

## **Master of Educational Studies**

To qualify for the Master of Educational Studies, a student is required to successfully complete 10 core subjects (including one of the final module options).

### **Core Subjects**

## **Psychology for Educators**

This subject explores a range of learning theories and their application in a range of educational contexts from school through to adult environments. It covers classical theories of learning and development as well as contemporary approaches that underpin educational practice. Topics include Behaviourism; Piaget and neo-Piagetians; Vygotsky and sociocultural accounts of learning; Information processing perspectives; modern understanding of creativity and intelligence, including emotional Intelligence

## **Curriculum and Learning Design**

This subject will explore the current research on learning sciences, the principle of curriculum design, and provide educators with tools and strategies to evaluate curriculum documents. This subject will also include a module on assessment practices for teachers in different school stages. It will focus on providing students with the opportunity to apply their knowledge of learning theories in designing effective learning units and instruction and developing assessment strategies. The subject will also provide students with opportunities to design and practice teach their lessons to their peers.

## **Assessment and Reporting in a School Context**

A sound understanding of student assessment is one of the key foundations of effective teaching practice. This subject will provide knowledge, skills and application of all facets of assessment including the roles of assessment in the learning cycle, the qualities of effective assessment programs, methods of ensuring consistency of judgement, data analysis, feedback and reporting. Students will develop specialized knowledge and skills for assessment practice, engage with current research, explore problem solving tasks relating to the development of fair and consistent assessment, and work responsibly and with expertise as members of a school or faculty team to develop a strategic assessment plan.

## **Introduction to Technology in Education**

The subject explores the concept of technology enhanced learning in relation to learning, teaching and assessment. The subject considers the theoretical and practical skills used in designing, developing, and evaluating teaching in different learning environments and using a variety of instructional approaches. It provides an overview of current issues and trends, learning theories, instructional design, and research.

## **Designing Digital Learning Environments**

This subject will enable students to develop their understanding of how to design digital learning environments by reflecting on their own design practices and critiquing the literature about digital education design principles. Students will experiment with a range of technologies to design digital learning objects (DLO's) and create their own digital learning environment based on evidence-informed pedagogical practices identified in the literature.

## **Introduction to Inclusive Education: Strategies, Policies and Legislation**

This subject is an introduction to the learning and teaching of students with developmental disability and neurodivergent conditions. It critically examines the processes, models, educational policies and strategies for the inclusion of students with special developmental disability and neurodivergent conditions across all educational contexts. Students explore and develop knowledge of neurodivergent conditions and developmental disability including their causes, diagnostic criteria, characteristics and the influence of biological and environmental factors across the lifespan. Barriers to inclusion such as stigma and negative attitudes will be explored together with service delivery structures in schools. Students examine the specific roles and responsibilities of educators implementing evidence-based practice for students with disability and identify the Subject Outline EDGS901 Page 2 ways these roles have changed to reflect the human rights model of disability. Lastly, students engage with current research to identify perspectives of individuals with disability and their families about the programs and practices them to learn and achieve outcomes across the lifespan

## **Second Language Literacy**

This subject is intended to further your knowledge, skills and strategies in identifying and responding to the diverse literacy needs of second language learners of all ages and levels. The subject is a blend of theory and practice, allowing you to consolidate and apply the understandings gained during the course. To bring those understandings to life, you will be asked to relate your study to the learning program of a particular group of students. This application will give you an opportunity to go beyond the theoretical and see the implications for practice.

## **Introduction to Research and Enquiry**

This subject will cover research methods and research design in the social sciences. It is divided into four parts: (1) the goals of social science and elements of research design; (2) selection and application of different methodologies for conducting research; (3) collection of primary and secondary data; and (4) analysis and synthesis of quantitative and qualitative data in the research writing process. The ethical implications of social research will be considered throughout. Social research is a craft, and like any other craft, it requires practice. Therefore, students will be required to create a research proposal in addition to engaging in class research workshops throughout the trimester.

## Final Module Options

### Option A: Practicum in School Setting and Minor Research Project in Education

**Practicum:** This course provides students with the opportunity to organize, through first-hand experience, all key theoretical concepts and skills they have learned throughout this programme and put them into practice. It is designed to support students in understanding what it means to be a teacher, developing skills related to how to design instructional materials, assess learning outcomes, and effectively use technology in the classroom. The subject requires a placement in a school where students will have to engage in different teaching tasks and activities and carry out responsibilities of classroom teachers. The requirements of this subject include:

- A) A placement in a school setting for a minimum of 5 weeks. This placement can take place in different formats depending on the student's time schedule and availability.
- B) Completion of a portfolio that documents all the tasks and activities that students engaged in and completed as part of their placement (i.e. personal reflections, classroom observations, the design of learning units, assessments, classroom management plan, and extra-curricular activities, etc.).

**Minor Research Project** This research subject is an independent research project that will be undertaken individually under the guidance of a supervisor. The project will require students to identify, articulate and investigate research questions in a particular area of study. The project aims to deepen as well as broaden the aptitude towards scientific research as well as the theoretical knowledge. This may be an empirical study or students might choose to explore the issue by critically analysing theoretical and empirical literature in the area. The work includes literature review, planning and execution of the project, critical analyses of relevant scientific literature and the student's own results.

### Option B: Internship in Non-School Setting and Minor Research Project in Education

**Internship in Non-School Setting:** This course offers field experience in a non-school setting (i.e. NGOs, consultancies, educational tech-companies, etc.), where students can engage with the educational industry and develop their expertise and knowledge of the educational field in its diverse capacity. Students will be applying a variety of skills (i.e. critical analysis, management and planning, leadership, collaboration and teamwork, problem solving, and report writing, etc.) in a workplace for a minimum of 5 -8 weeks and carry on

duties and activities that are considered a practical application of what they have learned during the programme. Students will also be required to create a portfolio where they document all work activities they have performed during their placement as well as a final report discussing and reflecting on their experience in the field. The supervisor(s) at the organization will be asked to submit a letter evaluating the student's performance on the job

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## **Option C: Major Research Project in Education**

This subject requires student to conduct an extended research that will be undertaken individually under the guidance of a supervisor. The project will require students to identify, articulate and investigate research questions in a particular area of study. The project aims to deepen as well as broaden the aptitude towards scientific research as well as the theoretical knowledge. This may be an empirical study or students might choose to explore the issue by critically analysing theoretical and empirical literature in the area. The work includes a review of the literature, research design, planning and execution of the project, data collection and analysis and writing up to 10000 words research report.