanced Study in Education (Inclusion and Special Needs Education): Students must complete 120 CATS points from taught modules. Students must accumulate 90 CATS points of modules from this programme and a further 30 from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator. Students should strongly consider completing 30 CATS points by taking the Research Methods in Education module EDU7183 as this will allow them to go on to the Master's degree, if they are interested.

Master's in Education (Inclusion and Special Needs Education): Students must complete 180 CATS points (120 CATS points from taught modules plus 60 CATS points from completing a Master's dissertation). For the taught modules, 90 CATS points must come from modules within this programme; the other 30 CATS points must be earned by completing the Research Methods in Education module EDU7183.

These modules are only available to students on other MEd/ MSc programmes who fulfil the specific entry requirements above.

EDU7082 Contemporary Policy, Issues & Debates in Inclusion and Special Needs Education (Dr R Smith) 30 points

Thursday, 27th September 2012 at 5.00 pm, plus 2 Saturdays provisionally timetabled for Saturday 6th & 27th October

During the last two decades, special needs education has been in a state of ongoing change theoretically, legally and practically. What do we mean by "need" and who defines what we constitute as need? What do we know about how children and young people learn? Do children identified as having special educational needs learn differently from others? How can we provide an education that takes clear account of the "sameness" of all students, whilst, at the same time, paying clear and respectful regard to difference and diversity amongst individuals? What is good practice in relation to addressing the social-emotional, behavioural and learning needs of children and young people? What is the historical background to special needs education and inclusion and what is the law relating to education within which schools are currently required to operate? These exemplify some points of departure in this module for a comprehensive and critical look at the current state of inclusive and special needs education, both at home and internationally, in the 21st Century. By looking at ways to understand the whole field of inclusion and special needs education, as it relates to schools and classrooms, this module sets the scene for the remainder of the course.

EDU8039 Understanding Inclusion (Dr U Niens) 30 points

Face to face component: Friday, 2nd and Saturday 3rd November 2012 (9.30 am to 4.30 pm). Initial four hour meeting Wednesday, 26th September (4pm to 8 pm).

It is the aim of this module to introduce students to a multidisciplinary range of theories of social inclusion and exclusion and to analyse educational policy in the light of these theoretical perspectives. This module will critically explore the history, location and effects of inclusive ideology with UK – as well as global – social and educational policy and practice. Topics will include: inclusive ideology and concepts; exclusive practices; social justice; prejudice; citizenship; conflict within divided societies; economic and employability issues. Students will reflect upon the applicability of these theories to society and general practice, as well as analysing their relevance in the context of their own professional institutions.

EDU7083 Children and Young People in “At-Risk” Circumstances (Module Coordinator: Dr R Smith) 30 points

Monday, 28th January 2013 at 5 pm (plus 2 Saturdays provisionally timetabled for Sat 2nd February & Sat 15th March)

This particular module has a focus on helping course members understand something of the situations of the most marginalised and disadvantaged children and young people in society for whom, as a result of the inequalities of experience, run the risk of long-term problems and impacts - including poor mental health and social relationships. Furthermore, groups of children and young people for whom the research evidence is less than impressive with respect to their recent progress in terms of improved life chances (OFMDFM, 2006). Here we are talking about, for example: those children and young people who are living in poverty; those at risk of abuse or neglect; those who are ‘looked after,’ and young people enmeshed with the criminal justice system. Each taught session is primarily intended to encourage critical reflection around issues of diversity, equality and achievement in education.

EDU7183 Research Methods in Education (Dr S Miller and Dr A Biggart) 30 Points

Compulsory for students wishing to complete the MEd in Inclusion and Special Needs Education.

Pattern of teaching involves 5 x 4 hour sessions from 4.30-8.30pm timetabled as follows:

Semester 1: Fri 12th and 26th October; Fri 9th and 23rd November and Fri 7th December 2012.

Or

Semester 2: Fri 8th and 22nd February, Fri 8th and 22nd March and Fri 19th April 2013.

This module is an introductory module that assumes no previous experience or knowledge of research methods. It will provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. It aims to equip students with the necessary practical skills to undertake their own independent research within an education context including: rigorous research design, data analysis using both quantitative (SPSS) and qualitative (MAXqda) data analysis tools, and report writing.

Teaching English to Speakers of Other Languages (TESOL) (MSc)

Course Tutor: Dr Aisling O'Boyle

This is a professionally-oriented higher degree aimed at graduates who intend to follow a career in English Language Teaching (ELT) and teachers who wish to extend and develop their knowledge of teaching English Language learners. Students who have successfully completed the course have found it very beneficial in gaining employment.

The course will enable participants to gain the necessary knowledge and skills to devise and teach effective English Language courses, in addition to equipping students with the essential research and analytical skills to keep up with the rapid developments in the field. One of the key features of the MSc TESOL is the emphasis on learning through interaction; much of the course is organised around class-based data as a means of fostering awareness of issues which are rooted in the classroom.

It is intended for both native and non-native speakers of English; we have a minimum entry point of IELTS level 6.5 (with a minimum of 5.5 in each element) or equivalent for international students.

Aims:

Upon successful completion of the course participants should be able to:

- Describe and evaluate key aspects of the English language system for teaching purposes;
- Critically evaluate the main approaches to the teaching and learning of TESOL in a variety of contexts;
- Demonstrate awareness of current issues in TESOL and evaluate their relevance to local and international contexts;
- Understand and utilise findings from empirical studies; design and evaluate small-scale research studies for investigating your own teaching context.

Specific Entrance Requirement:

Applicants should have evidence of relevant teaching experience.

Advanced Certificate: Students must complete 60 CATS points from taught modules, either all from within this programme or by taking modules from any other programme where they meet the entrance requirements and/or receive approval from the relevant Programme Coordinator.

Diploma of Advanced Study in Education (TESOL): Students must complete 120 CATS points from the following taught modules.

Masters degree (MSc TESOL): Students must complete 180 CATS points (120 CATS points from following taught modules plus 60 CATS points from completing a Masters dissertation). Students must also audit module EDU7183 'Research Methods in Education'.

EDU8018 TESOL: Principles and Practices (Dr C Linse) 30 Points

Monday, 24th September 2012, commencing 2pm, plus one Saturday workshop on 6th October 2012.

This module will consider the principles and practices of ELT methodology and trace developments over the past 20 years. From the advent of 'the communicative approach' to the current 'post-method' era, the course will examine a range of pedagogical issues and evaluate their impact on current classroom practice.

EDU8016 Language Awareness for TESOL (Module Co-ordinator: Dr A O'Boyle)
30 Points

Wednesday, 26th September 2012, commencing 2 pm, plus one Saturday workshop on 24th November 2012.

This module will consider the different systems and skills of the English language (phonology, grammar, lexis, discourse, speaking, listening, reading and writing) and equip course participants with the skills needed to analyse language for teaching purposes. The module will place emphasis on the use of pedagogic grammars and adopt a systemic/functional approach to grammar. Particular attention will be given to the study of spoken and written discourse.

EDU8017 Language Learning for TESOL (Module Co-ordinator: Dr A O'Boyle)
30 points

Monday, 28th January 2013, commencing 2pm, plus one Saturday workshop (date to be arranged).

This module will provide an overview of the key theories associated with language learning and language acquisition in the formal context of the classroom. It will offer module participants an opportunity to assess different approaches to the support of learning in a range of TESOL contexts.

EDU8019 ELT and its Contexts (Module Co-ordinator: Dr A O'Boyle) 30 Points

Wednesday, 30th January 2013, commencing 2 pm, plus one Saturday workshop (date to be arranged).

This module will examine the notion of 'context' in relation to the teaching of English to Speakers of Other Languages. Beginning with the classroom as context, participants will have an opportunity to develop their own interactional awareness as a means of promoting learning opportunity. The module will then consider the broader notion of ELT contexts in relation to the cultural politics of English as an international language and assess the impact that different contexts has on approaches to teaching and learning, assessment and the design and use of curricula and teaching materials.

EDU7183 Research Methods in Education (Dr S Miller and Dr A Biggart)
30 Points

Students must take 120 CATS points from the modules on offer above and audit this module.

Pattern of teaching involves 5 x 4 hour sessions from 4.30-8.30pm timetabled as follows:

Semester 1: Fri 12th and 26th October; Fri 9th and 23rd November and Fri 7th December 2012.

Or

Semester 2: Fri 8th and 22nd February, Fri 8th and 22nd March and Fri 19th April 2013.

This module is an introductory module that assumes no previous experience or knowledge of research methods. It will provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. It aims to equip students with the necessary practical skills to undertake their own independent research within an education context including: rigorous research design, data analysis using both quantitative (SPSS) and qualitative (MAXqda) data analysis tools, and report writing.