

Summary of modules for MA Education (Flexible)

EDUC4115 Practice-based Inquiry

This module will develop or build upon participants' existing critical engagement with educational research. This is part of a focus on developing practitioners who understand the complexities of the research process in order to respond to the kinds of research evidence used in educational discourse, as well as to enable practitioners to plan and conduct practitioner inquiry within their current or future professional contexts. These processes will be achieved through:

- examination of literature pertaining to the philosophical underpinnings of educational research;
- conceptualising different kinds of practitioner inquiry relevant to work-based understanding and development (purposes, processes, contexts, dilemmas, outcomes);
- examining a range of approaches to educational inquiry, with an emphasis on action research;
- developing an inquiry into the candidates' professional context.

The module aims to develop students' understanding of the field of educational research, with its different methodological stances, and to critically examine the concepts and use of practitioner inquiry as a means to enhance professional practice and organisational growth.

EDUC4091 Leading Learning

This module will address aspects of learning at three scales: teachers supporting student learning; teachers as learners themselves; the educational organisation as a learning organisation. This will include a consideration of the roles of leadership, peers and technology, among other factors, in supporting learning, educational development and improvement.

By the end of the module, participants will have a critical understanding of the following in relation to the sector in which they work:

- how learning takes place;
- settings and support for learning;
- models of professional learning as an aspect of teacher development;
- the educational organisation as a learning organisation;
- the leadership of student, teacher and organisational learning.

EDUC4089 Learning Theories for a Digital Age

This module considers:

- associative models of learning;
- cognitive models of learning;
- constructivist models of learning;
- cultural, situated and connectionist models of learning;
- design of learning technologies, tools, and environments.

This module aims to develop in participants:

- an understanding of current and historical theories of learning;
- an understanding how learning theories inform the design of learning technology;
- an understanding of the potential of technology for learning in a variety of contexts;
- an ability to critically reflect on examples of learning technology tools and applications in current use.

EDUC4085 Learning Through an Additional Language (EAL/CLIL)

This module considers the theories underpinning effective practice in teaching content subjects and themes through an additional language (English or another language) and how these impact on practice. Different teaching practices and instructional materials are considered, from early years, primary, secondary and tertiary, with a focus on language, content and culture. Case studies of different teaching contexts are examined. Research fields which feature in the module include input/output theories from second language acquisition, theories of scaffolding, cognitive learning theory and communicative theory. The intention throughout is to identify effective practice and rationalise it from these theories.

This module aims to equip professionals working in a bilingual teaching context (EAL/CLIL) to enhance their practice using a theoretically underpinned rationale.

EDUC4095 Successful Leadership and Change in Education

This module will address the nature and practice of leadership in education. It will look at six themes:

- concepts of leadership;
- needs and motivation;
- leadership skills;
- behaviour and competencies;
- power and authority;
- organisational cultures and teams;
- professional development.

This module aims to:

- consider the virtues of different leadership models;
- consider leadership responsibilities and accountabilities in relation to students, teachers and parents;
- examine professional and organisational change;
- develop awareness and understandings of leadership qualities, strategies and competencies for effective leadership;
- examine the nature, forms and effectiveness of different organisational cultures;
- consider the leadership and management of models of effective continuing professional development, commitment and effectiveness.

EDUC4096 Issues in Educational Leadership

This module is designed to meet the varying needs of the participants. Such needs may have been identified prior to joining the course, through the process of self and organisational analysis, or through on-going reflection on individual and organisational need throughout the course.

This module aims to:

- introduce some of the fundamental concepts of educational leadership;
- provide participants with the opportunity to pursue a topic of interest and relevance to their programme of study and which reflects outcomes for masters level work.

EDUC4113 Responding Mindfully to Challenging Behaviour

This module considers the following key areas:

- experiential learning and its relationship to reflective practice and reflexivity: exploration via a learning journal genre;
- world views and models of human behaviour;
- theoretical perspectives on behaviour: behaviourist, humanistic and postmodern approaches;
- social and emotional aspects of behaviour: mental well-being, shame, self-esteem;
- punitive and restorative justice, responding to bullying and challenging behaviour, conflict resolution and peer mediation;
- the intensity/functionality of behaviourism, escalation/de-escalation, communication and crisis intervention;
- controversial issues: e.g. restraint, exclusion from school, sex and relationship education;
- supporting students with ADHD;
- workforce issues: self-care, partnership working.

This module aims to develop:

- an awareness of how mindfulness, contemplation and reflexivity are key to the development of self-awareness which is a key resource/skill in facilitating other individuals and groups;
- a critical understanding of theory relating to relationship and behaviour and how this informs and is informed by practical issues concerning the management of students, specifically social, emotional and behavioural difficulties, in educational contexts.

EDUC4110 Communication and Literacy

This module considers the following key areas:

- typical and atypical development of communication;
- typical and atypical development of literacy/learning including specific learning difficulties/dyslexia;
- communication and literacy/learning assessments and interventions;
- communication and literacy/learning for children with learning disabilities including Autism, Downs Syndrome and Dyslexia;
- effective teaching and learning environments.

This module aims to develop in participants an awareness of:

- theory relating to special and inclusive education, focusing on development of language, literacy and learning;
- practical aspects of meeting individual needs, focusing on those with communication and literacy/learning difficulties;
- how the development of language and literacy facilitates learning;
- theoretical models of development and how these can inform the meeting of a diversity of needs;
- atypical developmental difficulties such as communication impairments and Dyslexia.

EDUC4236 Education for Students on the Autism Spectrum

This module will encourage students to consider the support needs of students on the autism spectrum in mainstream and special schools. They will be introduced to the characteristics and prevalence of autism and what this means for teachers. Discussions of

the benefit of a 'whole school approach' to supporting children on the autism spectrum will lead to exploration of values, attitudes and expectations as well as strategies for building a supportive community. The concept of Universal Design for Learning (UDL) will be reviewed and applicability to mainstream and special schools will be investigated.

Students will be introduced to strategies for planning the support for students with a range of needs associated with the autism spectrum, including environmental, communication, sensory, social/emotional, and learning support. In addition, they will be introduced to the concept of positive behaviour support and strategies for supporting students.

Some of the key educational interventions for students on the autism spectrum will be evaluated and applicability to mainstream and special schools will be assessed. Interventions will include, but not be limited to: Treatment and Education of Autistic and Communication related handicapped Children (TEACCH), Pivotal Response Training (PRT), Picture Exchange Communication System (PECS) and social emotional skills programmes. Elements of these interventions that could be used in mainstream and special settings will be identified and applications explored.

This module aims to:

- build on learning from previous modules to encourage students to use their research and critical thinking skills to develop knowledge and understanding of the needs of autistic students in mainstream schools;
- consider approaches to education development such as Universal Design for Learning (UDL);
- explore and critically appraise some of the strategies and interventions developed to support learning for students on the autism spectrum;
- develop an understanding of schools as a whole community including the voice of students, parents, teachers and others.

EDUC4093 Critical Perspectives on Curriculum and Pedagogy

This module critically examines contemporary, global debates surrounding orthodoxies in curriculum, pedagogy and assessment, particularly but not exclusively in schools, and how these relate to policy, research and practice. It considers the way different orthodoxies frame what children and young people learn (curriculum), how they learn and how assessment practices inform pedagogy. The module will explore these orthodoxies in terms of their origins and purposes and it will consider global influences and alternative models from an international perspective. The module starts by considering the history, politics and ideology of the curriculum as it currently exists in England, as a specific case, and invites students to extend this analysis to international contexts. It then develops understanding through application of psychological, social and cultural theories of learning, pedagogy and assessment. These theorised views of schooling and classroom practices enable us to analyse and critique wide-ranging policy and research discussions about curriculum, pedagogy and assessment in a range of international contexts. Participants will be engaged in considering how developments of, and alternatives to, current practices will impact curriculum, pedagogy and assessment in the future, in the context of increasingly globalised education.

This module aims to:

- develop understanding of the ways in which school curricula are historically, politically and ideologically situated, in national and global contexts;
- explore the potential impact of national and global policy agendas in curriculum reform in a range of contexts;

- develop critical understanding of pedagogy and apply this to participants' professional contexts and experience;
- develop a critical understanding of current orthodoxies and potential alternatives in curriculum pedagogy;
- consider how theories of pedagogy and curricula can be applied in national and global contexts.

EDUC4101 Social Contexts of Learning

In this module, students discover the various digital technologies enabling people to learn together in pairs, teams or even larger communities. Particularly, the module will cover theories of social learning and apply them to the design of digital technology currently available for social learning.

The aims of the module are:

- to offer a context for students in which they can explore and discuss relevant theories on social learning;
- giving a hands-on experience to different types of digital technology supporting social learning;
- allowing space to critically discuss how educational theories for social learning can be applied to current digital technology;
- enabling students to compare competing theories by closer inspection of their respective empirical evidence.

EDUC4112 Debating Special and Inclusive Education

This module will explore key issues concerning the field of special and inclusive education:

- definitions of special needs and inclusion;
- global perspectives on diversity and access to equality of educational opportunities;
- understanding theoretical approaches to special needs/inclusion and models of disability;
- understanding prevalence of need and issues concerning classification and assessment;
- exploring the impact of policy on practice and equality of opportunity;
- examining the evidence on effectiveness of different types of educational settings e.g. mainstream, resource base and special provision;
- pedagogy and creativity;
- balancing equity and choice through collaborative and ethical problem solving.

This module aims to develop in participants an awareness of the:

- theory relating to purpose of education and equality of access to learning opportunities;
- key debates and issues concerning the field of special and inclusive education;
- impact theory and policy have upon practice.

EDUC4103 The Future of Digital Education

This module will look at:

- review of current innovations in digital technology for learning and teaching;
- case studies of innovative practice in digital education;
- theoretical underpinnings in digital teaching and learning.

This module aims to:

- develop an understanding of the current and future developments in digital education;
- give student opportunities to experience new technologies and new practices of education;
- develop their understanding of underpinning theories.

EDUC4094 Understanding Individual and Organisational Development

This module will look at:

- the understanding of self-management;
- competence and competency;
- analysis of self in relation to national standards (for school leadership or as appropriate);
- self-development plans;
- understanding the professional development of others in the team;
- understanding the organisation and its context;
- leading and managing change;
- communication.

The module aims to provide opportunities for participants to:

- consider their own and others' professional development needs;
- consider the issues of significance in organisational development;
- interact with other group members and thus understand a variety of perspectives;
- link theory and practice.

EDUC4135 Global Perspectives on Early Childhood Education

This module brings together international scholars in education to introduce contemporary and global topics on early childhood education (ECE). Students on this module will engage in interactive activities and critical discussions on how global perspectives on different topics embed in their own societal contexts. Students are further encouraged to reflect on how to 'localise' global perspectives into their everyday practice working in ECE contexts, developing culturally-sensitive and -reflective approaches to ECE pedagogy and practice.

The module will cover broad topics relating to:

- globalisation and 'glocalisation' in ECE;
- national ECE curriculum policy frameworks across countries;
- social justice issues and sustainable development goals in ECE;
- international approaches to pedagogy and practice in ECE;
- children's perspective on quality of ECE;
- teacher development and ECE workforce globally;
- parenting in intersectional contexts.

This module aims to enable students to:

- gain awareness of global trends in understanding and researching early childhood education (ECE);
- rethink ECE from critical approaches;
- reflect on social justice issues in global contexts of ECE;
- explore the translation of global theories into local and practical ECE contexts;
- develop as a culturally-sensitive and -reflective educator in ECE.

EDUC4315 Social Theories and Conceptual Frameworks in Education

This module critically examines leading examples of social theories and frameworks that both inform and help conceptualise key issues within the field of Education. It will draw on theories that have originated within the field and also from different disciplines which have application to a study of Education. Throughout the module, participants will engage in considering the origins of particular theories of knowledge and of how these help us to understand educational issues and debates in across time and in contemporary society. The module will incorporate epistemological issues from a range of historical and global perspectives and will consider the implications of these for educational theorising, conceptualising and research.

This module aims to provide opportunities for participants to know about key theoretical perspectives and conceptual frameworks that have, over time, informed the field of Education and to understand the similarities and differences between these different perspectives and frameworks.