Programme Title   MA Developing education for sustainable global futures

For students entering in April 2011

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Faculty of	Social Sciences
Relevant QAA subject benchmarking group(s) (if applicable):	N/A
Programme length:	2-4 years PT – remote / blended learning delivery
Date of specification:	1 February 2011
Programme Director:	Dr Trevor Davies
Board of Studies:	Advanced Taught Programmes
Accreditation:	N/A

Summary of programme aims
The programme aims to equip successful participants with the tools to understand and lead educational reform by:
- Enhancing the capacity for educational policy-making for sustainable social, economic and environmental futures.
- Developing concepts and contexts of leadership in education for a world of rapid and radical change.
- Creating concepts of leadership that embrace education as a global educational construct that transcends national and international boundaries through:
    - promoting educational creativity and innovation;
    - developing communities of learning;
    - empowering individuals through personalising education in a changing world;
    - developing 'learning institutions' without boundaries;
    - promoting comparative approaches to education;
    - using the creative potential of ICT to reform delivery of education.
- Enhancing the capacity to build new forms of educational professionalism that are robust, responsive to changes in global society and constructed around issues of social justice and equity.

The programme is a response to recognition that, at an international level, there is an urgent need to try, through education, to forge new ways of living together reflecting the changes and insecurities evident in societies within a global context. These contextual factors will be referenced at different stages during the programme:
- The changing nature of society in developing and developed societies.
- Changes in knowledge and information production, management and ownership
- Trust in socio-technical systems.
- The tension between participation and protection for young people.
- The shifting identities of migratory peoples and populations.
- The legacies of colonisation and the causes of international conflict.
- The inequities in race, gender, disability and marginalised groups.
- The global inability in large parts of the world to create sustainable employment and social integration.
- The intensification of technological and entrepreneurial enterprise on a multinational basis.
- The reconfiguring of international and local relationships in terms of power and the deliberative exercise of voice including the use of language.
- The complexity of the world for young people and the claims of multiple identity and citizenship.

- The global challenge of climate change.

Transferable skills

Transferable skills are skills learned in one context that are transferable to another. The emphasis in this programme is the development of skills that can empower learners as change agents in education: leading and managing change as circumstances arise. The ability to link theory and professional practice is central.

Students will gain transferable skills in developing their ability:
- To conduct educational research.
- To use libraries and a full range of educational resources effectively.
- To conduct a literature search and review.
- To critique educational practices and build theory from practice.
- To structure and write educational reports and dissertations.
- To conduct 'audits of policy and practice'.
- To undertake a critical analysis of the relationships between policy and practice.
- To develop competences in leading and managing aspects of educational reform.
- To develop and apply inquiry-based research in a range of educational settings.
- To apply understanding of comparative methods of education across social, cultural and national boundaries.
- To apply research methods to own practice.
- To develop and effectively utilise communication policies and practice.
- To use ICT in various ways to support and promote learning in contexts independent of time and space.

Programme content

Programme modules available are listed below. All participants will be able to follow diverse and personalised pathways depending upon interest through focussing upon 'themes of choice' negotiated with a tutor. The programme is constructed around a series of modules that will sharply focus policy making, teaching, learning and learning communities in formal and non–formal educational settings on the following themes:
- The nature of our identity, knowledge of ourselves and others.
- The global issues which are of importance to young people and the future of our planet.
- The nature and practice of justice, equity, mutual respect and tolerance in an interdependent world.
- The engendering of an excitement about learning from and with others; the dialogue and relationships created by this.
- The construction of real scenarios for exploring how to change, as well as understand the world, through engaging with international agendas.
- The nature of our rights and responsibilities as global citizens.
- The range of competencies required to live in the changing world of the 21st century.

There are six main strands to the development of the programme that are the tools for educational reform – these are translated into 20 module credits plus a dissertation.

The modules:

Mod Code	Module Title	Credits	Level
EDM107	Research Methods in Education	20	7
EDM108	Learning and the curriculum in a global age	20	7
EDM111	Educational leadership and management for global futures – policy and practice	20	7

EDM112	Critical Literacy, digital technologies and global citizens	20	7
EDM109	Configuring meaningful learning for a global world	20	7
EDM110	Teacher professionalism and its reform	20	7
EDM113	Dissertation in Global Education	60	7

Part-time/Modular arrangements
Students will study on a part-time basis with a minimum of 2 years and a maximum 4 years for completion.

Progression requirements
All taught modules must be successfully completed before a dissertation assignment can be submitted.

Summary of teaching and assessment
A 'blended learning environment' will be used for delivery of the programme overall.
The on-site Programme Director will undertake an orientation visit to Reading to ensure that Reading procedures and protocols are understood before commencement of the programme. This visit will be funded through the allowance given to SSPI for the on-site management identified in the business plan. Orientation will include training and support for registration, RISIS, Blackboard, Mediasite access, library and online resource access, tutor introductions.

Teaching will be through an appropriate combination of 'on-site' delivery and remote instruction. Modules delivery will include taught sessions in concentrated time periods agreed with the partner institution. Preparatory and follow-up work to face-to-face teaching will be conducted remotely using on-line support.

Research and analysis tools will be introduced to enable progression through the programme. Each module will be introduced through observing and analysing institution-based practice and policy leading to guided reflection. Reflection will be supported from different perspectives by a range of experts from a spectrum of international political and educational contexts and personal tutors. Mediasite will be used to expedite external contributions followed by discussions utilising the University's VLE. Use of the VLE tools is included in formal assessment.

Co-tutoring:
Each student will be allocated a personal tutor from Reading and will also have access to the on-site Programme Director, who will support the reflection and negotiation of personal pathways through the programme for each student.

Methodologies:
The first six modules will be delivered through blended learning. The dissertation will be supported through regular remote contact with allocated supervisors. Preliminary work will be set in advance of each module commencing. ICT tools will be used extensively as part of the delivery process (e.g. Blackboard and Mediasite for recording key lectures, including from a range of international experts and subsequent dissemination to students for discussion and reflection. Blackboard will be used for interactive teaching and assessment purposes. Skype, Elluminate, wikis and blogs will be used for communication purposes. New technologies may be used to maximise learning opportunities as they are developed.

An important role for the student in the learning process is to be pro-active in engaging in the opportunities for, primarily online, discussion and reflection. Discussions may be

initiated by tutors or by students. Students are expected to contribute their own practical experiences to inform and enhance the learning opportunities for the cohort. Tutors will monitor and contribute to discussions as appropriate.

There will be formal opportunities to gain student feedback at the end of each module through a combination of feedback questionnaires and a discussion forum for students. This feedback will contribute to the ongoing development of the programme.

<u>Mark Interpretation</u>
70 – 100% Distinction
60 – 69% Merit
50 – 59% Good standard (Pass)

<u>Failing categories</u>:
40 – 49% Work below threshold standard
0 – 39% Unsatisfactory Work

For Masters Degrees (180 credits)

To pass the MA students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits*.
Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas (120 credits)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits*.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificate (60 credits)

To pass the Postgraduate Certificate students must gain an average mark of 50 or more *and have no mark below 40*.

*
 The provision to permit a student to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the student applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Admission requirements
Entrants to this programme are normally required to have obtained:
- a good degree of at least Bachelor degree Honours 2.2 or equivalent, and,
- have relevant professional experience, and,

- English language at the level of IELTS band 6.5 (or equivalent).

Prospective students will be educationalists or education administrators with high levels of motivation, ambition and self-determination.

Admissions Tutor:
Dr Trevor Davies

Support for students and their learning
To be analysed and approved for each partner institution:
University support for students and their learning is provided by both the University of Reading and the partner institution:

1. The University of Reading's International Study and Language Centre has a range of resources and support mechanisms accessible remotely for language learning and development.
2. Good access to ICT facilities that enables students to be supported remotely and have a sufficient range and quality of software that they can successfully complete the programme. Students must be able to use Blackboard, Skype and Microsoft office.
3. Academic support will be given by tutors either face-to-face on visits or remotely using Skype or Elluminate.
4. An on-site Library which holds and can ensure good access to the prescribed range of books and journals for all students. A range of books for purchase will be prescribed by tutors to support the teaching of each module.
5. The on-site Programme Director will offer support and guidance to students where matters concerned have a local impact.
6. All students will have personal tutors from the University of Reading who may be contacted remotely for guidance on matters relating to the programme on their lives.
7. Students will be entitled to the full range of remote support offered by the University of Reading.

Career prospects
This programme will prepare students for promotion to educational leadership roles within their areas of interest. It will also prepare them effectively to undertake future professional development, for example, PhD study.
This will be a 'high value' qualification to those who successfully complete and will enhance professional credibility to career portfolios for work across the globe as those qualified will be able to lead curriculum change in their own countries. They will become expert internationalists in education over the period of the programme and additionally have the capacity for PhD study in addition; they will be to being able to lead and manage change in different institutional settings. Graduates will understand comparative educational methods, the role of research in educational change and be able to relate what they have learnt closely to their own practice so that theory and practice reinforce each other effectively.

Opportunities for study abroad or for placements

N/A

Programme Outcomes

A. Knowledge and understanding of:

1. Advanced concepts and theories relating to comparative education across cultures
2. Key concepts for organising learning and curriculum development
3. The role of creativity and innovation in the educational change process.
4. The linkage between policy and practice in educational reform at different levels
5. The nature of ethical educational research methods
6. The nature of extended professionalism and the educator as researcher
7. The leadership concept in an ecological framework – its powers and constraints
8. The conventions of academic writing and dissertation writing
9. The opportunities presented by ICT applications for working together on educational matters
10. How to construct communication strategies to build learning communities

Teaching/learning methods and strategies

1 is developed through all modules
2 is developed through seminars, written assignments and teaching.
3 is encouraged throughout the programme.
4 is particularly developed through EDM108 and EDM109.
5 is introduced through EDM107 and developed in practical research activities throughout the programme.
6 is developed throughout the programme
7 is a feature of EDM111.
8 and 9 are integral aspects of the whole programme
10 is featured in EDM112 but developed throughout the programme

Assessment
(Through assignments)

- Creation of audits, rationales for development and reform
- Comparative analysis of policy and practice
- Construction and communication of clear and convincing argument for new forms of policy and practice
- Use of a range of ethical research methodologies to investigate educational contexts
  Engagement in online discussions and contributing to online learning communities
(Through dissertation)
- 1,2,5,8

B. Intellectual skills – able to:

1. Critically analyse and evaluate appropriate literature and research methodologies
2. Formulate and conceptualise links between practice and theory in education
3. Develop and conduct change and research-based projects
4. Compare and analyse patterns of practice and educational reform in different systems
5. Create and critically modify plans of action for reform in multiple environments engaging analytical and creative thought
6. Examine and conceptualise how to use appropriate facilitative technologies in different working scenarios.
7. Deal with complex data and concepts and derive meaningful conclusions

Teaching/learning methods and strategies

1 and 2 are developed throughout the programme
3 is a feature of coursework and written assignments
4 and 5 are conducted through practical tasks, seminars, remote exchanges and assignments
6 will be a feature of the remote learning paradigms in addition to seminars.
7 is a feature of the whole programme

Assessment
(Through assignments)

- Construction and communication of convincing arguments that are evidence-based, drawing on a wide field of expertise
- Recognise and evaluate value positions implicit in educational reform and change
- Use and gather data of different types to construct meanings and models for change and reform in coursework and written assignments

(Through dissertation)
- 1,2,7

C. Practical skills – able to:	Teaching/learning methods and strategies
1. Use literature and research to inform argument and justification for educational reform 2. Use appropriate research techniques to assess different educational propositions 3. Exercise initiative to explore opportunities for creative development in different educational contexts 4. Develop with others a more extended comparative knowledge base 5. Convert ideas into practice and propose concrete scenarios 6. Use a wide range of ICT tools to construct new knowledge in different social and cross-cultural contexts 7. Apply research methodologies understand their constraints and powers 8. Use research in effective and efficient ways to improve general understanding of educational issues. 9. Create robust methods for gathering and analysing research evidence	1, 2, 3 and 4 are developed through teaching, written assignments, on-line activity and negotiation with tutors and are general requirements for the programme as a whole. 5 is an essential component of all modules supported through teaching and assignments. 6 will be exemplified during teaching and promoted during the whole programme. 7, 8 and 9 will be introduced in EDM107 but developed and assessed in all modules. *Assessment* (Through assignments) • Work constructively in a range of different educational settings, derive meanings and develop agendas for reform that are substantive and sustainable • Use evidence from theory and practice together to generate hypotheses, theories and developmental agendas. • Communicate clearly and succinctly complex cases for change and reform • Reflect critically on educational policy and practice and communicate this using ICT tools through on-line discussion. (Through dissertation) • 1,2,7,8,9

D. Transferable skills – able to:	Teaching/learning methods and strategies
1. Write, speak and visually present material in reports and/or assignments in combination 2. Use information technology for further resource acquisition and research capability 3. Work effectively with others from different cultures to achieve academic and practical objectives 4. Apply different communication strategies in different contexts 5. Act as an independent and self-critical learner, recognising own development needs. 6. Work creatively, with others and alone in a range of different social and cultural settings to develop just and sustainable approaches 7. Use ICT tools in creative ways to create new knowledge and skills that are personally, socially and culturally beneficial	Transferable skills are developed across the programme as a whole and will be developed through: • Face to face and remote interactions with tutors / students / other participants;' • Seminar activity; • Teaching methods used; • Assignments; • Research activity and practical work conducted and reviewed. *Assessment* (Through assignments) • Utilise the most up-to-date ideas combined with an understanding of educational and pedagogical theory to propose defendable solutions to a range of educational problems and scenarios (Through dissertation) • 1, 5

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module descriptions and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.