MEd Education Studies Module Catalogue

2022-23

Please note that the contents of this booklet may be altered in line with the Scottish Government's Route map for moving out of lockdown https://www.gov.scot/news/route-map-for-moving-out-of-lockdown/ This may include for example, changes to deliver, timing and/or assessments.

The latest general advice for students is available on our University website: https://www.strath.ac.uk/coronavirus/students/

25th May, 2022

MEd Education Studies

Compulsory Modules

X3833 Research Methodologies & Reasoning (20 credits)

X3815 Dissertation (60 credits)

With the exception of X3815 Dissertation and X3929 Independent Study 3, all other MEd modules are 20 credits.

Notes

- Please check details carefully as some modules have pre-requisites attached to them.

- Modules only run once per session.

- Modules will only run if there are sufficient number of students applying to undertake the same module. All modules are subject to change.

Fees

- The fee for each 20 credits module in session 2022-23 is £811.00; as the dissertation module X3815 is worth 60 credits the fee is £2,433.00

Semester 1 modules

MEd Education Studies – Semester 1

X9722 – Health & Wellbeing: Policy Practice &
Module Leader: Monica Porciani

Mode of Delivery: Face to Face, on campus

Day class is taught: Tuesday & Saturday

Time class starts: 5.30pm – 8.30pm (Tue)

Start Date: Saturday 1st October 2022, 10-1pm

End Date: Saturday 2nd December

Assignment hand-in date: January, 2023

Marks returns to students: January, 2023

X9722 is part of the PgCert. Health, Wellbeing & Sustainability

Exit Award - see page 51 for details

This module runs from September – December and is planned over Tuesday evenings and on a Saturday, with both taught classes, blended learning/self-study and small group seminars. One session is designed for student presentations, which is a requirement for assessment of this module. Assessment for the module is completed by the end of January.

In response to the policy framework and in line with the recommendations in the Donaldson Report and the McCormac Review, this class is positioned to support practitioners' understanding on equality, diversity and health and to develop effective practice to support the wellbeing of children and young people. The overarching aim is to develop a greater understanding of the practice and principles of health improvement and develop a critical approach to health promotion theory, principles and current issues.

- In this module students will be offered opportunities to:

- Demonstrate a critical understanding of health concepts and health promotion theory, principles and current issues

- Extend knowledge, skills, approaches and practices in relation to embedding health and wellbeing across the curriculum

- Communication and presentation skills: write clearly and concisely for a range of contexts and use effective presentation and information sharing techniques

- Critically reflect on the student's own practice in relation to developing, reinforcing and extending learning in health and wellbeing for children

MEd Education Studies – Semester 1

Assessment
This module will be assessed in two parts:

- **Part One: critique of a health theme or topic**

Write a critical discussion and analysis of an appropriate health theme or topic in relation to current legislation, policy or research (max 2,000 words)

- **Part Two: presentation of theme from your critique**

The second stage will require course members to develop and present an individual case study or aspect of the findings discussed in the critique.

X9743 – Understanding Inclusive Education
Module Leader: Sharon Hunter

Mode of Delivery: Blended

Day class is taught: Wednesday evenings & Saturdays

Time class starts: Wednesday 6-8pm (online)
Saturday 10am - 4pm (on campus)

Start Date: 24th September 2022

End Date: 29th October 2022

Assignment hand-in date: Nov 2022 (tbc)

Marks returns to students: Jan 2023 (tbc)

(Students who are GTCS registered can apply to the GTCS for additional registration status of ASN 3-18, on successful completion of all three Inclusive Education modules)

X9743 is part one of the PgCert. Inclusive Education

Exit Award - see page 51 for details

Description

Understanding Inclusive Education sits in a suite of **three** Inclusive Education modules: it sits alongside Providing Effective Educational Support X9734, Inclusive Pedagogy X9701. (N.B. each module can also be undertaken as a free standing option.)

Understanding Inclusive Education is designed for anyone working in an education context or as part of multi-agency services for children and young people. Students will learn about educational history, research, policies and practice on inclusion and diversity and consider how fit in the broad educational landscape.

The focus will be on the changing field of inclusive education/educational support from national, UK, and international perspectives. Students will explore of the concepts of inclusion and of **additional support needs in their entirety** and in the ways in which these are exemplified in policy and practice. The intention is to help those working in education contexts to see the policies and practices of the field in relation to the ideas that lie behind them, and, in relation to some of the findings from research which have influenced their development. The wide ranging and continually changing nature of concepts such as 'additional support' and learner diversity will be examined allowing students critically reflect on their own practice and contexts. Informed reflection is, we believe, an essential component of enhanced practice. (Reference will be made to the ways in which the Coronavirus Covid-19 pandemic has impacted on teaching and learning and in particular with regard to issues of equity and inclusion.)

- Introduction to the module, assessment and key themes around conceptions of inclusion/diversity/ASN

- Labels and categories: perspectives, debates and ideologies

- Models for thinking about disability

- Inclusive education and human rights

- Policy and attainment: the dilemmas of raising attainment for inclusive education

- Synthesis of and review topics covered Assignment recap

Assessment

Assessment is by written submission which should be 4000 words in length and based on reading and experience.

X3832 – Conceptions of Leadership
Module Leader: Joanna Holmes

Mode of Delivery: Blended

Day class is taught: Saturday (all day) and 3 Monday or Tuesday evenings

Time class starts: Saturday 9.00am start
Monday/Tuesday 5.00pm

Start Date: September, 2022

End Date: December, 2022

Assignment hand-in date: January, 2023

Marks returns to students: February, 2023

X3832 is part of the PgCert. Educational Leadership

Exit Award - see page 51 for details

Description (module one)

This is the first module in the programme at the certificate stage and is part of the suite of courses constituting the MEd.

- The key questions which this module addresses are set out below: Why is educational leadership important?

- What does it mean to be a leader? How does one come to be seen by others as a leader?

- In which arenas is leadership exercised and in which contexts?

- How have conceptualisations of educational leadership (as expressed within the policy context and the literature) changed over time?

- Which models of leadership are currently to the fore and why?

Students will study the following aspects of leadership within an educational setting:

- models of leadership in an international context, tracing ways in which understandings of leadership have changed over time and are culturally situated.

- examining drivers for change from both an international and national perspective and ways in which these have led to changing conceptualisations of leadership over time.

- The purposes that leadership serves within educational settings and the role of leadership within those settings.

- Exploring the concept of distributive leadership, problematising common conceptions of leaders and followers.

- Examining issues of power, influence, authority, autonomy and accountability within educational settings.

Assessment

Written assignment (3000 words) in which students will be required to demonstrate that they have achieved the learning objectives of the module, drawing from the literature, the policy context and their own professional experience within an educational setting. This is followed by a reflective writing piece (1000 words) in which students reflect upon their own professional learning and their developing understanding of themselves as leaders.

X9799 – Supporting Professional Learning in the Workplace
Module Leader: Kate Wall

Mode of Delivery: Blended

Day class is taught: 2 Saturdays and 4 Tuesday evenings

Time class starts: Sat: 10:00-4:00
Tues: 6:00-9:00

Start Date: September, 2022

End Date: December 2022

Assignment hand-in date: January 2023

Marks returns to students: February 2023

X9799 is not available unless you have successfully completed X9797 and X9798

X9799 is part of the PgCert Supporting Teacher Learning

Exit Award - see page 51 for details

Description

This module aims to develop students' awareness of the theoretical concepts underlying mentoring and related approaches, a fundamental issue being the fostering of appropriate and effective mentoring relationships. The module will provide a professional, theoretical context in which to formalise and extend existing good practice as well as to develop new, innovative practice in supporting teacher learning. The development of skills in supporting teachers' professional learning has enormous potential benefits not only for those being supported, but also for the professional development of those involved in organising and providing the support. Benefits include increased job satisfaction, enhanced awareness of one's own professional practice, an increased profile within the organisation/institution in addition to the potential acquisition of Masters Credits towards further professional recognition.

This is the third module of the Postgraduate Certificate in Supporting Teacher Learning will draw on contemporary literature on coaching, mentoring, learning rounds etc. to develop frameworks for deployment in schools, and will support the acquisition of the practical skills to implement such frameworks. A key focus will also be on the evaluation and development of mentoring practice in students' own organisational contexts. **To take this module you need to have taken modules 1 (X9797 How Teachers Learn) and 2 (X9798 Contemporary Contexts for Teacher Learning and Teachers' Work).**

MEd Education Studies – Semester 1

The Postgraduate Certificate in Supporting Teacher Learning has been accredited by GTCS as enabling registered teachers who gain the PG Certificate award to also be awarded automatic Professional Recognition from GTCS. A key condition of the award of Professional Recognition is that participants must ensure that their engagement with the course forms an integral part of their PRD process. This will be checked formally though submission of a written statement from the line manager as part of the assessment of module 3 (which is a work-based project). Only when this statement has been received, and the participant has passed all three modules, will their name be forward to GTCS for recommendation of the award of Professional Recognition in Supporting Teacher Learning.

Learning objectives

- Critical understanding of key approaches such as mentoring, coaching, action learning sets, learning rounds, action research, observation & feedback and professional learning communities.

- Critical awareness and detailed knowledge of the underpinning concepts and principles of supporting workplace learning.

- Review critically the crucial elements of an effective mentoring relationship and be able to make informed judgements about their application in a range of different mentoring contexts

- Reflect critically on own and others' roles and responsibilities in supporting teacher learning and demonstrate initiative in identifying appropriate development opportunities

Assessment

Summative assessment will be through a 4000 word written assignment which outlines students' own teacher learning project and evaluates its success. Within the report students will be required to demonstrate systematic evaluation of their own practice in relation to the support of teacher learning, and based on this evidence, will be required to identify appropriate future developments.

Students will give and receive ongoing formative feedback on their own teacher learning projects through discussion with peers and tutors.

Students wishing the award of Professional Recognition from GTCS will also need to submit a statement from their line manager confirming that their engagement in this course has been an integral part of their PRD process.

MEd Education Studies – Semester 1

X3902 – Introduction to Philosophy and Philosophical Practice

Module Leader: Claire Cassidy

Mode of Delivery: On Campus

Day class is taught: Tuesday evening

Time class starts: 6:00-8:30

Start Date: 13th September, 2022

End Date: 6th December, 2022

Assignment hand-in date: December, 2022

Marks returns to students: January 2023

X3902 is part of the PgCert. Philosophy with Children

Exit Award - see page 51 for details

Description (module one)

This is the first module in a suite of three that trains people to facilitate Philosophy with Children and adults. This module will provide you with an introduction to philosophy and the philosophical themes you are likely to encounter while facilitating philosophical dialogue. The facilitator must also be able to make and follow logical argumentation. The logic element of the module will provide you with the tools for this aspect of facilitation. In addition, in order to understand the nature and structure of philosophical dialogue it is important that you have engaged in philosophical dialogue. This module provides you with the opportunity to engage in philosophical dialogue, through Community of Philosophical Inquiry, at your own level.

This module runs for twelve weeks, with classes being held on Tuesday evenings between 6pm and 8.30pm.

Assessment

There are three parts to the assessment for this module.
1. Reflective journal relating to participation in philosophical dialogue.

2. Logic test.

3. Portfolio-type essay which requires you to identify and discuss philosophical themes within newspaper articles.

X3900 – Technology Enhanced Learning: Theory & Practice
Module Leader: Stavros Nikou

Mode of Delivery: Blended

Day class is taught: Wednesday evenings (online) and one Saturday (on campus)

Time class starts: Wednesday: 17.30-19.30
Saturday: full day

Start Date: October 2022

End Date: November, 2022

Assignment hand-in date: December, 2022

Marks returns to students: January, 2023

X3900 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description
The class provides an introduction to technology enhanced learning environments in classrooms, online and outdoors by exploring existing and emerging educational technologies and their applications in teaching and learning. Students will critically review technology-enhanced learning academic literature, explore different learning technologies, create digital artefacts as part of their own learning and reflect on how digital technologies can be used for teaching, learning and assessment. Indicative topics are: linking learning theories and technologies, instructional software for student learning, learning design with technology, blended and on-line teaching and learning, mobile and ubiquitous learning, social and open learning, virtual worlds, digital games, learning analytics.

Assessment
The class comprises the following two summative assessment tasks. Students are required to submit eight (8) personal reflective blogposts and comments on peers' posts as well. In addition, students will produce a digital artefact of their choice summarising their learning experiences in the class. The artefact could be a presentation/slide show, audio/video or other equivalent digital medium, and should be rooted in reflection.

X2921– Technology Enhanced Learning: Theory & Practice (Online)
Module Leader: Stavros Nikou

Mode of Delivery: Online/independent self-study

Day class is taught: N/A

Time class starts: N/A

Start Date: October 2022

End Date: November, 2022

Assignment hand-in date: December, 2022

Marks returns to students: January, 2023

X2921 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description

The class provides an introduction to technology enhanced learning environments in classrooms, online and outdoors by exploring existing and emerging educational technologies and their applications in teaching and learning. Students will critically review technology-enhanced learning academic literature, explore different learning technologies, create digital artefacts as part of their own learning and reflect on how digital technologies can be used for teaching, learning and assessment. Indicative topics are: linking learning theories and technologies, instructional software for student learning, learning design with technology, blended and on-line teaching and learning, mobile and ubiquitous learning, social and open learning, virtual worlds, digital games, learning analytics.

Assessment

The class comprises the following two summative assessment tasks. Students are required to submit eight (8) personal reflective blogposts and comments on peers' posts as well. In addition, students will produce a digital artefact of their choice summarising their learning experiences in the class. The artefact could be a presentation/slide show, audio/video or other equivalent digital medium, and should be rooted in reflection.

MEd Education Studies – Semester 1
X2907 - Understanding Gender and Sexuality in Education
Module Leader: Yvette Taylor

Mode of Delivery: On campus/online

Day class is taught: Thursday

Time class starts: 5.00pm

Start Date: October 2022

End Date: December 2022

Assignment hand-in date: January 2023

Marks returns to students: February 2023

Description

This module offers an in-depth understanding of contemporary gender and sexuality issues across compulsory, post-compulsory, community, activist, and everyday educational settings. Debates such as everyday sexism, imposter syndrome, decolonising the curriculum, schooling choices, are situated across time and place, to understand gender and sexuality as constantly done and undone. Inequalities in education have long been subject to critical attention from interdisciplinary social scientists, feminists and LGBTQ+ activists. Meanwhile, diversity and inclusion have become central concerns of government policy and educational practice. Across international contexts, gender inequalities, diversity and LGBTQ+ inclusion are under the spotlight as priorities for schools, teachers, a variety of educational practitioners, as well as students and pupils. From 'whole school' approaches to critiques of diversity policies as white-washed 'homo-nationalism', this module asked what constitutes feminist education or a feminist classroom?

The module introduces key concepts and considers a full range of theoretical, policy, and practice approaches to understanding core questions about gender and sexuality in education. In taking this module, you will engage with policy directives and learn to situate these in relation to a broader landscape of equalities legislation, as well as to synthesise research evidence and complex ideas into everyday practice. Students will be enabled to critically evaluate different approaches to gender and sexuality in education, as well as the possibilities of what 'education' is, should or could be:

Key questions:
- How can we conceptualise gender and sexuality in education? What inequalities of gender and sexuality are found in education and how can these be challenged?

- How are gender and sexuality norms reproduced and/or transformed in education? How do these persist beyond education? What historical legacies impact on present contexts?

- Why do some forms of discrimination persist despite efforts towards equality and inclusion?

- How do gender and sexuality intersect with other forms of power, privilege, and disadvantage such as class and race?

- How have approaches to gender and sexuality in education changed through time?

- Do diversity and inclusion initiatives work? What barriers are there to gender and sexual equalities in education?

- How can gender and sexuality equalities be integrated into curricula? Into teacher education? Beyond (post)compulsory school and university settings? What does a feminist education look like?

Assessment

- A written assignment (2500 words) examining a key question from the module, and developing a critical analysis of relevant theoretical and research literatures, and policy sources.

X3927 – Independent Study 1 (20 credits)
Module Leader: Paul Adams

Mode of Delivery: homework/private study

Day class is taught: N/A

Time class starts: N/A

Start Date: N/A

End Date: N/A

Assignment hand-in date: to be decided by student and supervisor

Marks returns to students: TBD

Description
The class will consist of up to three hours of individual tutorial support. The first meeting will focus on discussing the written proposal for independent study that the student will have completed and on clarifying the scope and nature of the study. Later meetings will be to discuss ongoing work and to provide formative feedback on work in progress.

Assessment
- A critical understanding of a range of specialised theories, principles and concepts.

- A critical awareness of current issues in a subject/discipline.

- Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject/discipline

- Identify, conceptualise and define new and abstract problems and issues.

- critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline.

X3929 – Independent Study 3 (40 credits)
Module Leader: Paul Adams

Mode of Delivery: homework/private study

Day class is taught: N/A

Time class starts: N/A

Start Date: N/A

End Date: N/A

Assignment hand-in date: to be decided by student and supervisor

Marks returns to students: TBD

Description

The class will consist of up to four hours of individual tutorial support. The first meeting will focus on discussing the written proposal for independent study that the student will have completed and on clarifying the scope and nature of the study. Later meetings will be to discuss ongoing work and to provide formative feedback on work in progress.

Assessment

- Critical understanding of a range of specialised theories, principles and concepts
- critical awareness of current issues in a subject/discipline
- Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject/discipline
- Identify, conceptualise and define new and abstract problems and issues
- Able to critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline

X3833 – Research Methodologies & Reasoning
Module Leader: Allan Blake

Mode of Delivery: Online

Day class is taught: Monday, Tuesday or Thursday

Time class starts: 6.00pm

Start Date: 3rd October, 2022

End Date: January, 2023

Assignment hand-in date: February, 2023

Marks returns to students: March, 2023

Description

Educational research addresses a wide variety of issues including education systems, processes and practices. It covers lifelong learning; it is often policy related and political. It is generally identified with the research approaches of the social sciences and its methodological influences are many, including psychology, sociology and anthropology. This module will offer professionals working in education and related fields the opportunity to develop an understanding of the main research traditions or 'paradigms'; the related methodological assumptions and approaches to research design; the literature review as a research tool; and the use of research to inform practice and policy. It is designed to provide support in developing a critical and informed understanding of research design in relation to the MEd dissertation project.

The content of the module is as follows:

1. What is Research?

The purpose of topics one and two is to introduce you to some basic issues in the diversity of educational and social research and to provide you with conceptual frameworks for exploring these in relation to your initial ideas about the study that you might carry out in the Dissertation phase of the MEd programme (or for the investigation of practice in your own professional context). It may in fact surprise you to consider that research in education is not a settled field; that despite a genealogy of sociological and methodological knowledge that can be traced back to the Renaissance Humanism of Niccolò Machiavelli – yes, that Machiavelli! – the method, purpose and usefulness of educational and social research is subject to sometimes rancorous debate about its method, purpose and usefulness.

2. Research Paradigms

This topic introduces the main types of educational research and their underlying philosophical positions: positivist, interpretivist and critical perspectives. These different traditions or paradigms imply different methodological assumptions about the social world and thus influence how research is undertaken and what constitutes knowledge. The different research paradigms provide a theoretical underpinning for research in terms of what it seeks to discover and the claims it can make.

3. Reviewing Research Literature

What is the use of your research? What is the point of doing your research? Is your research worth doing? These are important questions that every researcher should ask. It is important for research to be non-trivial, relevant and interesting to a wider audience, and perhaps even to contribute to what is known. This topic will address the role of literature reviewing in establishing that research is original, that it is significant and that it is achievable in practical terms. The aim is to help beginning or early-stage researchers to learn about the intellectual tasks and craft skills involved in searching for and critically reviewing literature in the context of conducting educational research.

4. Design Strategies in Research.

This topic will offer guidance towards identifying an area of inquiry relevant to the academic or professional context. It will develop the place of curiosity in research planning, and explicate the role of research methodologies in making decisions about the evidence required to address research questions.

5. Data Collection

In this topic you will study some frequently used ways of collecting data. It is quite usual in research projects to collect data by more than one method. The methods you use depend on your research methodology, design and research questions, so these must be clearly and carefully planned before deciding on how you will collect your data. Your research instruments need to be carefully chosen, developed and tested to ensure your data answer your research questions.

6. Data Analysis

Topic 6 is designed to support participants' understanding of the principles underlying both qualitative and quantitative methods of data analysis. The key principle underlying this module is that participants should develop a basic understanding of data analytic techniques from different traditions and should understand their communalities and differences. Through study and familiarisation with appropriate tools and techniques, they should develop their skills and understanding relevant to their own research contexts.

7. The Ethics of Educational Research

This topic will develop an understanding of, and competence with, appropriate ethical procedures for research conducted in a diversity of settings. It will emphasize the importance of self-awareness about the ethical issues which might be entailed in the process of research, such that a chosen research design is defensible within an articulated ethical framework and displays ethical standards of behaviour that comply with the University's Code of Practice. It will consider the theoretical and conceptual underpinnings of research ethics and look at practical issues related to ethical conduct in the gathering, management and interpretation of data and sources.

Assessment

The assignment consists of writing an informed 3,000-word (+/-10%) research proposal in the area of social and/or educational concern that you plan to investigate for the MSc Dissertation, showing an awareness of where the issue or area has been incompletely studied and identifying how to address the gap in knowledge. Your proposal should start with a broad overview of the state of theory and research in the area identified, critically analyse the existing knowledge in the area proposed and justify the significance of the proposed area of investigation for practice. It should then clearly identify the proposed research questions, outline the methodology for data collection and analysis and give a reflective account of the ethical issues anticipated. Finally, it should outline anticipated findings and identify how the study will contribute to improving practice and knowledge.

X3815 – Dissertation (60 credits)
Module Leader: Joanna Holmes

Mode of Delivery: homework/private study

Day class is taught: By individual arrangement with supervisor

Time class starts: N/A

Start Date: N/A

End Date: N/A

Assignment hand-in date: To be decided by student and supervisor

Marks returns to students:

**Students must complete
X3833 – Research Methodologies & Reasoning
and gained 120 credits**

The Dissertation is a major study demanding a high level of individual application and commitment. Drawing upon and developing knowledge, understanding and relevant experience provided through Core and Optional Modules, it offers the opportunity to engage in a small but substantive piece of research directly relevant to the participant's own context of professional and academic practice.

Building on work in the core module on Research Methodologies and Reasoning, on-line research methods training will deliver a range of educational and social science research methods teaching at postgraduate level in order to support students in the achievement of excellent quantitative and qualitative research skills in a manner that supports a research-led approach to student inquiry and practice.

The dissertation provides students with an opportunity to develop their interests through independent and in-depth research within an area appropriate to the broad focus of the PGT programme they have followed and to demonstrate the ability to write in a scholarly manner appropriate to Level 11 work (see SCQF). It is the final, large-scale piece of work, which builds on skills and understanding gained from previous modules.

The dissertation is based on wide reading and research undertaken by the student into an issue of personal interest that relates to the focus of the programme they have studied. Students may choose to satisfy dissertation requirements in a variety of approved ways, so demonstrating at Level 11 appropriate skills of literature search and selection, critical analysis, evaluation and usually some primary or secondary research in a sustained piece of writing which shows coherent discussion leading to conclusions and recommendations.

The dissertation is a valuable learning experience in its own right but should also contribute to the progression of the candidate's personal growth and career. It should provide an opportunity to show others the benefits derived from the programme in terms of knowledge, skills and perspectives gained by the candidate.

Assessment

The Dissertation is designed to make a significant contribution to fulfilling the aims of the Master of Education programme through engagement in an in-depth piece of work demanding independent study and the sustained application of research skills. It is a chance to follow a professional and academic interest through to its evidence-based conclusion. To meet this objective candidates will carry out a research project which will be assessed through a dissertation of 12,000 to 15,000 words.

Semester 2 modules

X0000 – Multilingual and Multicultural Education: Policy, Theory and Practice
Module Leader: Angela De Britos

Mode of Delivery: Blended

Day class is taught: 2 x Saturday (on campus) and 3 x Wednesday evenings (online)

Time class starts:
Saturday 10.00 – 16:00
Wednesday: 18:30 – 20:30

Start Date: 11th January, 2023

End Date: 29th March, 2023

Assignment hand-in date: April, 2023

Marks returns to students: May, 2023

Description:
This module is designed to develop your knowledge of multilingual and multicultural contexts within education and wider society. This module will equip you with core skills for language learning and teaching and consider the role of intercultural education. You will extend your confidence in language teaching approaches within and across the curriculum. This class will encourage you to be reflective and adaptive in your practice.

You will study the following aspects of language and culture within an educational setting:
- developing critical perspectives of language learning and teaching in multilingual contexts
- engaging with policy, theory and current research on approaches to the teaching and learning of all languages and the role of culture
- exploring the benefits of multilingualism and multiculturalism in contemporary society
- recognising the interrelationship between languages and cultures, including diversity and identity
- connecting language learning with wider literacy practices
- reflecting on their own professional practice, and the linguistic and cultural capital of their context.

Assessment:
There are two parts to the assessment for this module, comprising 4000 words in total:

1) a reflective portfolio documenting the linguistic and cultural capital of your context

2) an essay which links policy, theory and current research on approaches to language learning and teaching, multilingualism, plurliteracy and culture.

X3862 Instructional Design and Technology
Module Leader: Stavros Nikou

Mode of Delivery: Blended

Day class is taught: Wednesday evenings (online) and one Saturday (on campus)

Time class starts: Wednesday: 17.30-19.30
Saturday: full day

Start Date: January, 2023

End Date: March, 2023

Assignment hand-in date: April,2023

Marks returns to students: May, 2023

X3862 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description

The field of Instructional Design and Technology encompasses the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional processes and resources intended to improve learning and performance in a variety of settings. The two key defining elements of the area are the use of systematic instructional design procedures and the use of media for instructional purposes.

The class provides students with the main theoretical principles and educational practices underpinning instructional design and educational technologies. The goals are to provide a foundation of knowledge and practical skills in the field of instructional design and to introduce numerous instructional design models with the support of digital technologies in a variety of learning contexts that support meaningful learning. Indicative subjects are instructional design models, technology integration frameworks, learning design, universal design for learning, online teaching and learning. Emphasis will be given on blended teaching and learning.

Assessment

The class is practical oriented, and comprises the following two summative assessment tasks. Students will work on teaching episodes to design and develop instructional design interventions incorporating digital technologies. In addition, students will write an essay reflecting on their understanding on recent trends and issues on instructional design and technology.

X2920 Instructional Design and Technology (Online)
Module Leader: Stavros Nikou

Mode of Delivery: Online/independent self-study

Day class is taught: N/A

Time class starts: N/A

Start Date: January, 2023

End Date: March, 2023

Assignment hand-in date: April, 2023

Marks returns to students: May, 2023

X2920 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description

The field of Instructional Design and Technology encompasses the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional processes and resources intended to improve learning and performance in a variety of settings. The two key defining elements of the area are the use of systematic instructional design procedures and the use of media for instructional purposes.

The class provides students with the main theoretical principles and educational practices underpinning instructional design and educational technologies. The goals are to provide a foundation of knowledge and practical skills in the field of instructional design and to introduce numerous instructional design models with the support of digital technologies in a variety of learning contexts that support meaningful learning. Indicative subjects are instructional design models, technology integration frameworks, learning design, universal design for learning, online teaching and learning. Emphasis will be given on blended teaching and learning.

Assessment

The class is practical oriented, and comprises the following two summative assessment tasks. Students will work on teaching episodes to design and develop instructional design interventions incorporating digital technologies. In addition, students will write an essay reflecting on their understanding on recent trends and issues on instructional design and technology.

X3830 – Leadership for Learning
Module Leader: Iain Moore

Mode of Delivery: Blended

Day class is taught: 1 Saturday and 3 Monday or Tuesday evenings

Time class starts: Saturday 9.00am start
                    Monday/Tuesday 5.00pm

Start Date: January, 2023

End Date: March, 2023

Assignment hand-in date: April, 2023

Marks returns to students: May, 2023

X3830 is not available unless you have successfully completed X3832

X3830 is part of the PgCert. Educational Leadership

Exit Award - see page 51 for details

Description

The key questions which this module sets out to address are set out below:

- What are common understandings of leadership and what are the origins of those ideas?

- In what ways are 'leadership' and 'being a leader' conceived and misconceived? How do these differ in a range of cultural and linguistic contexts?

- How is leadership expressed in differing institutional and informal contexts?

- What has been the influence of business models of leadership and to what extent do these transfer to educational settings?

- What are common perceptions and misperceptions of 'learning' and its relationship to teaching? What are essential differences between 'learning in captivity' and 'learning in the wild'?

- How do we commonly make the connections between leadership and learning and the connective preposition/proposition 'for'?

Students will study the following aspects of leadership within an educational setting:

- Conceptions of leadership and leading, and how they play out in formal and informal educational contexts nationally and internationally

- Historical and cultural understandings of 'learning' and their relationship to being taught

- The essential purposes of leadership for learning as contained in the joining preposition/proposition 'for'

- Revisiting issues of power, influence, authority, autonomy and accountability within schools and other organisational settings

Assessment

Written assignment (3000 words) in which students will examine the relationship between leadership and learning, building on work from the previous module. This will draw from the literature, the policy context and their own professional experience within an educational setting. This is followed by a reflective writing piece (1000 words) in which students reflect upon their own professional learning and their developing understanding of themselves as leaders.

MEd Education Studies – Semester 2
X3969 – Learning for Sustainability
Module Leader: William Quirke

Mode of Delivery: On campus / online / Beecraigs Country Park

Day class is taught: Saturday on campus
Tuesday online

Time class starts: Saturday on campus 9.00-16.00
Tuesday online 18.00-20.00
**Beecraigs 10.00-16.00

** Please note the Beecraigs session takes place outdoors and involves walking on uneven and steep ground and requires appropriate clothing.

Start Date: 21st January, 2023

End Date: 25th March, 2023

Assignment hand-in date: 11th April, 2023

Marks returns to students: 9th May, 2023

There is a maximum of 15 places available

X3969 is part of the PgCert. Health, Wellbeing & Sustainability

Exit Award - see page 51 for details

Description

This module is designed to help practitioners understand the principles of sustainable development, global citizenship and learning in the outdoors. Through this module students will develop ways of implementing Learning for Sustainability across their setting while engaging with the UN Sustainable Development Goals. This class will be of interest to practitioners across all stages and to students outside the formal education sector, for example, those working for NGOs, who would like to develop their knowledge and expertise in sustainable development.

This module includes an outdoor session at Beecraigs Country Park that is a key element of the course.

In this module students will be offered opportunities to:

- Develop their knowledge of key concepts in sustainability and sustainable development

- Examine a range of activities and strategies to enable teaching and learning experiences that develop awareness, knowledge and understanding of sustainability issues.

- Consider different subject areas and how these might be explored in the outdoors with different age groups

- Identify which UN Sustainable Development Goals might be an appropriate area of focus in their setting.

MEd Education Studies – Semester 2

This module will help students to develop Learning for Sustainability experiences for use within their chosen contexts (formal or informal) that will help to foster the following areas:

- Awareness of the range of factors which determine the nature and quality of our physical , human and social environment;

- Knowledge and understanding of the nature of the environment and the interrelationship of these factors (environmental literacy);

- Responsibility for guiding the process of change towards an improved relationship between humankind and its environment;

- Competence to take effective action individually or in a group, to put good intentions into effect.

Assessment

This module will be assessed in two parts;

- An individual 10-minute presentation on the student's experience of engaging with Learning for Sustainability in their setting (equivalent 2,000-words – 50%). Students should demonstrate understanding of Learning for Sustainability, the UN Sustainable Development Goals, SDE and assess the impact the experience has had on their setting and the pupils.

- The second part of the assessment is a 2,000-word critical reflection on Learning for Sustainability and on their implementation of it in their own context – 50%.

X9744 – Providing Effective Educational Support
Module Leader: John Davis

Mode of Delivery: Blended

Day class is taught: Wednesday evenings & Saturday

Time class starts: Wed evening 7 – 9pm (online)
Saturday 10am - 3pm (on campus)

Start Date: Wednesday 11th January 2023

End Date: Saturday 25th February 2023

Assignment hand-in date: April 2023 (tbc)

Marks returns to students: May 2023 (tbc)

X9744 is part two of the PgCert. Inclusive Education
Exit Award - see page 51 for details

(Students who are GTCS registered can apply to the GTCS for additional registration status of ASN 3-18, on successful completion of all three Inclusive Education modules)

Description

Providing Effective Educational Support is the one of the suite of **three** modules for Inclusive Education: it sits alongside Understanding Inclusive Education X9743, Inclusive Pedagogy X9701. (N.B. each module can also be undertaken as a free standing option). Themes will be explored of social justice, intersectionality, and the social of disability, in which barriers to learning and participation relate to the way education (and society) is organised. This module will focus on the question of how education practitioners can best work with children and families, alongside other children's services. Students will consider the impact of societal injustices through systemic and structural barriers and consider potential solutions. The focus will be on learning about anti-discriminatory, strength-based, rights-focussed support that is holistic, collaborative, inclusive, and socially just.

The content of this class focuses on the following topics:

- Introduction: Where do barriers to learning' emerge from and understanding the overlapping issues/ introduction to assignment

- The social model of disability, exclusion/inclusion, anti-discrimination, and integrated working, GIRFEC.

- Hearing children's voices: What type of support do children and parents ask for? (with guest speakers)

- Learner characteristics: Individuality, difference and labelling

- Who decides what is in a child's plan?:Joint assessment, multiagency planning, delivery, and evaluation.

- Family support within the context of collaborative practice: identifying barriers and determining support requirements.

- Review of assignment requirements

Assessment

Assessment is by written submission which should be around 4000 words in length and based on reading and experience. The assignment involves a critical analysis of a practice-based investigation into support for learning. This will relate to relevant concepts, theories and literature covered in the module.

MEd Education Studies – Semester 2
X9797 – How Teachers Learn
Module Leader: Aileen Kennedy

Mode of Delivery: 6 blended delivery sessions with preparation tasks in advance

Day class is taught: Tuesdays/Saturdays

Time class starts: 2 x 10:00-4:00 (Saturdays) and 4 x 6:00-900 (Tuesdays)

Start Date: January, 2023

End Date: March, 2023

Assignment hand-in date: April, 2023

Marks returns to students: May 2023

X9797 is part of the PgCert Supporting Teacher Learning

Exit Award - see page 51 for details

Description

The developing policy context in Scottish teacher education is putting increasing emphasis on the professional learning of teachers as part of a wider strategy to improve pupil outcomes. Teachers will be increasingly expected to take responsibility for supporting the learning of their peers and it is argued that in order to do this successfully, teachers and others involved in supporting teacher professional learning will need to have a secure and critical understanding of how teachers learn. This module is designed to support the development of such knowledge through engagement with cutting edge empirical and conceptual research on teacher learning and the development of skills in critical reading, thinking and writing at Masters level. Central to this learning experience will be an ongoing focus on relating such learning to students' individual work contexts.

This is module 1 of the PG Certificate in Supporting Teacher Learning with GTCS Recognition. However, it can be taken as a stand-alone module.

Learning Objectives:
- Identify and critique contemporary literature on teacher learning
- Assess the extent to which current policy on teacher learning, at both school and national levels, is supported by the most recent research in the area.
- Reflect critically on their own professional learning, identifying ways in which it might develop in the future.
- Outline and justify proposed developments in their own professional context which will allow them to support the professional learning of others.

Assessment

Students are required to prepare critical reviews of identified reading for most sessions and these will be presented and discussed in class, providing formative feedback from both tutors and fellow students. The reviews will be included in a portfolio from which students will draw three for submission for summative assessment together with a 1500 word reflective commentary summarising what has been learned from the reading and reflecting on how this learning has been mobilised in the students' own work contexts.

X3901 – Philosophy with Children: Theory
Module Leader: Claire Cassidy

Mode of Delivery: On campus

Day class is taught: Tuesday evening

Time class starts: 6.00-8.30pm

Start Date: 10th January, 2023

End Date: 28th February, 2023

Assignment hand-in date: 21st March, 2023

Marks returns to students: 18th April,2023

X3901 is not available unless you have successfully completed X3902 and X3903 in sequence.

X3901 is part of the PgCert Philosophy with Children

Exit Award - see page 51 for details

Description

Module two
This is the second module in the sequence of three modules that train students to facilitate Philosophy with Children and adults.

In this module you learn about the theory behind Philosophy with Children, with a principle focus on Community of Philosophical Inquiry. This module will focus on what you, as a facilitator, need to consider: selecting stimulus materials; choosing questions; the dynamics of the dialogue; and the background and underpinning assumptions behind PwC practices. You will also consider policy documents to aid you in justifying and planning PwC in your workplace. This module will set the context for the third module when you will be expected to facilitate your student group.

This module runs for eight weeks, with classes being held on Tuesday evenings between 6pm and 8.30pm.

Assessment
There are two parts to the assessment for this module.

1. Identification and analysis of stimuli materials for use in Community of Philosophical Inquiry.

2. A written rationale for the inclusion of Philosophy with Children in your specific context.

X3866 – Organisation Studies in Education
Module Leader: Eugenie A. Samier

Mode of Delivery: On campus

Day class is taught: Wednesday and Saturday

Time class starts: Wednesday evenings 3hrs (exact time tbc) Saturday 10.00am-3.0pm

Start Date: January, 2022

End Date: March, 2022

Assignment hand-in date: April, 2022

Marks returns to students: May,2022

Description

This module examines important features of educational organisations and organisational life that influence professional practice and the learning environment, as well as approaches and strategies of governance, administration and leadership. The scope of the module covers the major approaches in organisational theory, models and concepts that are relevant to the structure, functions, behaviour, culture, aesthetics, and micro-politics as well as implications for educational improvement, reform and sustainability. These are also examined in relation to their societal context, and the effects globalisation, internationalisation, and the pursuit of social justice have on contemporary educational organisations. Additional major themes in the field include organisational change, interpersonal relations, communication, ethics, decision-making, networking, and how values, motivation, culture, and personality influence organisational life in negative and positive ways. Research approaches to organisations will include an introductory overview of main qualitative and mixed methods research such as ethnography, case study, systems theory, network analysis, focus groups, interviewing techniques, and document analysis.

This module is intended for international and home-based students and for education professionals working across all sectors of education in schools, higher education, the policy sector, and regulatory and government agencies. It is designed to examine types of contextual and organisational factors that vary internationally so that any country's educational organisations can be examined and compared, making this a module that can be applied to the Scottish, UK or foreign locations. Objectives and main topics of classes include:

- Main organisation theories, models and concepts as they apply to educational organisations, including the major approaches of organisational structure, politics, culture, psychology/behaviour, ethics, and aesthetics.

- Organisational effects on administration, management, leadership and policy in education.

- Controversies and problems in educational organisation studies as well as how societal contextual factors affect them.

- Using organisation theories and models in interpreting and analysing professionalism, collegiality, the educational community and the learning environment in comparative contexts

- Research designs and techniques available for organisational study

Assessment

The written assessment is a paper 4000 words in length designing a study for improving educational organisations they are familiar with based on the literature and studies in the field

Semester 3 modules

X0000 Enacting Social Justice and Change in Language Learning and Teaching
Module Leader: Clare Mouat

Mode of Delivery: Blended

Day class is taught: 2 x Saturday (on campus) and 3 x Wednesday evenings (online)

Time class starts:
Saturday: 10.00 – 16.00
Wednesday: 18.30 – 20.30

Start Date: April 2023

End Date: June 2023

Assignment hand-in date: June 2023

Marks returned to students: July 2023

Description:

As languages educators (MFL, EAL and community languages), how can we achieve the goal of prioritising equity, diversity, and inclusion in the languages classroom? Using theory, research and examples of innovative approaches for promoting social justice, this module is aimed at language educators in all sectors and is designed to develop your knowledge of a range of contemporary issues in language education. This module aims to develop critical thinking and reflection and consider how these impact on social justice pedagogy and agency for social change.

You will study the following contemporary issues in language learning and teaching in an educational setting:

- identifying key principles of social justice education, considering how to integrate social justice practices into language education

- building collaborative partnerships with the wider community, families and business in language learning

- fostering diversity and inclusive practice in language learning and teaching

- defining anti-racism and the need for anti-racist practices in language education; developing your own decolonial practice and identifying biases

- exploring how language learning can be in incorporated into a Learning for Sustainability (LfS) context

- critically reflecting on your own professional practice; how you understand and enact social justice in language education and how this connects to teacher identity.

Assessment:

There are two parts to the assessment for this module, comprising 4000 words in total:

Part 1: An academic poster on an aspect of enacting social justice in language education which considers the implications for your context.

Part 2: A written submission linking theory, research and your professional practice within an educational setting.

X3860 – Digital Media for Learning
Module Leader: Stavros Nikou

Mode of Delivery: Blended

Day class is taught: Wednesday evenings (online) and one Saturday (on campus)

Time class starts: Wednesday: 17.30-19.30
Saturday: full day

Start Date: April, 2023

End Date: May, 2023

Assignment hand-in date: June, 2023

Marks returns to students: July, 2023

X3860 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description
The class explores different forms of digital media for teaching and learning. Indicative topics are: fundamental principles related to the design and development of multimedia, frameworks and hardware/software configurations for classroom technology integration, educational technologies to support different teaching and learning strategies (e.g., drill and practice, inquiry-based learning, collaborative learning, educational games, digital storytelling) in different contexts (e.g., online teaching and learning, blended learning or face-to-face learning), introduction to augmented reality development, teaching as a design science.

Assessment
The class is practical oriented, and it comprises the following assessment tasks. Students will design a simple digital artefact of their choice (e.g., video/audio, a digital story, or equivalent media), two teaching and learning episodes by incorporating different digital media based on frameworks discussed in class, and they will write a reflective essay at the end.

X2919 – Digital Media for Learning
(Online)
Module Leader: Stavros Nikou

Mode of Delivery: Online/ independent self-study

Day class is taught: N/A

Time class starts: N/A

Start Date: April, 2023

End Date: May, 2023

Assignment hand-in date: June, 2023

Marks returns to students: July, 2023

X2919 is part of the PgCert Technology Enhanced Teaching and Learning (Digital Education)

Exit Award - see page 51 for details

Description
The class explores different forms of digital media for teaching and learning. Indicative topics are: fundamental principles related to the design and development of multimedia, frameworks and hardware/software configurations for classroom technology integration, educational technologies to support different teaching and learning strategies (e.g., drill and practice, inquiry-based learning, collaborative learning, educational games, digital storytelling) in different contexts (e.g., online teaching and learning, blended learning or face-to-face learning), introduction to augmented reality development, teaching as a design science.

Assessment
The class is practical oriented, and it comprises the following assessment tasks. Students will design a simple digital artefact of their choice (e.g., video/audio, a digital story, or equivalent media), two teaching and learning episodes by incorporating different digital media based on frameworks discussed in class, and they will write a reflective essay at the end.

X9644 – Child-centred and Child-focused Approaches to Practitioner Research
Module Leader: Eleni Karagiannidou

Mode of Delivery: On Line (with one evening face-to-face Induction session)

Day classes are taught:
- Weekly online tutor-led seminar: Wednesday evening
- Weekly online peer-led session: Negotiated.

Please note that *active participation in these learning activities on a weekly basis is not optional as they form an integral part of the module*.

Time classes start:
Tutor-led seminars start between 18:00 and 19:15. Peer-led discussions: Negotiated with peers.

Start Date: 31st March, 2023
End Date: June, 2023
Assignment hand-in-date: June, 2023
Date marks returned to Students: July, 2023

Description
This module aims to strengthen the Early Years teachers' and practitioners' investigations of theory through practice in order to support evidence-based changes to their pedagogies and analyse this in a supportive environment.

In order to support children effectively, practitioners must understand children's views. Based on policy, like the UN Convention on the Rights of the Child, a movement towards listening to children is central to Early Years education. In conjunction, there is need for Early Years practice to be underpinned by evidence derived from research and professional enquiry linked to personal experience. This module provides the opportunity to explore these concepts by enabling students to investigate a topic of their own choosing in areas related to Early Years learning and teaching. With a central focus on understanding children's perspectives, students will learn how critically-evaluated research evidence can support, inform, and improve their practice.

Educational aim and objectives
This module offers the opportunity for students to pursue relevant and specific interests through a detailed proposal which will allow them to plan for a small-scale independent action research project and to work with child-centred and child-focused methodologies. In doing so, it develops several specific and transferable skills including: critically analysing assumptions and tensions inherent in viewing children as competent participants in both society and research practice; Developing in-depth knowledge of the logics and practices of child-centred and child-focused educational research approaches; synthesising relevant information and making principled and justifiable choices; critically engaging with the ethical, social and educational implications of early years research;

problem solving; planning and making decisions; effectively communicating, articulating meaning and sharing good practice.

The Early Years practitioner must be able to apply these skills and consider, evaluate and weigh various pieces of data and information to make informed judgement about changes in their practice. This module aims to develop the student's inquiring mind in order to support effective child-centred and child-focused practitioner research.

Assessment

Written assignment (text-equivalent of 4,000 words) that takes the form of a fully developed Research Proposal, which utilises child-centred and child-focused approaches, to address a question relevant to the student's own interest/practice in the field.

Students work on their research proposal throughout the module and are supported step-by-step via online lectures, online seminars, associated reading, individual and group tasks, peer meetings and online blogs. There is an assumption that students will use these activities on a weekly basis to aid developing of their thinking and progression.

X3820 – Leadership for Equity, Inclusion and Social Justice
Module Leader: Nova Scott

Mode of Delivery: Blended

Day class is taught: 1 Saturday and 3 Monday or Tuesday evenings

Time class starts: Saturday 9.00am start
                      Monday/Tuesday 5.00pm

Start Date: April, 2023

End Date: June, 2023

Assignment hand-in date: June, 2023

Marks returns to students: July, 2023

X3820 is not available unless you have successfully completed X3832

X3820 is part of the PgCert. Educational Leadership

Exit Award - see page 51 for details

Description

The key questions which this module sets out to address are set out below:

- Why are equity, inclusion and social justice central to the core purpose of educational settings? How can equity, inclusion and social justice (as they pertain to educational settings) be understood within global and national contexts?

- How can equity, inclusion and social justice be furthered within educational settings and what is the role of leadership within this quest?

- What are the tensions and competing pressures within the system as they relate to equity, inclusion and social justice?

- What is the role of leadership in mediating these tensions and pressures?

Students will study the following aspects of leadership within an educational setting:

- The concepts of equity, inclusion and social justice as represented within the international and national policy context and within the literature, including, within the Scottish context, the National Attainment Challenge. This will encompass study of race, gender, social class and the impact of poverty on children and young people's lives.

- Evidence as to the need for equity, inclusion and social justice if inequalities in educational outcomes are to be addressed.

- Models of social justice leadership as expressed within the literature together with a focus on inclusive pedagogy.

- Examination of the role of leadership in furthering equity, inclusion and social justice, including inter-professional and multi-agency working.

- Examining tensions and competing pressures in the system in achieving equity, inclusion and social justice and ways in which leadership can act as a mediating force.

Assessment

Written assignment (3000 words) in which students will examine the importance of the themes of equity, inclusion and social justice as they pertain to educational leadership. Students will draw from the literature, the policy context and their own professional experience within an educational setting. This is followed by a reflective writing piece (1000 words) in which students reflect upon their own professional learning and their developing understanding of themselves as leaders.

MEd Education Studies – Semester 3
X9701 – Inclusive Education
Jane Catlin/Dr Yuchen Wang

Mode of Delivery: Blended

Day class is taught: Wednesday evenings and Saturdays

Time class starts: Wednesday 6 – 8pm (online)
Saturday 10am – 4pm (on campus)

Start Date: 22nd April 2023

End Date: 3rd June 2023

Assignment hand-in date: July 2023 (tbc)

Marks returns to students: Aug 2023 (tbc)

X9701 is part three of the PgCert. Inclusive Education

Exit Award - see page 51 for details

(Students who are GTCS registered can apply to the GTCS for additional registration status of ASN 3-18, on successful completion of all three Inclusive Education modules)

Description

Inclusive Pedagogy sits in the suite of **three** modules on Inclusive Education: it sits alongside Understanding Inclusive Education X9743 and Providing Effective Educational Support X9744. (N.B. each module can also be undertaken as a free standing option.)

This module aims to help you develop deeper understanding of the importance of the educator's role in recognising and responding to diverse learning needs and relate this learning to their own establishments and practice. The focus will be on extending teaching and learning approaches that are routinely available in classrooms/learning spaces in ways that will include all children, as opposed to identifying specific and different approaches for some children.

In the course of the module participants will be encouraged to take a critical view of pedagogy and curriculum and consider the processes which lead to the marginalisation and exclusion of some children.

The module is intended to inform critical enquiry and the generation of argument and synthesis of thinking. It will facilitate students in their engagement with literature in such a way as to support the interrogation of their own standpoint, values and beliefs.

- Introduction to 'Inclusive Pedagogy': Learning Theories and learning from the 'Learning without Limits' project.

- Practitioner Enquiry for Change

- Co-creating Inclusion with Learners

- Curriculum for Inclusion: what do we mean by curriculum and in what was can it be design to include all learners and challenge 'elitism'.

- Understanding of Learning Disabilities: beliefs, values and assumptions

- Multi-Literacies and Multimodality: Can widening conceptions of literacy by using creative literacy practices ensure we serve the needs of all learners?

- Building Self Efficacy-rethinking the learning space to embrace inclusion (focus on Care Experienced children)

- School through the eyes of disabled children and YP: hearing their voices/ The Future of Inclusive Pedagogy and international perspectives.

Assessment
Summative Assessment

20% Group presentation

Early in the module students are placed in small groups and begin to collaborate on critically evaluation of examples of previous lessons plans that they have experience of working with. Students examine the extent to which the principles of inclusive pedagogy are used. This process might reveal possible changes that can be linked to research and theory and adopted to improve practice. The group presents their discussions and findings at the last session. The presentation should last about 15 minutes.

80% Academic Essay

The above activity supports students in exploring a range of professional's perspectives and contexts. This, in turn, will assist students capacity for critical thinking of their own practice. Students are asked to submit an individual written assignment of 2,500 words (+/-10% excluding references) which presents their own practitioner enquiry. Students begin with a question/problem/challenge within their own classroom (or work context). The literature review should provide evidence of an understanding of the theoretical background and the various positions of significant writers in the field. The assignment should demonstrate how the student's ideas about practice have embraced the concepts of inclusive pedagogy.

MEd Education Studies – Semester 3
X3992 – Developing Effective Practice in Youth Health Promotion
Module Leader: Monica Porciani & Dillon Landi

Mode of Delivery: Face to Face, on Campus
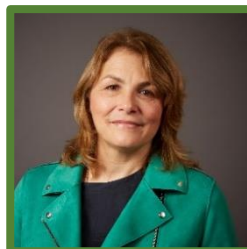
Day class is taught: Tuesday & Saturday

Time class starts: Tuesdays 5.30-8.30pm
Saturdays 10-1pm

Start Date: 18th April, 2023

End Date: June, 2023

Assignment hand-in date: June, 2023

Marks returns to students: July, 2023

X3922 is part of the PgCert. Health, Wellbeing & Sustainability
Exit Award - see page 51 for details

Description

The course is aimed at addressing the Strategic Objective for Health (national document) which has 16 National Outcomes, a number of which are particularly relevant to children and young people's health and wellbeing:

- *our children have the best start in life and are ready to succeed*
- *we have improved life chances for children, young people and families at risk*
- *we have tackled significant inequalities in Scottish society*

The class will focus on the key priority areas identified by the Chief Medical Officer in his Annual report of 2011: Addictions, Mental Health and Sexual Health. The course will explore interventions, national campaigns and initiatives as well as looking at holistic approaches to promoting positive lifestyles and examine the evidence base and efficacy of different approaches.

Approaches will consider both formal and informal approaches to working with young people, including youth work and participatory methods of engagement.

The course is suitable for teachers qualified to teach at all levels in Scottish schools. However, given the focus on health priorities there will be greater emphasis placed on teenage and youth health. Therefore, it is positioned to support teachers with a role or responsibility for health and wellbeing, pupil support or PSE to develop expertise and leadership skills as practitioners.

Assessment

The course assessment will involve an element of practitioner reflection on a workplace initiative /intervention or in planning a workplace intervention or policy into practice as a planning exercise.

The task will involve planned and structured engagement with an aspect of their workplace practice and will provide an opportunity for students/professionals to engage with evidence based practice and their agency as a professional in this area.

X9798 – Contemporary Contexts for Teacher Learning and Teachers' Work
Module Leader: Anna Beck

Mode of Delivery: Blended

Day class is taught: 2 x Saturday and 4 x Tuesday evenings

Time class starts: 2 x 10:00-4:00 and 4 x 6:00-900

Start Date: April,2023

End Date: June, 2023

Assignment hand-in date: June, 2023

Marks returns to students: June, 2023

X9798 is part of the PgCert Supporting Teacher Learning

Exit Award - see page 51 for details

Description

This module focuses on the developing policy context in Scottish teacher education, which places increasing emphasis on the professional learning of teachers as part of a wider strategy to improve pupil outcomes. Teachers will be increasingly expected to take responsibility for supporting the learning of their peers and therefore, in addition to requiring an understanding of how teachers learn (the focus of module 1), it is also essential that those involved in supporting teachers' learning have a critical awareness of the context in which that learning takes place. This module therefore focuses on the context of teacher learning and teachers' work at local, national and global levels.

This is module 2 of the PG Certificate in Supporting Teacher Learning with GTCS Recognition. However it can be taken as a stand-alone module.

Learning objectives:

1. Demonstrate a critical understanding of current issues of debate in Scottish education (curriculum, pedagogy, assessment, governance) in the light of wider, international professional and political contexts and influences.

2. Critically analyse current policy developments in Scotland relating to the teaching profession and the educational system

3. Produce a conference poster and summary paper (c.2000-3000 words) on a current issue or policy development, demonstrating engagement with its practical implications for schools/establishments and teachers' work. The poster will be presented at a small poster conference (likely to be online) and the summary paper should expand on the information contained within the poster.

Assessment

Students are required to engage with identified reading for each session which will be discussed in class. The reading will contribute to final assessment where students will focus on one issue/policy development, create and present an academic poster and provide a 2000-to-3000 word written summary of the poster to explain the issue/policy development.

X3903 – Philosophy with Children: Facilitation
Module Leader: Claire Cassidy

Mode of Delivery: On Campus

Day class is taught: Tuesday evening

Time class starts: 6:00-8:30

Start Date: 18th April, 2023

End Date: 6th June 2023

Assignment hand-in date: 20th June 2023

Marks returns to students: 25th July, 2023

X3903 is not available unless you must have successfully completed X3902 and X3901

X3903 is part of the PgCert Philosophy with Children

Exit Award - see page 51 for details

Description

Module three
This is the third and final module in your training to facilitate Community of Philosophical Inquiry (CoPI) with children and adults. In this module you will begin facilitating CoPI.

With your background in philosophy and logic, your experience of participating in CoPI and in considering the theory of Philosophy with Children, in this module you will again have the opportunity to participate in CoPI. You will also facilitate CoPI with your fellow students. In order to facilitate successfully, you will have to draw upon everything you have learned in the previous modules and put this into practice.

Assessment
There are two parts to the assessment for this module.

1. Two facilitation sessions with your student peers.

2. Face-to-face and written analysis of the facilitated sessions.

Exit Awards

There are exit awards from the MEd Education Studies programme when the following modules are taken as a suite of three.

Postgraduate Certificate Technology Enhanced Teaching and Learning (Digital Education)
X3900   Technology Enhanced Learning: Theory & Practice
X3862   Instructional Design and Technology
X3860   Digital Media for Learning

Postgraduate Certificate - Educational Leadership
X3832   Conceptions of Leadership
X3830   Leadership for Learning
X3820   Leadership for Equity, Inclusion and Social Justice

Postgraduate Certificate - Philosophy with Children
X3902   Introduction to Philosophy and Philosophical Practice
X3901   Philosophy with Children: Theory
X3903   Philosophy with Children: Facilitation

Postgraduate Certificate - Supporting Teacher Learning
X9797   How Teachers Learn
X9798   Contemporary Contexts for Teacher Learning and Teachers' Work
X9799   Supporting Professional Learning in the Workplace

Postgraduate Certificate – Inclusive Education
X9743   Understanding Inclusive Education
X9744   Providing Effective Educational Support
X9701   Inclusive Pedagogy

Postgraduate Certificate – Health, Wellbeing & Sustainability
X9722   Health & Wellbeing: Policy Practice & Pedagogy
X3969   Learning for Sustainability
X3992   Developing Effective Practice in Youth Health Promotion