**MSc Education (All Pathways) – Courses in Semester Two**

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| https://www.ed.ac.uk/sites/default/files/styles/uoe_profile_picture/public/julie_2021_3.jpg?itok=XS7-ZexY**Psychology of Learning and Teaching (EDUA11354)**Credit 20 SCQF Level 11 Semester Two – CAP Pathway compulsory/Option Course for other PathwaysCourse Organiser: Dr Julie SmithEmail: julie.smith@ed.ac.uk  |
| The course introduces a range of concepts and theories from psychology and education that describe how children, adolescents and students develop, learn and study. It examines research and psychological theories of learning, different approaches to teaching and learning, factors that influence them, and some implications for classroom practice. It explores potential obstacles to learning and ways of overcoming them, in order to meet learners' needs.For further information, see [Course Catalogue - Psychology of Learning and Teaching (EDUA11354)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11354.htm) |
| **Autism and Developmental Disabilities (EDUA11405)**Credit 20 SCQF Level 11 Semester Two – CAP Pathway compulsory/Option Course for other PathwaysCourse Organiser: Dr Katie CebulaEmail: katie.cebula@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/kc_7.jpg?itok=NvrARwvk |
| This course takes a psychological perspective on understanding cognitive and social development in infants, children, and young people (and in some cases adults) with intellectual/developmental disabilities. The course has a strong focus on autism, but also explores Down's syndrome, fragile X syndrome, Williams syndrome and non-specific intellectual disabilities. The course will explore: how knowledge of autism and other developmental disabilities can inform, and be informed by, theories of 'typical' development; the key theoretical approaches used to understand developmental disabilities; the developmental trajectories of cognitive and social skills in a range of developmental disabilities and whether these are quantitatively or qualitatively different from typical development; the implications of developmental disabilities for young people's quality of life/socio-emotional well-being, for interventions and education, and for family adjustment. Throughout the course there will be a focus on both classic and recent research findings, and through this, participants will develop an awareness of: relevant research methods; the importance of community involvement in research; the potential applied value of research findings; and the ethical issues surrounding research in this field.For further information, see [Course Catalogue - Autism and Developmental Disabilities (EDUA11405)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11405.htm) |
| **Child and Adolescent Mental Health and Wellbeing (EDUA11426)**Credit 20 SCQF Level 11 Semester Two – CAP Pathway compulsory/Option Course for other PathwaysCourse Organiser: Dr Tracy StewartEmail: Tracy.Stewart@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/tracy_passport_photo_scan.jpg?itok=61xQ229Y |
| The course provides an opportunity to develop knowledge and understanding of child and adolescent mental health and wellbeing. Drawing on psychological, developmental and clinical theories, this course will introduce students to child and adolescent mental health and wellbeing and the factors associated with the development and maintenance of clinical symptoms and wellbeing outcomes. The course will explore developmental processes, emotion and emotion regulation, physical health, cognition, and neurodiversity in relation to mental health and wellbeing. Furthermore, attachment, trauma and adverse experiences, social contexts, culture in relation to children and young people's mental health and wellbeing will be explored. The course draws on relevant theory, policies and evidence-based frameworks to allow critical engagement with inter-disciplinary and cross-cultural research to develop an awareness of the many factors affecting the wellbeing of children and young people.For further information, see [Course Catalogue - Child and Adolescent Mental Health and Wellbeing (EDUA11426)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11426.htm) |
| **The Anthropology of Education and Learning (EDUA11385)**Credit 20 SCQF Level 11 Semester Two – Option CourseCourse Organiser: Dr Courtney Stafford-WalterEmail: Courtney.Stafford-Walter@ed.ac.uk  | M:\Prof Photos\small 2022MHSESphoto-34.png |
| The course forms part of the MSc Education and provides an in-depth exploration of issues of comparative education, using the insights gained from social anthropology, to complement the broader approaches to international comparison. We look at education and learning from a very broad perspective and explore a wide range of topics such as Learning from your Parents, Friendship and Person Making, Education and Citizenship, Learning through Play, and Literacies and Development.For further information, see [Course Catalogue - The Anthropology of Education and Learning (EDUA11385)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11385.htm) |
| **Froebel, Social Justice and the Early Years (EDUA11404)**Credit 20 SCQF Level 11 Semester Two – ECPF Pathway compulsory/Option Course for other PathwaysCourse Organiser: Dr Kristina KonstantoniEmail: kristina.konstantoni@ed.ac.uk   |  |
| This course forms part of the MSc Education (Early Childhood Practice and Froebel) and provides an in-depth exploration of the vision of social and political change at the heart of Froebelian philosophy linked to current social justice research, practices and policies.For further information, see [Course Catalogue - Froebel, Social Justice and the Early Years (EDUA11404)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11404.htm) |
| **Involving Children and Young People: Research and Participation (EDUA11407)**Credit 20 SCQF Level 11 Semester Two – ECPF Pathway compulsory/Option Course for other PathwaysCourse Organiser: Dr Laura WrightEmail: Laura.Wright@ed.ac.uk |  |
| Involving children and young people in research, policy and service development is increasingly recognised, as part of a children's rights approach. This course enables students to conceptually and practically consider how to involve children and young people, through interactive and facilitated sessions. The course heightens students' awareness of ethical considerations in undertaking such work and familiarity with a range of methods and approaches used in the childhood and youth studies' field, broadly conceived. It is practically useful for those going on to practice directly with children and young people, to work in policy or to take MSc or PhD research.For further information, see [Course Catalogue - Involving Children and Young People: Research and Participation (EDUA11407)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11407.htm) |
| **Qualitative Data Research (REDU11028)**Credit 20 SCQF Level 11 Semester Two – Research Pathway compulsory/Option Course for other Pathways Course Organiser: Dr Adriana DutaEmail: aduta@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/20200122-1824-smallsize.png?itok=_NJzGBJZ |
| This unit explores the nature of qualitative data, its strengths and weaknesses and the kinds of claims that can be made for research designs using qualitative methods. It explores the major themes associated with the management and analysis of qualitative data. It uses examples from educational settings to explore analysis of texts, documents, interview and observational data.For further information, see [Course Catalogue - Qualitative Data Research (REDU11028)](http://www.drps.ed.ac.uk/25-26/dpt/cxredu11028.htm) |
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| **The Curriculum: Context, Change, and Development (EDUA11338)**Credit 20 SCQF Level 11 Semester Two – Option Course Course Organiser: Dr Jingyi LiEmail: jingyi.li@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/xourh5ut_400x400_1.jpg?itok=_vpvJ3CB |
| This course introduces a variety of perspectives to understand curricula, by reflecting on sociological and philosophical approaches to international curriculum studies. Through case studies, the course will examine the change and development of curricula to locate different traditions and theories into practice. The course provides students with an opportunity to synthesise ideas, debate and evaluate a range of values, purposes and practices associated with curriculum changes within and across various global contexts.For further information, see [Course Catalogue - The Curriculum: Context, Change, and Development (EDUA11338)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11338.htm) |
| **Education for the Environment and Sustainability (EDUA11450)**Credit 20 SCQF Level 11Semester Two- Option CourseCourse Organiser: Dr Courtney Stafford-WalterEmail: Courtney.Stafford-Walter@ed.ac.uk This course focuses on the current climate crisis by exploring the ways in which education, as a form of practice, can address and mitigate environmental degradation. At the same time, the course broadens the scope of what we examine as "education" to incorporate variable cultural beliefs and learning practices, including local activism as well as traditional Indigenous knowledge and engagement with the natural world. It will explore a wide range of relationships between education and the environment in different localities as well as highlighting learning through and from activism. In the course, we will critically engage with several key concepts present in environmental discourse, such as the Anthropocene and the United Nations Sustainability Development Goals (SDGs), as well as explore the entangled relationship between environmentalism and education. It will accomplish this by two principle means. First, we will examine environmental education in school-based contexts, with a strong focus on sustainable curriculums and eco-school designs. Second, we will engage in an in-depth understanding of Indigenous relationships to the environment in places where the impact of climate change is most notably severe, such as Amazonia, the Pacific Islands, and the Artic. Climate and eco-justice will be lens used to explore all sections of the course. Finally, the course will examine the difficulties and challenges associated with cross-cultural communication about and around environmental issues as presented by various agents on the global stage. We offer a strong emphasize on various ways these concerns can be addressed including how to negotiate radically different perspectives, ending the course with an overview of a comprehensive understanding of the power of education for ensuring sustainable futures.For further information, see [Course Catalogue Education for the Environment and Sustainability (EDUA11450)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11450.htm) |
| **Youth Studies (EDUA11348)**Credit 20 SCQF Level 11 Semester Two – Option Course  Course Organiser: Dr Patricio TroncosoEmail: Patricio.Troncoso@ed.ac.uk   |  |
| Focussing on the contemporary lives and lifestyles of young people, this course critically examines contrasting sociological standpoints that bring comprehensive knowledge and understanding to the meaning of youth in the 21st century. The themes of the course will engage students in an exploration of the broad context of youth and the challenges this presents for educators. The course programme will look in-depth at social, economic and political issues affecting young people in today’s society. Learning will focus on the institutions, structures and transitional Pathways that shape and define the unique life stage between childhood and adulthood.For further information, see [Course Catalogue - Youth Studies (EDUA11348)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11348.htm) |
| **Education Planning and Management (EDUA11400)**Credit 20 SCQF Level 11 Semester Two – Option Course Course Organiser: Dr Kuang-Hsu ChiangEmail: kuang-hsu.chiang@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/profile_photo_3_0.jpg?itok=Ugb3PG5_ |
| The course explores important issues in management and planning facing contemporary education from a variety of relevant perspectives. Typically it looks at both Scottish and international contexts and covers different levels of education, from pre-school to higher education. The course takes a critical approach on current planning and management practices and theories in education, and aspires to take into consideration the unique cultural, social economic and institutional contexts in forming decisions.For further information, see [Course Catalogue - Education Planning and Management (EDUA11400)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11400.htm) |
| **Social Inequalities in Education Worldwide (EDUA11416)**Credit 20 SCQF Level 11 Semester Two – Option Course Course Organiser: Professor Cristina IannelliEmail: C.Iannelli@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/cristina_iannelli.jpg?itok=qN0VuaHa |
| The social circumstances in which children/young people are born and brought up have a strong influence on their educational outcomes and in turn affect their later life opportunities. This course aims to provide students with an understanding of the sources and mechanisms of the reproduction of social inequalities in education. It will cover issues of conceptualisation and measurement of social inequality, theoretical explanations and empirical evidence from various countries across the globe.For further information, see [Course Catalogue - Social Inequalities in Education Worldwide (EDUA11416)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11416.htm) |
| **Slow Knowledge and the Unhurried Child (EDUA11462)**Credit 20 SCQF Level 11Semester Two- Option CourseCourse Organiser: Dr Lynn McNairEmail: lynn.mcnair@ed.ac.uk This course explores the relationship with time in education and in early childhood education in particular. It examines the factors that have contributed to accelerated childhoods and the pressures on time experienced by young children, educators and communities. Set against this background the course explores alternative slow pedagogies that enable a different pace and rhythm and offer a range of ways of relating to past, present and future in education. The course draws on historical and contemporary sources including the work of Friedrich Froebel (1782-1852) and the principles based on his writings. Conceptual and theoretical reading will be matched by practical examples and discussion about what slow practices in early childhood education and care can look like. These topics include such themes as slow practices and the relationship with the outdoors, slow practices and materials, with everyday routines and with stories. Questions are raised about what slow research in early childhood might look like and how this links to research methods that centre of listening to young children and to adults. The course ends with critical reflection on slow pedagogies as alternatives to impatient models of education. Students consider how slowing down might in turn create opportunities to think about urgent issues for 21st century childrenand the planet.For further information see, [Course Catalogue Slow Knowledge and the Unhurried Child (EDUA11462)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11462.htm) |
| **Ethics, Education and Films (EDUA11414)**Credit 20 SCQF Level 11 Semester Two – Option Course Course Organiser Dr James MacAllisterEmail: James.MacAllister@ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/james_macallister.jpg?itok=2zSU506M |
| At some stage in their lives most people think about ethical issues such as what might make an action right or wrong, whether moral values are relative to individuals and cultures or universally binding and whether human existence has purpose and meaning. Such ethical questions often lead to educational ones. Questions such as: what is the nature of moral life and what is the place of education in moral life? This course explores various responses to these and other ethical and educational questions by introducing students to some influential literature on normative ethics and education alongside the viewing and discussion of some of the best of world cinema. Each week students on this course will watch a film and engage with a reading paired with that film.For further information, see [Course Catalogue - Ethics, Education and Films (EDUA11414)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11414.htm) |
| https://www.ed.ac.uk/sites/default/files/styles/uoe_profile_picture/public/aliandra_20172.jpg?itok=RpryHGyw**Comparative Analysis in Education (EDUA11336)**Credit 20 SCQF Level 11Semester Two- Option CourseCourse Organiser: Dr Aliandra BarleteEmail: a.barlete@ed.ac.ukThe course aims to provide student with a comprehensive overview of the theories and methodologies used in comparative education research. It includes on overview on (1) the models and frameworks used to define comparative education, (2) the tools available for sampling and measuring within comparative education (3) the research methodologies applied to conduct comparative research.The course will enable students to critically evaluate the soundness of research in the field of comparative education.For further information, see [Course Catalogue Comparative Analysis in Education (EDUA11336)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11336.htm) |
| **Education and Conflict (EDUA11425)**Credit 20 SCQF Level 11Semester Two –Option Course Course Organiser: Dr Lindsey Horner Email: lhorner@exseed.ed.ac.uk  | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/img_9919.jpg?itok=i4CL1-rE |
| This course encourages students to explore the contours of the debates around peace and violence in contemporary society, and their relation to education. By exploring the theoretical frames of peace and violence, the course then uses these different frames to explore the processes, strategies and actors within education that can have impacts, both negative and positive, on the realities of building sustainable peace. The course has a firm foundation in International Development.For further information, see [Course Catalogue - Education and Conflict (EDUA11425)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11425.htm) |
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| **Philosophy of Education - Future Directions (EDUA11453)**Credit 20 SCQF Level 11Semester Two- Recommended for Philosophy of Education Pathway/Option Course for other pathwaysCourse Organiser: Dr Aline NardoEmail: Aline.Nardo@ed.ac.ukThis course examines current discourses in education with a high cultural, political, social relevance from a philosophical stance. By exploring a set of current issues in education (e.g., the relationship between education and technology, work, democracy), this course will critically interrogate how education is embedded within certain dystopian and utopian ideas of the future, and reflect on how that shapes our understanding of the nature and aims of education from a variety of perspectives. In the course, students will engage with contemporary and classic philosophical literature, policy documents, as well as works of fiction, film, and other creative works of art.For further information see: [Course Catalogue Philosophy of Education - Future Directions (EDUA11453)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11453.htm) |