

Module Synopses

Masters of Arts in Education

Awarded by Canterbury Christ Church University

Total numbers of Modules - 7

Module & Description	Hours	Credits
<p>1. Developing Criticality</p> <p>This core module draws on a diverse range of research, theory and policy, to explore critical questions relating to educational purpose and practices. Students will be introduced to the course's cross-cutting themes (academic integrity, sustainability, social justice & global citizenship) and encouraged to challenge assumptions and develop well-reasoned judgments about key educational issues. There will be a strong focus on the development of postgraduate academic skills (academic literacies) such as critical reading and writing and the construction of an academic argument. Students will also be encouraged to reflect on their own academic learning and/or professional practice and to nurture a reflexive stance that is open and questioning.</p>	50	20
<p>2. Good Education in a Fragile World</p> <p>In this module students will critically examine how global education priorities, as articulated in the UN Sustainability Goals (SDGs), impact on education policy at a national or local context. Using the SDGs as a global platform to generate discussion and critique, students will examine their impact on policy at a national and/or local level to effect meaningful change and address inequality. Students will examine the SDGs in conjunction by looking at, for example, the World Bank Education Strategy 2020 or the UK Government International Education, as instruments to address key issues of a good education in a fragile world. Students will critically examine the impact of neoliberal ideologies in the design, delivery, and management of public education policy.</p>	50	20

Module & Description	Hours	Credits
<p>3. Issues in Mentoring, Coaching and Critical Friendship</p> <p>This module explores key issues in mentoring, coaching and critical friendship critically, within diverse professional and cultural contexts. The module examines how research evidence and policy impact on practice. The module draws upon case studies, in order to compare and contrast understandings of mentoring, coaching and critical friendship in different settings and contexts. The module will enable students to critique their own understandings and practice and to identify how these have been further enhanced or challenged through their learning. Students will adopt a reflective and reflexive approach and use the learning to support the professional development of their own practice.</p>	50	20
<p>4. Research in Context: Investigating Education</p> <p>This module plays an important part in enabling Level 7 students to evaluate research critically. The module, therefore, provides the opportunity for students to develop an understanding of educational research and the demand and challenges of using a range of research methodologies and methods aiming at investigating contemporary issues, taking into account risks and legal and ethical issues.</p>	50	20
<p>5. Research Methods and Dissertation</p> <p>This module is designed to support the extended research project that completes the award of the MA in respective routes. It builds on previous modules from each of the routes, developing key aspects of research planning, data collection and analysis, with due consideration for ethical issues and reflexive positioning. The module culminates in the writing of the dissertation or an extended research proposal.</p>	50	60

Module & Description	Hours	Credits
<p>6. The event of learning: theoretical perspectives and implications for practice</p> <p>This module examines the process of learning, viewed as a complex, multifaceted, holistic and culturally embedded 'event'. Learning is studied from multiple theoretical perspectives, such as Behaviourism, Connectivism, Constructivism, Social Constructivism, Cognitivism, Motivational and Humanistic perspectives. Theory is contextualised in educational practice. The interrelationship between learning theory and educational practice is one of the central themes and allows the students to assume a critical and evaluative stance towards both theories and educational practice.</p>	50	20
<p>7. Negotiated Project</p> <p>The Negotiated Project will enable students to undertake a self-initiated and self-managed small-scale study. Students will be supported by a supervisory tutor but will be encouraged to develop their own independent working. All project plans will be approved by the supervisory tutor and will include formative feedback. The Project Plan and subsequent evaluation of its implementation will form a part of the Project assessed report. The evaluation will include a reflective and reflexive component to support future research. Students will be expected to scope their own focus for the project, within the overall aim of enabling students to engage with creative methodologies and methods, as appropriate for their study.</p>	50	20