

MA EDUCATION PROGRAMME 2019/ 2020

FLEXIBLE POSTGRADUATE / CONTINUING PROFESSIONAL DEVELOPMENT
FOR TEACHERS, TRAINERS AND OTHER EDUCATIONALISTS

Full details of the postgraduate award-bearing courses for teachers and other professionals

Introduction

The Institute of Education offers a wide range of high quality modules orientated to the continuing professional development of teachers/trainers, education leaders and other professionals involved with training and education.

The modules are:

- suitable for both full-time and part-time modes of study
- available to be taken as stand-alone modules or to accumulate to a master's or postgraduate diploma qualification
- intended both to strengthen professional practice and to deepen understanding of educational issues



All students will initially register for the generic Master's in Education and they must complete the core module EDM007: Investigating Education, before proceeding to the dissertation. The core module will be offered in the Spring Term (daytime) for full-time students and in the Summer Term (evening) for part-time students.

Students may also elect to undertake a pathway that gives them a specialism in the title of their Master's. They do this by taking modules to the value of at least 40 credits designated as relating to the specialism and undertaking a dissertation on an appropriate topic.

The current specialist pathways are:

- **Early Years (Ear)** (EDM104 & EDM148)
- **English Language Teaching (ELT)** (EDM072 & EDM167)*
- **Inclusive Education (I)** (EDM088 & EDM077)
- **Leadership and Management (LM)** (EDM146 & EDM147)
- **Music Education (Mu)** (EDM191 & EDM093)

**Some modules take place during the day.*

Pathway modules may be offered in a different format if there are low numbers of students for a pathway.

Of the 180 credits required for the full MA, if at least 100 of these are pathway specific (40 module credits, plus the 60 credit dissertation), this may lead to the award of a master's in Education with the specialism named in the title e.g. Master of Arts in Education (Inclusive Education).

The optional modules will vary from year to year, therefore the availability of specialist pathways may not be guaranteed; students will receive full information at the start of the programme.

This programme is truly modular, and all people registered are able to tailor their programme of study to their own interests. There is a range of modules being offered which are detailed in this prospectus to help you make your selection. Please note that modules will only run if sufficient numbers are recruited.

Our commitment to high quality education

At the University of Reading, Institute of Education, we are committed to providing quality postgraduate courses to enable you to meet your personal career aspirations and to have a direct positive impact on the lives of those you educate and train.

The structure of the programme:

PG Certificate:	60 credits via modules
PG Diploma:	120 credits via modules
MA:	120 credits via modules plus 1 x 60 credit dissertation

The modules are all part of an award bearing programme. Participants who successfully complete a programme of 180 M level credits are awarded a master's degree. Students who are registered full-time for the degree must complete all credits within one year. All full-time international students will also be registered for the non-credit bearing module EDM192: Student Enrichment Programme.

As a part time programme, this is normally made up of 120 credits from taught modules (which have to be completed within a period of 36 months) and 60 credits from a 15,000 word research dissertation (to be completed within a 12 month period). Taught modules lead to the award of 20 credits. Registration for the dissertation must take place within 15 months of completing the modules.

We recognise the demands of professions are great and try to be as flexible as possible to meet individual needs. Those studying part time may decide to register in September and study three modules a year for two years followed by a year working on their dissertation. However, others may opt for one module a term for two years and then take a year out before registering for their dissertation. Indeed some may even take one or two modules each year (subject to completing the taught component within the required time-frame). Whatever your chosen route, you must attend the Induction programme in September and please keep in contact and let the office know of your decision.

Some people decide to end their studies when they have successfully completed 120 credits. They are eligible for the award of PG Diploma.

Many people who have studied for their PGCE over the last few years have gained up to 60 M-level credits as part of their studies. Credit for this prior learning can be recognised and, providing the PGCE credits were obtained within the timescale allowed for recognition of prior learning (RPL), exemption from some of the taught modules on this programme can be determined on an individual basis.

Currently, for those holding M-level credits from any University this can be extended up to five years on a case by case basis. The process of 'Recognition of Prior Learning' (RPL) requires students to complete a form which maps the learning outcomes from their prior learning to an existing University of Reading Master's level module.

Unlike standard university programmes which require participants to begin registration at the start of the Autumn term, the modularity of our programme means that it is possible to register at the start of the Autumn or Spring term if studying part-time. However, whatever term you decide to start you must attend the Induction programme in September. The full-time course starts in late September each year.

Most modules comprise 25 hours of teaching, normally taught in 10 x 2.5 hour sessions. Some are taught during the day and many starting at 17:00 to enable those with work commitments to attend. Modules may also have reading weeks planned into the programme. Teaching will take place at the London Road campus. Parking is usually available on campus for those attending evening classes. Day-time parking is restricted to those with parking permits. Students are encouraged to use public transport where possible.

The University library is based on the Whiteknights campus. The library is well resourced with educational books and journals, many of which are available on-line. The library is open all year and has extended opening hours during university term. The whole university, including the library, closes for around 11 days over the Christmas period.

National Award for SEN Coordination

The Institute provides a SENCO accreditation programme, which complies with the National Quality Standards of the NASENCo organisation. As the National Regulations require it is designed to be at the academic level of an MA. Teachers eligible for the SENCO courses may register further and progress to a full MA in Education (Inclusive Education). Teachers who register for the MA may in turn choose to follow some of the SENCO Inclusion modules (subject to places being available on the modules). Anyone interested in following this option should discuss this with their tutor or the programme director.

The Modules

This alphabetic list of modules gives indicative information about content.

Behavioural Insight (EDM178)

Module Leader: Dr Helen Bilton

This module is intended to analyse and understand behaviour, the behaviour of humans and how to bring about behavioural change in others and oneself. This module will mostly be looking at the educational/training environment, but will use evidence when appropriate from other sectors. Therefore, we will be discussing behaviour within, for example, schools, hospitals, prisons, further and higher educational institutions. We will look at whether it is possible to manage/control/change another person's behaviour and consider the evidence related to the strategies expounded to impact on behaviour. We will look at the nudge theory in relationship to behaviour and of behaviour within a group of people. The development of such understanding should inform the work of all those who consider they manage others and to develop their abilities to know what they and others do and how they behave, why they do as they do and to reflect upon this.

Child Development and Education (EDM104) (Ear, I)

Module Leader: Dr Daisy Powell

This module will provide students with an opportunity to enhance their knowledge and understanding of the development of children from infancy to adolescence and to apply this to educational settings.

The module will provide a detailed overview of key theories of child development, with a focus on those aspects of development most relevant to the classroom. This will allow students to reflect on ways in which development is impacted by both genetic and environmental influences, and how this may in turn impact on teaching and learning.

Classroom Musicianship (EDM191) (Mu)

Module Leader: Dr Rebecca Berkley

This module provides training in classroom musicianship skills for classroom and instrumental teachers of music. Students will develop their skills in singing, extemporisation and arranging on instruments, contextual analysis of different styles of music, and aural analysis demonstrated through written and verbal analysis of music appropriate to classroom music teaching. This module will teach practical pedagogical techniques for leading practical music making in the classroom, and is of use to any student wishing to refine and develop their music teaching skills at Masters Level. Students will also explore concepts of audiation and mastery learning in music, and appraise and evaluate research and scholarship concerned with ways to facilitate children's inner ear and musical hearing in practical classroom music making with school aged children.

To access this module, students need to hold a graded examination in music performance on any instrument or voice to at least grade 5, or equivalent; and ideally to grade 8 standard; and be confident readers of music notation who are familiar with reading and writing harmonic analysis to at least GCSE level or the International equivalent.

Developing Expertise in Teaching (EDM001)

Module Leader: Rachel Roberts

The concept of the expert or excellent teacher is now a global concern and this module will critically examine this issue and the various models emerging across the world. In considering what constitutes an 'expert' and how the stages of development might be characterised, we will review, amongst others, the Dreyfus brothers' model of expertise and Ericsson's notion of 'deliberate practice'. How does an education system recruit good teachers, then identify those who are excellent and retain them in the classroom? Should such recognition just be a status or should it be a designation? Do the public and politicians relate to teachers as expert professionals or glorified child minders? In considering teacher expertise, we will review some of the major theorists who have influenced teaching and learning, e.g. Dewey, Schon, and Hattie and examine some of the key ideas about what characterises the best teaching. Whilst this module does not promise to make students into an expert teacher, it will enable students to examine practical concerns such as observation, feedback, peer review and the use of professional standards. The emphasis throughout will be on what we 'know' about expertise in teaching and students will consistently be asked to draw on their practice and reflections.

Educational Leadership and Management Independent Study (EDM145) (LM)

Module Leader: Dr Karen Jones

The module aims to provide a space for the student to reflect critically on their professional practice and development, in a topic area of their choice, through engaging with appropriate literature and research in the field of educational leadership and management and by producing a piece of written coursework. The chosen topic may be covered by validated modules not running at a particular time or may be rooted in the student's immediate personal and professional development framework.

English and Language: Study Skills and Research Methods (EDM072) (ELT)

Module Leader: Sherry Liu

This module focuses on the development of English language and academic writing skills which are important for students who are studying for a Masters programme in Education. The structure of academic articles will be analysed and students will practise reflecting critically upon the written work of authors in the field. Students will receive training in basic concepts and research methods as relevant for English Language Teaching. We will discuss what the role of theories is in English Language Education, what hypotheses are and how key concepts can be operationalised and measured.

Enhancing Musical Learning with Digital Media (EDM093) (Mu)

Module Leader: Mr Clive Grant

This module is concerned with music education as a field of study. It focuses on theories of learning and considers strategies for the development of skills and knowledge in the learner. A central focus is the creative use of digital technology within the classroom to enhance pupil progress. The module explores aspects of curriculum design and content to investigate how students view themselves as musicians. Through the consideration of what is meant by 'musical learning' we focus on how students demonstrate this in the classroom, and if digital media has a role to play in affecting pupils self-efficacy as a musician, and strategies to enhance pupil engagement and motivation in developing musical skills and understanding. Through a series of lectures, seminars and practical workshops, participants are introduced to theoretical perspectives on the use of digital media with a focus on musical creativity, learning and assessment and their practical application in the music curriculum.

Independent Study in Education (EDM114)

Module Leader: Dr Fiona Curtis

The module aims to offer the opportunity to students to investigate critically an area of academic literature and/or focus on their professional practice and development through an investigative study, which will be drawn together into an academic assignment. The student may choose the theoretical basis which underpins his/her work, and the work should identify the implications of this choice. Similarly the content focus and research methodology is at the student's discretion and should be identified and justified in the work.

Investigating Education (EDM007) CORE MODULE

Module Leader: Dr Jill Porter and Holly Joseph

The aim of the module is to provide students with an overview of approaches to research in education in order to equip them both to understand and evaluate research studies and to carry out a small-scale personal research study for a dissertation.

Topics to be covered include: the purposes of educational research, formulating research questions, types of research design, methods of data collection and data analysis, ethical issues in research and the content and structure of an MA dissertation. The module is a preparation for conducting research for the dissertation. The assignment consists of either a dissertation research proposal or a critique of two empirical papers on a topic that is relevant to the dissertation.

Key Concepts in Educational Leadership & Management (EDM146) (LM)

Module Leader: Dr Chris Turner

In this module, students will critically analyse key concepts in educational leadership and management theory and practice within the context of an ever changing political climate and an increasing culture of both market and government accountability. Crucially, the module will examine moral and ethical aspects of educational leadership and management and students will reflect on, and challenge, some of the underlying values present within leadership and management practice in today's education sector. By drawing on current research evidence, critically reflecting on their own practice, and undertaking empirical research, it is expected that, on successful completion of the module, students will come to a better understanding of their own role and identity as an education leader and manager which, in turn, will positively affect the institutions within which they work.

Leading and Managing Educational Change (EDM147) (LM)

Module Leader: Dr Chris Turner

In this module, students will critically analyse key aspects of leading and managing educational change. The module will examine the social, economic, cultural, and political forces driving educational change and use case studies to investigate how individuals experience educational change. Students will explore notions of strategy and development planning, and some of the key personnel issues involved with leading and managing educational change successfully. By reflecting on their own practice, drawing on case study research examples and critically appraising theoretical models, students will investigate whether there are any identifiable stages of change, what people's reaction to change may be (especially people's resistance to change) and what possible strategies may help education leaders and managers implement change successfully.

Learners with Special Educational Needs (EDM088) (I)

Module Leader: Dr Cathy Tissot and Dr Anna Tsakalaki

This module provides an opportunity for students to gain a better understanding of the main disabilities that a teacher may see in a mainstream classroom. It explores the theoretical basis for inclusion as well as the impact this has on practice. It will also debate the impact that disability has on society. Topics covered include: inclusion, social justice, the way England supports children with disabilities and some specific disabilities including autism spectrum disorder, dyslexia, attention deficit disorder, mental health ailments etc. Each session will start with an exploration of recent academic literature and provide a description, history and current research.

The Professional Self in Early Years Leadership (EDM148) (Ear)

Module Leader: Dr Geoff Taggart

This module is offered to practitioners who have achieved, or working towards, the status of Early Years Teacher or Reception teachers with an interest in leadership. It is grounded in the theory that young children's development and learning cannot be separated from the emotionally supportive and consistent context in which it occurs: a culture of secure and positive attachments. The module therefore aims to construct an image of the early years professional as an expert in 'relational pedagogy', acting as a role model for children, staff and parents. Students investigate exemplars of early year's leaders who embody a resourceful, facilitative professional self and are given guidance on analysing research into this kind of leadership and applying it to their practice.

Second Language Teaching and Learning (EDM167) (ELT)

Module Leader: Dr Anthony Zhang

Over the past few decades, foreign language teaching has evolved from a pre-occupation with methods of teaching to a broader perspective of teaching and learning. Within this wider perspective, it is important that teachers not only concern themselves with how they teach, i.e. the methods/approaches and techniques they use, but also develop an understanding of how learners learn, i.e. the processes of learning. It is generally believed that insights into learning can increase the effectiveness of teaching and learning. Such insights are gained from theory and research in multiple disciplines, such as first language acquisition, second language acquisition, psychology, and applied linguistics.

This module will examine in depth major themes and current developments in foreign language teaching and learning. It aims to help students understand both the historical background of, and current theory and research on various aspects of foreign language teaching and learning and relate theory and research to educational practice in different cultural contexts. It will draw on the published research of the tutors and their current research interests to illuminate the issues.

Student Enrichment Programme (EDM192)

Module Leader: Dr Anthony Zhang and Dr Helen Bilton

There are two aspects to this module, one the English Language skills taught across two terms for full timers and the other the general study skills support run in the Autumn term for full timers and as a much reduced timetable for part timers. It is designed as a non-credit bearing module so that there is no additional formal assessment at the end of each term, but an expectation that students will attend and a record of the module will be placed on student transcripts.

Supporting Students with Autism Spectrum Disorders (EDM077) (I)

Module Leader: Dr Anna Tsakalaki and Dr Cathy Tissot

This module will cover the nature of Autism Spectrum Disorder and the ways the education system may make provision for students to ensure effective learning. Contemporary psychological theories to account for the processing styles in this condition will be covered. These theories will be used to underpin an understanding of diagnosis in relation to cognitive, communication, and social and emotional characteristics. Validated approaches to teaching students with ASD such as TEACCH will be discussed. Practical classroom approaches will be covered.

The Dissertation (EDM133)

Module Leader: Dr Rebecca Berkley and Dr Vincent Trakulphadetkrai

The dissertation provides an opportunity for students to advance their knowledge and understanding of a particular subject area through an in-depth study of relevant sources and of advanced scholarship in the field, and to demonstrate their own independent capacity for research. The dissertation is the pinnacle of the Masters study and provides an opportunity for students to put into action all their previous learning, advance their knowledge and understanding of a particular subject area through an in-depth study of relevant sources and of advanced scholarship in the field, and to demonstrate their own independent capacity for research. The theoretical basis will be around the subject the student chooses to study, alongside the theories of research. Through the consideration of a specific piece of study will enable students to inform and impact their own and others practice in the educational and training sectors.

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Values and Practices in Education (EDM174)

Module Leader: Dr Helen Bilton

This module and its theoretical basis is intended to act as an overview of key philosophical, social, cultural and political debates about education. The education 'system' is a reflection of the society in which we live and an aspiration for the society we would like to live in; consequently an understanding of these debates is central to a study of education, and provides insights into the nature and purpose of education. Through the consideration of the media, political, practice and research -driven information new insights and perspectives should inform the work of those in the educational and training sector and serve to enhance their understanding of what they do, why and how they approach their work.

PGCert SENCO (National Award for SEN Coordination)

SENCO 1: Policies and Procedures (EDM122) (I)

Module Leader: Dr Anna Tsakalaki

This module is designed to provide the historical context of special educational needs provision as well as current legislative framework, (both national and local) which provides guidance and direction in how to best meet the needs of learners with additional needs.

This module recognises that schools organise provision in different ways designed to meet their specific circumstances. The learning objectives in this module are designed to help SENCOs fulfil the responsibilities set out in the Code of Practice and lead the teaching and learning for pupils with SEN and/or disabilities. It is designed as a flexible module with specific sessions to be delivered by university staff, experienced SENCOs and Local Authority staff.

SENCO 2: Overcoming Barriers to Learning (EDM123) (I)

Module Leader: Dr Anna Tsakalaki

This module will explore common barriers to learning for students with special educational needs that exist within schools or other educational settings.

It will focus on the concept and delivery of personalised learning through the delivery of the National Curriculum. It will explore the role of stakeholders (e.g. individual students, families, other professionals) and link this to effective practice. It is designed as a flexible module with specific sessions to be delivered by university staff, experienced SENCOs and Local Authority staff.

SENCO 3: Learners with Difficulties and Disabilities (EDM124) (I)

Module Leader: Dr Anna Tsakalaki

This module will explore some of the common types of disability that SENCOs would see in an educational setting (e.g. dyslexia, autistic spectrum disorder, communication disorders, etc.). It is a blended learning module where part of the module is delivered through lectures, and part is delivered via the virtual learning environment (Blackboard).

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What to do now

For further details about award bearing Postgraduate Professional Development courses at Certificate, Diploma and Masters Level please visit the following website pages:

<http://www.reading.ac.uk/ready-to-study/study/subject-area/education-pg.aspx>

<http://www.reading.ac.uk/education/Professionaldev/ioe-postgraduatePD.aspx>

If you have any questions, please contact:

Email: ioe-ma@reading.ac.uk

Telephone: 0118 378 2612

The easiest way to apply to join the Modular Programme is visit the University website and create an account at:

www.reading.ac.uk/pgapply