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

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| **The Philosophy of Education (EDUA11363)**  Credit 20 SCQF Level 11  Semester One – Programme-wide Compulsory Course/General Pathway Compulsory course/Philosophy Pathway Compulsory course  Course Organiser: Dr Aline Nardo  Email: [aline.nardo@ed.ac.uk](mailto:aline.nardo@ed.ac.uk) |  |
| This course explores some fundamental educational questions from a wide variety of philosophical perspectives, both Scottish and international. The course is underpinned by the view that education does not just occur in educational institutions such as school classrooms and university buildings. Instead it can happen anywhere, at any phase of a person’s life. The course is also founded on the view that philosophy is not only an academic discipline, but also a way of life. It is proposed that being philosophical entails careful thought, feeling and action - including thinking for oneself, understanding the perspectives of others and acting for the common good.  For further information, see [Course Catalogue - The Philosophy of Education (EDUA11363)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11363.htm) | |
| **Education Policy and the Politics of Education (EDUA11187)**  Credit 20 SCQF Level 11  Semester One – Programme-wide Compulsory Course/General Pathway Compulsory course  Course Organiser: Dr Daniel Shepard  Email: [daniel.shephard@ed.ac.uk](mailto:daniel.shephard@ed.ac.uk) |  |
| Education policy is seen as dynamic, changeable and global in its concerns, form and presentation. This course explores issues in the politics of education and education policy, drawing on concepts from the social sciences such as the state, globalisation, neo-liberalism, discourse, policy learning and policy borrowing. Concerning various areas of policy, the school curriculum, higher education and learning in community, the course combines the theoretical discussion and cases studies at (sub) national, regional and global levels. At each of these levels, it is concerned both with the policy discourse and with the ways in which policies are made. It also reflects upon the influence on policymaking of different bodies and stakeholders. Through examination of specific policy documentation, and visits to policy making communities, students will be able to comprehend the reality of policy analysis as well as understand the relevance of more theoretical and substantive discourses.  For further information, see [Course Catalogue - Education Policy and the Politics of Education (EDUA11187)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11187.htm) | |
| **Child and Adolescent Development (EDUA11034)**  Credit 20 SCQF Level 11  Semester One – CAP Pathway Compulsory Course/Option Course for other Pathways  Course Organiser: Dr Sarah McGeown  Email: [sarah.mcgeown@ed.ac.uk](mailto:sarah.mcgeown@ed.ac.uk) |  |
| This has been designed as a generic module which takes a psychological approach to development from early childhood to adolescence. It offers an opportunity to extend and update understanding of development acquired in initial professional education/training. It may also be taken by those whose previous studies have not included development issues.  For further information, see [Course Catalogue - Child and Adolescent Development (EDUA11034)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11034.htm) | |
| **Pedagogy and Practice of Friedrich Froebel for the early years (EDUA11403)**  Credit 20 SCQF Level 11  Semester One – ECPF Pathway Compulsory Course/Option Course for other Pathways  Course Organiser: Dr Lynn McNair  Email: [lynn.mcnair@ed.ac.uk](mailto:lynn.mcnair@ed.ac.uk) | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/picture_2.png?itok=2UIHpbAK |
| The course develops students' advanced understanding of the educational philosophy and practice of Friedrich Froebel. Froebel's work has been adopted and carried forward in many early years settings and primary schools today. However, the source of the practice is not often proclaimed as Froebelian. In other words, much of current early years practice has re-created versions of Froebel's principles. This course will revisit the origins of the kindergarten, offer further explorations of Froebelian principles and enable innovative practical implementation, critically linked to current research, policy and theory in Childhood Practice, and in comparison to Scottish, European and international approaches and policies. This involves analysing the complex relationship between ideas that underpin the way educational professionals work with children and families, everyday practices and contemporary ideas concerning pedagogy, curriculum and assessment.  For further information, see [Course Catalogue - Pedagogy and Practice of Friedrich Froebel for the early years (EDUA11403)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11403.htm) | |
| **The Nature of Enquiry (REDU11002)**  Credit 20 SCQF Level 11  Semester One – Research Pathway Compulsory Course/Option Course for other Pathways  Course Organiser: Dr Kristina Lindemann  Email: [kristina.lindemann@ed.ac.uk](mailto:kristina.lindemann@ed.ac.uk) |  |
| The aim of this course is to introduce philosophical and epistemological perspectives that inform research practice in the social sciences in an educational context. The course provides an essential introduction to the issue of values and ethical problems in educational research. It discusses conceptions of education and their implications for educational research processes. Within MSc by Research (Education).  For further information, see [Course Catalogue - The Nature of Enquiry (REDU11002)](http://www.drps.ed.ac.uk/25-26/dpt/cxredu11002.htm) | |
| **Quantitative Data Analysis with SPSS (REDU11029)**  Credit 20 SCQF Level 11  **Run across S1 and S2** – Research Pathway Compulsory Course/Option Course for other Pathways  Course Organiser: Dr Adriana Duta  Email: [aduta@exseed.ed.ac.uk](mailto:aduta@exseed.ed.ac.uk) | https://www.ed.ac.uk/files/styles/uoe_profile_picture/public/20200122-1824-smallsize.png?itok=_NJzGBJZ |
| This course provides students with practical experience of the management and analysis of quantitative data. Using examples of research in education and other fields the course explores the nature of quantitative data, the relationship between quantitative analysis and theory building, and some of the major topic areas of statistical analysis.  For further information, see [Course Catalogue - Quantitative Data Analysis with SPSS (REDU11029)](http://www.drps.ed.ac.uk/25-26/dpt/cxredu11029.htm) | |
| **Global Childhoods and Human Rights (EDUA11408)**  Credit 20 SCQF Level 11  Semester One – Option Course  Course Organiser: Dr Colin Morrison  Email: [colin.morrison@ed.ac.uk](mailto:colin.morrison@ed.ac.uk) |  |
| Childhood studies is a vibrant, interdisciplinary area. Children are no longer seen as simply passive recipients of services and care but as active participants in their own lives and the lives of others. This change is underpinned by the United Nations Convention on the Rights of the Child, which is the most ratified human rights convention in the world. This course explores complementary and contrasting conceptualisations of 'childhood', developed historically and co-currently, in a range of academic disciplines. It asks students to apply such theoretical insights to relevant policies and practices, encouraging students to gain skills in policy analysis and critical reflections on practice.  For further information, see [Course Catalogue - Global Childhoods and Human Rights (EDUA11408)](http://www.drps.ed.ac.uk/25-26/dpt/cxedua11408.htm) | |
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