SCHOOL OF EDUCATION
www.flinders.edu.au/education

Master of Education
August 2011

Delivered in co-operation with
Capital Normal University, Beijing

CRICOS Provider Number: 00114A
MASTER OF EDUCATION

Introduction
The Master of Education is a coursework degree offered by the Faculty of Education, Humanities and Law on a fee-paying basis. The degree builds on a four year undergraduate degree for which students are granted 36 units of credit towards the Master of Education. This Masters degree is not designed as a teaching qualification.

The degree comprising 36 units of study is equivalent to one academic year in length. However, the program is designed to cater for students who are studying part time and therefore extends over two years.

Students complete eight (8) topics delivered primarily though intensive study at Capital Normal University (CNU), Beijing. In addition, electronic and face-to-face local tutorial support is provided where required. The intensive teaching blocks will be held during Chinese University’s winter and summer holidays. The selected topics and the proposed program of study are as follows:

Program of Study
(For students commencing August 2011, subject to staff and topic availability)

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<th>August 2011</th>
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<td>1. EDUC9703 Postgraduate Education: Purposes and Practices (4.5 unit)</td>
<td>1. EDUC9761 Approaches to Research (4.5 unit)</td>
<td>1. EDUC9701 Effective Use of ICT for Learning and Teaching (4.5 unit)</td>
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<td>2. EDUC9921 Issues in Professional Learning (4.5 unit)</td>
<td>2. EDUC9768 Research Designs &amp; Methods (4.5 unit)</td>
<td>2. EDUC9707 Leading Change in the Digital Age (4.5 unit)</td>
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<td>3. EDUC9922 Models of Professional Learning (4.5 unit)</td>
<td>3. Educational Theories (CNU Topic 4.5 unit)</td>
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<td>13.5 units</td>
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Topics

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<td>EDES9703</td>
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<td>CNU delivered topic: Educational Theories</td>
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Admission Requirements
Applicants normally must hold an approved four-year degree in Education or another degree that includes education studies, or a three year degree or diploma with approved education-related experience, or equivalent qualification from an approved tertiary institution. Applicants will be required to meet the English language requirements specified by the University for this offshore program. This has been set at TOEFL (paper-based test) 550, or IELTS 6.0.
Course Description
The Master of Education consists of eight, 4.5 unit coursework topics.

The degree is intended for practising educators and may also be of interest to those wishing to further develop their knowledge in the field of education. The program of studies will provide students with advanced skills and concepts in education.

Course Aims
The course seeks to advance participants' knowledge and understanding of current developments in education through core studies related to:

- Educational Ideas
- Purposes and practices in postgraduate study
- Issues and models of professional learning
- ICT in Education
- Research in the field of education

In addition, it seeks to expand educational knowledge in specific areas of students' interest through relevant assignments.

Credit
Applicants holding an approved four year degree in Education or another degree that includes education studies, or a three year degree or diploma with approved, education-related experience, or equivalent qualification from an approved tertiary institution are granted 36 units of credit leaving 36 units of coursework post-graduate work to be completed.

Course Delivery
Seven (7) topics will be delivered at Capital Normal University by a Flinders University staff member with CNU support in one to two weeks intensive study blocks (the number of exact days varies for topics and will be advised later).

Following the intensive week, CNU staff may provide tutorial support for students and assist with assessment of students' work if necessary.

Flinders University staff will deliver the topics in English. It is expected that the tutorials conducted by the CNU tutor will be in Mandarin and English and that students will be able to complete the assessment tasks in English.

The aim is to achieve for students, a balance between exposure to the educational literature currently only available in English, as well as the opportunity to read, and to discuss and present their ideas and learning using Mandarin.

Limited course handouts from published sources will be provided by Flinders lecturers in line with Australian copyright laws. Two copies of any required textbooks are provided to CNU for students to borrow.

Application Procedures
- CNU will select students with Flinders overseeing the process.
- Students will enrol at Flinders University through the CNU coordinator. Flinders University will provide enrolment forms and the subsequent student system processing.
- Once students are enrolled Flinders University will provide a student ID number. This will give access to the Flinders University library on-line journals, Flinders Learning online (FLO) and email account. Students can also apply for a Capital Normal University student card and have access to library and computer facilities at Capital Normal University.
- Applications for credit and change to programs will be dealt with by the CNU coordinator and the Flinders University coordinator.
**Topic Lists**
The topics listed below are available to students enrolled in the Master of Education. They are delivered by staff from Flinders University with tutorial assistance from staff at CNU. In addition, there is one topic which will be delivered entirely by Capital Normal University staff.

**Core Topic Outlines**

**EDES9703 Postgraduate Education: Purposes and Practices**
The topic welcomes students to learning and studying at Flinders and introduces them to the purposes and practices of postgraduate study. At a conceptual level students will familiarise themselves with the breadth, depth and complexity of fields of study in Education. At a practical level students will develop and/or enhance a range of cognitive and communication skills needed to critically investigate, evaluate and report on educational theory and practice. Through information and dialogue in class sessions and practical, self-directed learning activities, students will build competence and confidence to meet the demands of postgraduate study.

**Learning outcomes**
On successful completion of this topic students should be able to:

- Access information on Flinders expectations for postgraduate study including policies and procedures and be familiar with sources of support and resources available to them;
- Reflect critically on relevant research and professional literature;
- Deliver high quality oral presentations;
- Prepare scholarly written papers that conform to expected academic conventions; and
- Confidently communicate using English in a variety of academic contexts (speaking, reading, writing, listening).

**Assessment:** Quizzes, assignments and tutorial presentation.

**EDUC9921 Issues in professional learning**
This topic will focus on contemporary views of professional learning, teachers' learning and self as learner. There is an emphasis on adult learning theory and reflective practice as vehicles for deepening understanding of the roles of identity, cultural and social contexts in the processes and outcomes of professional learning.

**Aims:**
This topic aims to:

- Develop deep knowledge of adult learning theory and reflective practice associated with teachers' learning and self as learner; and
- Develop skills to design, implement and evaluate original individual professional learning plans.

**Learning Outcomes**
At the end of this topic participants will be able to:

- Engage in reflective practice and deepen knowledge of self as learner;
- Identify cultural, social and individual characteristics the enhance or inhibit professional learning; and
- Design, implement and evaluate an original professional learning plan for self or others.

**Assessment:** Assignments and tutorial presentation.

**EDUC9922 Models of Professional Learning**
The topic analyses the many and varied models of professional learning, together with current policies and research about teachers’ learning. Attention is also given to organisational issues associated with teachers’ learning and change in professional practice.
**Topic Aims**
This topic aims to
- Introduce the research and policy on contemporary models of professional learning; and
- Make connections between theories of learning, models of professional learning and change.

**Learning Outcomes**
At the end of this topic participants will be able to:
Draw on relevant research to analyse models or examples of professional learning identifying affording or inhibiting factors that influence outcomes and subsequently make recommendations for improved models and policy development.

**Assessment:** Assignments and tutorial presentation.

**EDUC9761 Approaches to Research**
This topic introduces students to the broad quantitative and qualitative approaches to research in the field of education. Students examine the key steps in the process of conducting research including identifying research problems, reviewing the literature, developing research questions, collecting and analyzing data, and reporting and evaluating research. Students are asked to consider the context, nature and purposes of educational research. Current problems and issues in educational research are discussed. Students are encouraged to integrate their learning within their own research context.

**Topic Aims**
This topic aims to:
- Engage students in a critical examination of a range of approaches to research in education;
- Critically examine the similarities and differences between quantitative and qualitative research; and
- Develop an understanding of the key elements of the research process including: research problems; literature reviews; research questions; collecting and analyzing data; and reporting and evaluating research.

**Learning outcomes**
By the end of this topic students will be able to:
- Identify and describe a variety of approaches to research, their similarities and differences, and arguments for and against the use of each approach;
- Develop a plan for a research study which includes the key elements of the research process – the research problem, review of the literature, research questions, data collection and analysis, and reporting and evaluating the research; and
- Critique at least two published articles that address an area of research from different philosophical perspectives.

**Assessment**  Assignments; tests; and tutorial presentation.

**EDUC9768 Research Designs and Methods**
The topic examines and critiques a range of quantitative and qualitative research designs and their methods. The research designs covered include survey, correlational, experimental, ethnographic, grounded theory, narrative, mixed methods and action research.

**Topic Aims**
The topic aims to provide students with the opportunity to:
- Gain an understanding of a range of research designs and their application to different research problems; and
• Explore and critique different research methods.

Learning Outcomes
By the end of this topic students will be able to:
• Identify and describe a variety of research designs, their similarities and differences, and arguments for and against the use of each design;
• Compare and contrast the appropriateness of different research designs for particular research problems;
• Critique the use of different research designs; and
• Describe and critique the use of different research methods.

Assessment
Assignments; tests; tutorial presentation.

EDUC 9701 Effective Use of ICT for Learning and Teaching
This topic seeks to equip teachers, educators and leaders in educational and training institutions with ICT skills and knowledge to enhance current practices. The topic involves a combination of practical computer skills and an examination of ICT related educational research, policies and strategies. The role of ICT in contemporary education is explored as well as the conditions necessary to effectively leverage technology to enhance student learning and teaching. Students will investigate and critique a range of web 2.0, multimedia and virtual learning community tools.

Topic Aims
Introduce students to the application of information and communications technology (ICT) in education from theoretical and practical perspectives.

Learning Outcomes
On successful completion of this topic students will be able to:
• Articulate the role and scope of the use of ICT in education;
• Identify the conditions necessary to effectively leverage technology to enhance student learning and teaching;
• Describe the influence of ICT on approaches to learning and particular its capacity to support constructivist learning;
• Discuss the complex issues involved in the development of ICT in educational organisations;
• Demonstrate skill in a range of ICT tools useful to enhance learning and teaching; and
• Evaluate a range of ICT tools for use to enhance learning and teaching.

Assessment
Assignments and tutorial presentation

EDUC 9707 Leading Change in the Digital Age
This topic focuses on issues related to school leadership and management of Information Communications Technology (ICT). It will explore the bigger picture of the impact of ICT on society and education and connect these to practical actions required to successfully implement change to create innovative new learning environments. This topic examines relevant policy documents, online learning environments, blended learning approaches and emerging technologies. Students will contribute to small group discussions focused on core readings and prepare plans and strategies for ICT integration into their educational context.

Learning Outcomes
On successful completion of this topic students will be able to:
• Describe the impact of ICT on society and education;
• Identify practical actions to successfully implement change in their educational contexts;
• Understand that ICT plays a central role in efforts to achieve critical education goals and reforms; and
• Understand that educational leadership and vision is crucial to transform the improve learning.

Assessment  Assignments and tutorial presentation

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