

MA Education

Introduction to Level 7

EDU7392

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Module guide

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| Module Title: Introduction to Masters level study | Code EDU7392 |
| Credit Value 20 credits | Level 7 |
| Module Overview | |
| <p>This module focuses on your transition to level 7 work. This focus on transition is important because although at first glance, a typical taught Masters programme can look very similar to its undergraduate equivalent, there are a number of important differences, such as the greater emphasis on your ability to undertake independent, self-directed study. This is not just true of the dissertation project that concludes a typical Masters programme; it is also the case for all taught units, which will expect you to have prepared for assignments by independently researching your particular areas of interest and experience for summative assignments.</p> <p>Through the activities on this module you will also develop important practical academic skills such as utilising a range of secondary resources effectively, referencing and using digital platforms e.g. video, podcasts, blogging for academic purposes. You will also gain the confidence to conduct comprehensive literature searches for research and study purposes.</p> <p>Not least, the module will support you to develop a more independent 'critical voice' that you can use to present your personally constructed, informed and well-argued academic and professional position through a variety of media and formats.</p> | |

Module Learning outcomes:

1. Demonstrate knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level.
2. Demonstrate an ability to apply a range of wider reading to support your position on a variety of issues and theories relating to teaching and learning.
3. Critically reflect on your own experiences of teaching and learning.

Please note this version of the module, following the Covid-19 global emergency, is now delivered in a blended approach of online and face-to-face seminars and workshops for full-time students and online only for part-time students through a series of synchronous and asynchronous activities over several weeks. Content and delivery methods vary between University modules.

Please note: The module timetable is on the last page!

Introduction

This module guide outlines the philosophy, structure, assessment and broad content of Introduction to Masters and aims to:

1. Provide you with an overview of the Introduction to Level 7 module;
2. Introduce some of the approaches to learning you will experience on your Masters programme such as; independent learning; critical study groups; reflective writing;
3. Point you in the direction of some helpful resources.

This module is designed to help you make the most of your university studies, supporting your development as a learner with the capacity to meet the academic requirements and expectations of Masters work. This module offers a range of seminars, workshops, online materials, group and individual activities for you to draw upon in your identification, engagement with and development of approaches to postgraduate study.

Learning is a complex and highly individual endeavour and this is reflected in the complexity and eclectic nature of masters work. There is a firm expectation that students be proactive, engaged and take ownership of their individual learning pathways throughout this module. This module will only make sense to individual learners through such active engagement.

At its heart lie three key themes: autonomy, reflection and developing your academic writing skills. These are explored through a consideration of questions such as:

What is autonomous learning and why is it so vital?

What skills/qualities do I need to become a successful learner in Higher Education?

What is the role of reflection and how can it help raise awareness of both my abilities and capabilities as a learner?

How can I draw upon my experience of learning to support my progress and adapt to this new context?

What are the skills I need in order to get my thoughts, and those of others, across in an academic essay?

As a first step on this journey, you are encouraged to explore some of the texts suggested in the module reading list and Pre-Start Tasks on Moodle. It is important that you consider module reading lists and engage with them selectively and strategically along with module and course support. Thus, you are not required to read all of the texts on the list, nor are you advised to limit your reading only to those listed – so library browse!

The course philosophy views education as more than the acquisition of a body of knowledge, but as an activity which transforms our ways of thinking and expressing ourselves. It is concerned with the development of intellectual rigour, curiosity, independence and the essential skills required to advance our understanding of the nature, aims and values of education and, particularly in terms of Masters level work and our identities as learners.

By the end of this Masters programme, you will be able to reflect critically on your own value systems and development; question concepts and theories encountered in your studies; and to interrogate (through research and enquiry) the issues relating to theory, policy and practice in education.

Underpinning the programme, is a challenging, supportive and creative set of modules which will help develop as critically autonomous learners, who can take a significant degree of responsibility for your own formal learning and professional development.

Module structure

A significant component of this module is dedicated to self-directed and peer group study as part of a blended model of active learning to encourage intellectual curiosity and academic acumen. Please See the Weekly Timetable and Delivery Mode for the particular iteration of the module you are studying e.g. Taught MA version, MTL version in-schools, Singapore Distance Learning version (blended model). Regardless of delivery modes, this module is designed to provide space for you to share your learning experiences, lead discussions and to listen to and reflect upon the modules key themes with tutors as co-creators of shared knowledge and new learning. This module is just the start of a journey, which continues throughout your master's programme.

To enable students to engage with these key ideas, the module is delivered through three key elements to maximise your learning opportunities at level 7:

Critical Study Group sessions / Peer review /reflective writing

Critical Study Group sessions

Adult learning is a self-regulatory, self-directed endeavour undertaken with an acknowledgement and acceptance that the responsibility for it lies with the student. This module supports students' autonomy through developing self-awareness, through reflection, of their capabilities as learners. Your tutors will also be posting comments and provocations to get you to think through and explore the issues raised in class.

Peer Review (formative small group learning)



Peer Review is a student-led initiative which encourages you to study in a friendly, informal environment with peers. Throughout the programme you will be encouraged to share and discuss your own work with others on the course through Forums, MS Teams and other feedback activities. This has been proven to be one of the best and most fun ways to improve your learning. Each week you will be encouraged to post your work and comment on your fellow-students' formative 'Patch' assignment work, including the Dragon's Den peer-group finale to the taught module with the intention to build self-confidence to further improve each of the three draft Patch essays ready for summative submission as a single file.

Reflection and reflective writing

Reflection and reflective writing are central elements of most undergraduate and post-graduate courses, both vocational and academic. You may well have experienced elements of reflective learning in your prior study. Reflection is something we all do quite naturally, but in relation to learning it provides a mechanism through which we can learn from our experiences.

In the context of this Masters programme, reflection is a key element of study across the programme. It provides a way of writing and thinking that supports us in:

- making connections between theory and practice,
- exploring new concepts and perspectives,
- relating ideas to our experience so as to make sense of them,
- considering differing viewpoints,
- identifying learning that has taken place and what the next steps might be in our enquiry.

Support will be provided through the module team, your personal development tutor (PDT) and University services such as [Centre for Academic Success](#). There will be an opportunity for 1-2-1 tutorials to help you in successfully writing your three patches for the summative assignment. Details below.



Assessment Details

For this assignment you will formatively develop your master’s level critical and reflective writing skills through a series of THREE 1,000 word essays designed to introduce and acclimate you to critical self-reflection and building an argument (positionality). Known as ‘Patches,’ each Patch essay question aligns to a module LO (learning outcome) as follows:

PATCH 1: A reflective writing piece (1000 words, in the first person mostly)

Qu: What have been significant education experiences for you?

Marked against meeting LO1: Demonstrate knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level.

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PATCH 2: A critical writing piece (1000 words, in the third person mostly)

Qu: Think about education from a teaching / working perspective, perhaps focusing on someone like Shaun or others with similar experiences of feeling alienated from mainstream schooling and education. In your opinion, does the education system let him (and others like him) down? If so, what are the issues and challenges raised for educators? Please feel free to apply examples in your local context e.g. Singapore education system

Marked against meeting LO2: Demonstrate an ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning

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PATCH 3: Both a critical and reflective piece (1000 words, mixing first person and third person)

Qu: What are the significant aspects of education that you need to address to enhance your professional learning based on your own experiences and identity?

LO3: Critically reflect on your own experiences of teaching and learning.

Please note that an AfL - *Assessment for Learning* (Black and Wiliams, 2007) approach is encouraged from day one. Students are expected to start working on each draft essay, known as 'Patches,' individually but are encouraged to constantly share ideas, seek peer support, make comments and suggestions constructively with the group and your peer team. Academic writing, for academic publishing purposes for example, is something you may already do. If not, hopefully the MA Education will encourage you to start! Why not start by writing in a more academic style through your own, or a local/institutional, Blog or



Newsletter rather than just social media eg. Why not use a free e-authoring tool like *Weebly* or *WordPress* and *get yourself known* ! *The in-service teachers version of this module are starting to use Vlogs – please do so on any aspect of academic writing!*



Full-time Students Only: During the module you will also collaborate in small teams to prepare for the ***Dragon's Den*** finale. This event is the finale of the timetabled scheduled workshop. This formative (AfL) collaborative event is designed to share your own Patch assignment progress to help others in the FINAL weeks before the individual SUMMATIVE submission of your THREE Patch essays (as a single file).



For all students, instructions on how to submit are clearly provided, as well as the link to the submission point. This is made clear in the video guide, available at the end of the *Assessment Information* section on Moodle alongside Tips to successfully meet each learning outcome.



Assessment Hand in - TBA

Your assignment submissions will be electronic via Moodle, headed by the module coversheet, inclusive of the below marking criteria.

Marking Criteria Overleaf...

Marking criteria (Make sure your final submission meets this criteria)

| | 0 – 39% | 40 – 49% | 50 – 59% | 60 – 69% | 70 – 79% | 80 – 100% |
|----------------------|--|---|--|---|---|---|
| | Fail | Fail | Pass | Strong Pass (merit) | Very Strong Pass (distinction) | Exceptionally Strong Pass (distinction) |
| Criterion 1 Mark: | Demonstrate knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | | | | | |
| | Little or no knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | Limited knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | Some knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | Clear knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | Comprehensive knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. | Outstanding knowledge and understanding of an appropriate range of academic writing practices for study at Masters Level. |
| Criterion 2 Mark: | Demonstrate an ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | | | | | |
| | Little or no ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | Limited ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | Some ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | Clear ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | Comprehensive ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning | Outstanding ability to apply a range of wider reading to support your own position on a variety of issues and relating to teaching and learning |
| Criterion 3 Mark: | Critically reflect on your own experiences of teaching and learning. | | | | | |
| | Little or no critical reflection on your own experiences of teaching and learning. | Limited critical reflection on your own experiences of teaching and learning. | Some critical reflection on your own experiences of teaching and learning. | Clear critical reflection on your own experiences of teaching and learning. | Comprehensive critical reflection on your own experiences of teaching and learning. | Outstanding critical reflection on your own experiences of teaching and learning. |

Timetable – TBA (September start each year)
