

Master of Education

STUDENT HANDBOOK

Supplement for
Psychology of Education Programmes

2013-2014

This handbook should be read in conjunction with the M-level Handbook (accessible via Blackboard at www.ole.bristol.ac.uk)



The Graduate School of
Education

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INTRODUCTION

This supplement to the main Masters Programmes **Student Handbook** is an important document for students taking the MEd in Psychology of Education at the University of Bristol.

It is also written with all those involved in the Psychology Pathway in mind – University lecturers, professional tutors and support staff. It is a useful source of reference for visitors to the course, external assessors and examiners.

The supplement is in two main parts. **Part 1** is an introductory section, containing basic information about the rationale, aims and objectives for the course. **Part 2** presents an outline for each of the units of the MEd in Psychology of Education, including information about course content and objectives.

A specified route through the Bristol MEd Psychology of Education programme is fully accredited by the British Psychological Society (BPS) as a conversion course in psychology, and may be used as part of a qualifying route for subsequent application for training in professional psychology.

Students who enter the MEd with six months' worth of degree level study of Psychology to complement the course, and successfully complete the MEd in Psychology as specified by the BPS, may apply for the Graduate Basis for Chartered Membership (GBC) of the BPS, which is part of the entry requirement for professional training courses in Psychology. Further details on specific requirements of this route can be found on page 7.

STAFF TEACHING ON THE PSYCHOLOGY PROGRAMME

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Contact details for all staff can be found online at: <http://www.bris.ac.uk/contacting-people/>

PART 1

BACKGROUND CONTEXT

The Bristol MEd in *Psychology of Education* is a modular programme that can be taken over one year full-time or over up to five years part-time. It is the intention of the Bristol course to equip teachers and other professionals with high levels of advanced scholarship in the psychology of education, and to lay the foundations for them to acquire research skills linked to professional practice. What is distinctive about the course, underpins our thinking, and provides a coherence for the whole of the programme, is the emphasis on understanding the development of learners within a set of social contexts, and on teachers and other professionals as *strategic contributors* to the development of effective learning cultures in organisations.

All students taking the MEd in the Psychology of Education will engage fully in the research community of the Graduate School, and are expected to undertake training in research methods, attend appropriate seminars, and complete an empirical dissertation in the area of psychology. Students are particularly welcome to the seminars of the Centre for Mind and Brain in Educational and Social Contexts (M-BESC)

RATIONALE FOR THE PROGRAMME

The rationale for the MEd programme specialising in Psychology of Education is two-fold.

- First, the course allows current practitioners to reflect on and extend their understanding of their work in terms of current theory and research in psychology.
- Second, it provides a 'grounding' in psychology at Master's level that can prepare students for professional training in psychology.

Psychology is a discipline with a great deal to contribute to reflection on educational policy and practice. It combines biological and social science approaches, essential to understanding teaching and learning and to psychological practice in both mainstream and special education systems, in formal and informal education. It is relevant to teaching all ages and types of learners, and to the pastoral and social work of schools. The Bristol MEd in Psychology of Education aims to present and discuss psychology that is relevant to the wide range of challenges and demands that teachers and psychologists face in social, educational and organisational contexts that continue to change rapidly. Successful students will have an understanding of psychology that is well-rounded, evidence-based, flexible, and professionally highly relevant.

The Bristol course critically integrates a wide range of evidence, underpinned by knowledge, skills and experience derived from cognitive, developmental, biological, educational, social and socio-cultural psychology. A central theme concerns how psychological theory informs approaches to teaching and learning at individual, family, institutional and policy levels.

The course will equip students to graduate levels of competence in terms of their understanding of psychology and research methods. It provides a foundation for further professional training in psychology.

The MEd Psychology programme is situated within a Graduate School of Education which has a rich and expanding research culture, committed to examining issues which determine how well individuals develop and acquire competence (including children, adults and professionals) in the contrasting social settings in which they are taught, interact or work together. The Centre for Mind and Brain in Educational and Social Contexts (M-BESC) within the Graduate School of Education provides the research core for the course and teaching draws on its current research projects and related activities.

The rationale for the course thus reflects the collective focus of the Graduate School of Education as a whole. The notion that individuals, particularly children, are influenced in their learning and development by the organisational settings of educational and other institutions is of utmost importance to teachers and professional psychologists.

The MEd in Psychology of Education (BPS route) comprises a package of units that can serve as a conversion course preparing teachers for entry to

professional training in Psychology. This tightly specified route through the MEd is accredited by the British Psychological Society (BPS) and successful achievement of all its components can confer eligibility for the Graduate Basis for Chartered Membership (GBC) of the BPS, which is an entry qualification for their professional training courses in Educational Psychology, as for other areas of professional work as psychologists. This package, which is the one most commonly taken by students, is described below.

The Psychology of Education units may also be studied for their intrinsic interest and relevance to teachers working in schools and colleges. Students specialising in Counselling in Education, Special Education and Research Methods commonly take Psychology of Education course units because of their strong relevance to these fields. All students, not just those specialising in the Psychology of Education, may ask to take Psychology units, though they should be aware that a majority of the students taking these courses are working towards BPS accreditation. Some core units in Psychology are also core units in the MSc Neuroscience and Education programme.

BPS Requirements and Course Structure

The BPS' recognition of the equivalence of the Bristol MEd to a degree in psychology as a "conversion course" in psychology is dependent on three aspects of the course: its standard; its duration; and its breadth.

By scrutiny of course unit materials, resources and assessed work by external examiners and peer reviewers, the BPS assures itself that the standards reached by students are equivalent to or above those achieved by Honours students at undergraduate final year level.

The duration of the MEd is 50 weeks. This is somewhat less than half of the three years which would make up a first degree in Psychology, and it is therefore required that students using the MEd as a route to equivalence with a psychology degree should also present further study of psychology, assessed and at degree level (details of this are outlined later in this handbook).

This is normally taken before the MEd. For some Bristol students their first degrees contained appropriate courses in psychology; a larger number follow a self-directed study course covering these areas.

Students who wish their MEd to gain them the recognition of the BPS must be careful to satisfy its requirements, which are as follows:

COURSE STRUCTURE FOR STUDENTS TAKING THE BPS ROUTE

Students who wish to attain eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society must follow a tightly prescribed course in order to cover all areas of the BPS' requirements in sufficient depth.

They must take **all** of the following MEd course units:

- Cognition and Learning (20 credits)
- Brain, Mind and Education (20 credits)
- Social and Socio-cultural Psychology (20 credits)
- Individual Differences (10 credits)
- Developmental Psychology (10 credits)
- Introduction to Educational Inquiry (20 credits)
- Statistics in Education (no MEd credits)

Plus

- **One** optional unit from the following (all 20 credits each)
 - Multivariate Statistical Methods in Education
 - Developing Thinking
 - Counselling Young People and Families
 - Controversial issues in Special and Inclusive Education
 - Inclusive Education and Working with Parents/Carers
 - Approaches to Counselling in Learning
 - Issues in Neuroscience & Education
 - Collaboration Across Professional Contexts in Special and Inclusive Education

Plus

- Attend Psychology Research Methods Workshops and produce a portfolio of your research work
- Complete an empirical dissertation (60 credits)
- Carry out or have carried out further study of psychology

COURSE STRUCTURE FOR STUDENTS NOT TAKING THE BPS ROUTE

Students who wish to study Psychology of Education but *do not wish* to use the MEd course leading to recognition by the British Psychological Society (BPS)

Must take a total of at least 60 credits from this list:

- Cognition and Learning (20 credits)
- Brain, Mind and Education (20 credits)
- Social and Socio-cultural Psychology (20 credits)
- Individual Differences (10 credits)
- Developmental Psychology (10 credits)

and

- Introduction to Educational Inquiry (20 credits)

Plus

- **40 credits** of optional units from the MEd or elsewhere in the Masters programmes.

Plus

- Complete a dissertation (60 credits)

PSYCHOLOGY OF EDUCATION TIMETABLE 2013-14

Students are required to check their personalised timetables via the MyBristol portal on a regular basis to ensure that they are aware of any timetabling changes (e.g. cancelled sessions, room changes) during the year.

During Orientation Week, you will choose your taught units for 2013/14. Once you have registered for your units, you are expected to check your online personalised timetable on a regular basis. You can do this via MyBristol (the student portal) at: <http://www.mybristol.bris.ac.uk/portal>.

It is important that you check your timetable on a regular basis. During the year, it may become necessary to reschedule or cancel classes, or to move them to another room. Your personalised timetable will have details of any changes.

Timetables for all Masters programmes can be found at: <http://www.bris.ac.uk/education/students/newstudents/timetables.html> Please refer to these for guidance only, at the beginning of the year.

EDUCM5000 INTRODUCTION TO EDUCATIONAL INQUIRY (IEI) is a compulsory unit for all students on the MEd Psychology of Education (both BPS & non-BPS routes) Please see the timetable for this unit at the above weblink.

BPS-ACCREDITED OPTIONAL UNITS

EDUCM0001 Issues in Neuroscience & Education

EDUCM5507 Multivariate Statistical Methods in Education (see timetable for MSc Educational Research at web-link given above)

EDUCM5604 – Inclusive Education and Working with Parents/Carers (see timetable for MEd Special & Inclusive Education at web-link given above)

EDUCM5101 Approaches to Counselling in Learning (see timetable for MEd Counselling in Education at web-link given above)

EDUCM5601 Controversial Issues in Special & Inclusive Education (see timetable for MEd Special & Inclusive Education at web-link given above)

EDUCM5912 Counselling Young People & Families (see timetable for MEd Counselling in Education at web-link given above)

EDUCM0014 Collaboration Across Professional Contexts in Special and Inclusive Education (see timetable for MEd Special & Inclusive Education at web-link given above)

AIMS OF THE PROGRAMME

1. The dissemination of knowledge

- To update teachers' knowledge and understanding of psychology and to provide a grounding in psychology equivalent to the level and depth

required by the British Psychological Society for the Graduate Basis for Chartered Membership.

- To equip students with current, relevant, critical and confident knowledge of the factors which influence individual growth to maturity and the maximising of full potential, including the impact of different life events and contexts on cognition, language, social and emotional development.
- To inspire an interest in the practice of psychology for the purposes of enhancing the educational experiences of children and adults, and an understanding of the ways in which discrimination and disadvantage can be counteracted.
- To improve students' information-gathering and research skills.

Teaching components

- Personal reading and assignments.
- Participation in seminars, tutorials and psychology research days.
- Class input on psychological theory and research from course tutors, GSoE researchers, visiting specialists.

Expected learning outcomes

- Demonstration of knowledge and understanding of psychological theory and of current research
- Demonstration of critical application of psychology to education.

Method of assessment

Assignments, examination, group work and seminar presentation

2. The development of the capability to use ideas and information systematically, critically, creatively and practically

- To promote a commitment to critical, scholarly, research-oriented approaches to the theory and practice of psychology, and to evidence-based decision making in education and psychology.
- To develop skills of description, analysis and evaluation to enable students to read and use research evidence in a principled and systematic way.
- To develop students' ability to generate and test ideas and evidence.
- To provide basic competence in methods of research (quantitative, qualitative) including ethical issues, design, implementation, statistical and qualitative analysis, strategies for evaluation.
- To understand and further the application of theory and practice to each other.
- To develop frameworks for evaluating and using research knowledge in ways that are appropriate to the student's individual teaching environment.

- To provide students with opportunities to reflect on their own professional experience and practice.

Teaching components

- Courses in research methods; participation in seminars; discussion in psychology classes and tutorials; psychology research days; personal reading and assignments.
- Work with University research staff, research support unit and computer laboratory.
- Opportunities for developing expertise in drafting research bids, accessing Internet, international literature search, working on live projects, presenting papers in- and out-house.

Expected learning outcome

- Demonstration of ability to plan and carry out appropriate research.
- Demonstration of critical reflection on theory and practice
- Demonstration of ability to review published work critically.

Method of assessment

Assignments, group work and seminar presentation; dissertation.

3. The development of students' skills as reflective learners of psychology in education

- To develop students' capacity to plan and manage their own learning confidently and effectively
- To encourage students in critical reading and writing, in research skills appropriate to future development, in interpersonal skills in communication, in task definition, and in time management
- To encourage students to consider how their developed skills may be facilitated in others

Teaching components

- Personal reading and reflection.
- Tutorials.
- Class discussion; participation in seminars, tutorials.
- Psychology research days.

Expected learning outcome

- Demonstration of effective study skills, information-gathering and critical review, presentation of reflective and objective written papers and seminars

Method of assessment

Assignments, examination, group work and seminar presentation

COURSE CONTENT

As a conversion course for the BPS, the MEd in Psychology of Education (plus the BPS exam) is designed to provide students with knowledge in the areas of psychology recognized as important by the BPS.

Areas covered in the taught units

Cognitive Psychology

Perception: visual information processing, auditory perception and speech recognition.

Attention.

Visual and spatial imagery.

Comprehension.

Conceptual knowledge.

Learning.

Skill acquisition and expertise.

Memory: encoding and retrieval processes, working, autobiographical, episodic and semantic memory, implicit and explicit memory, memory improvement.

Thinking and reasoning, problem solving, decision-making.

Language: structure, comprehension, production, reading.

Emotion and cognition.

Developmental Psychology

Research methods appropriate to the study of development.

Nature of perceptual, motor and cognitive development.

General theories of the nature and nurture of psychological attributes.

Development of general representational abilities: especially language, drawing and number.

Nature of cognitive change in the school years.

Comparative analysis of constructivist, socio-cultural, and information processing theories of development.

Development of self and identity.

Gender socialisation.

Emotional development.

Biological Psychology

Basic neurochemistry and neurophysiology of nerve transmission; the structure and organisation of the CNS; behavioural genetics; hormones and behaviour.

Psychopharmacology, the brain and reward, drug action and behaviour.

Biological aspects of learning, memory, motivation and emotion, sleep and arousal.

Evolutionary explanations of behaviour: primatology, sociobiology, animal cognition and comparative psychology.

Human neuropsychology, cortical localisation of function, biological basis of psychological abnormalities.

Social Psychology

Social perception including: person perception, attitudes, attribution.

Inter-group processes including: prejudice, inter-group conflict, social identification. Small group processes including: norms, leadership, decision-making, productivity.

Social influence including: conformity and obedience, majority and minority influence, the bystander effect.

Close relationships including: interpersonal attraction, family relationships.

Antisocial behavior and aggression

Individual Differences

Key assumptions of, and sources of evidence for, the main approaches to emotion, motivation, the self and normal and abnormal personality development.

Influence of genetic, environmental and cultural factors on individual differences.

Temporal and situational consistency of individual differences.

Influence of personality on other behaviours including: health; education; culture; relationships; occupational choice and competency.

History of mental and psychological testing.

The nature of intelligence, contemporary approaches to intelligence and their implications for educational and social policy.

Research Methods

Problem definition and hypothesis formulation.

Independent and dependent variables: their identification and selection.

Experimental manipulation, control and internal validity: the roles of random allocation, matching, and counterbalancing in independent groups, related samples and repeated measure designs.

The experimental manipulation of more than one independent variable in factorial designs: the contribution of interaction effects.

The role of random sampling in psychological research: external validity.

Quasi-experimental studies of pre-existing groups: the question of causality.

The particular strengths and weaknesses of "single-subject" designs and case studies.

Observational approaches. Survey research: sampling and the problem of non-response; descriptive versus explanatory surveys; questionnaire design including closed and open-ended questions; attitude scale construction; different questioning methods, e.g. postal, telephone, face-to-face.

Methods of controlling for participants' expectations and experimenter effects.

Inter-rater reliability. Critical evaluation of the methods employed to collect data in psychological research.

The theory of psychological measurement: standardisation; reliability and the standard error of measurement; validity.

The collection of qualitative data: observation, participant observation, techniques for the collection of verbal protocols. The analysis of qualitative data: content analysis, discourse analysis, grounded theory and protocol analysis.

The ethics of research with humans and animals.

Statistics

Descriptive and summary statistics: measures of central tendency and dispersion; skew and kurtosis; frequency distributions; graphical methods including frequency histograms and cumulative frequency plots; exploratory data analysis including stem and leaf and box and whisker displays.

Probability theory: rules for assigning and combining probabilities; the OR rule with mutually exclusive and nonmutually exclusive events; the AND rule with independent and non-independent events; the binomial distribution (and its normal approximation).

The normal distribution: z scores and areas under the curve; the sampling distribution of the sample mean.

Statistical inference: significance testing (including the null and alternative hypothesis, type 1 and type 2 errors, significance level, power and sample size); effect size and confidence intervals.

z-tests and t-tests of means for single sample, independent samples and related samples designs.

Confidence intervals: for the population mean; for the difference between two population means.

Mean and error bar graphs.

Non-parametric alternatives to t-tests: the sign test; Wilcoxon matched-pairs signed ranks test; Mann-Whitney test.

Tests of proportions: chi-squared tests for goodness of fit and for contingency tables.

Cramer's Phi as a measure of association in contingency tables.

McNemar's test of change.

Bivariate correlation and linear regression: scatterplots; Pearson's correlation coefficient; partial correlation; the significance of a correlation coefficient; the linear regression equation and its use in prediction; the accuracy of prediction; Spearman's and Kendall's rank order correlation coefficients.

The analysis of variance: one factor independent and repeated measures designs; two factor independent.

Additionally, students will be asked to address the following

Conceptual and Historical Issues

What is science, and to what extent does psychology (the science of the mind) exemplify scientific characteristics?

To what extent is psychology socially and culturally constructed?

Can psychology be politically neutral?

Can psychology be morally neutral?

What are the advantages and disadvantages of different methods of acquiring knowledge: scientific method versus common sense; the relationship between facts and values.

Critiques of traditional methods in psychology; the significance of the standpoint from which values are understood.

The origins of ethical issues for psychology; moral underpinnings of the theory, research and practice of psychology; psychologists and community members as partners in the construction of ethically responsible practices.

THE COURSE IN ACTION

Getting Started

Many of the students taking the MEd in Psychology of Education choose to study the course full-time in one year. Full-time students should be aware that the workload for the MEd is heavy, and that it is frontloaded, so that a substantial amount of coursework has to be done in the Autumn Term in order to free time for dissertation work later.

On arrival for the course, full-time students register for the compulsory units that they need to attend and choose which optional unit(s) they would like to take. Further information about the units offered is found in the second part of this handbook.

Part-time students can elect to study the MEd over between 2 to 5 years. Students taking this option can make decisions based on their availability for study about which units to take in each of the years of study. It is strongly recommended that part-time students take the compulsory Research Methods and Statistics units early on in their chosen period of study. Dissertations are normally completed in the final year of study.

During *Orientation Week* students are given an overview of the course by the Pathway Coordinator, and there are also a range of opportunities to become familiar with the facilities that are available for use by MEd students (such as library facilities, computing facilities, personal tutors, and study skills provision).

Different units are scheduled during different terms of the University year. Units can run for a few days or a number of weeks. Scheduling is often based upon the needs of the high number of part-time students attending the course. This can mean that units run during the evening (e.g. from 4.45-6.45). The scheduling of taught units is under constant review. All compulsory course units are timetabled in a late-afternoon/evening slot at least once in a two-year cycle. Full-time students are advised that available hours during the day can be used to carry out study individually (or in study groups), as a significant proportion of what is covered during this course will depend upon independent study.

Staff Support

All students are allocated to a **personal tutor** and are encouraged to have tutorial meetings during the academic year. Tutorials can be used to discuss anything that either the student or the tutor feel is appropriate. Included in this handbook are four 'Personal Tutoring Forms' with a range of questions relevant to the different stages of progress through the MEd year. Students may also manage their communications with their personal tutor by email.

For each unit studied there will be an assessment. **Unit directors** (the members of staff that deliver or direct the unit) will provide advice and information regarding the specific requirements of each assessment. Many unit tutors offer students the opportunity to submit an outline or a draft copy of their essay. Tutors can offer very valuable advice regarding the *style* and *content* of assignments.

Reading and Writing in Psychology of Education

In addition to attending taught units, students are expected to carry out independent study in order to make themselves familiar with the content and skills required to complete the MEd in Psychology of Education. Unit tutors offer workshops which students may attend, and additional Learning Skills sessions and Research Methods workshops will be offered during the year.

One important aspect of this is mastery of the literature relevant to the course. Academic writing in Psychology and Education is found in two main sources:

- *Primary Sources*: Journal papers and other reports of research or theory.
- *Secondary Sources*: Textbooks that present a collection of information from primary sources.

Both sources of information have an important role to play. Textbooks are very useful for the purpose of getting started in a particular area of study, and for getting a feel for the 'breadth' of an issue. However, they do have a number of disadvantages: the information they contain can be quite dated, their coverage of a topic may be superficial, and they are often hard to get hold of, as library stocks may be limited. Journal papers provide a detailed, up-to date account of the research carried out in a particular area. They include a literature review of the area under study and, in the case of empirical research, provide information on a specific research study, concluding with the implications of the study for current knowledge. The disadvantage of journal papers for many students is the rather formal academic style in which they are written. When beginning study in psychology, journal papers often look like they are written in another language.

We will not be able to cover *all* of the areas of the BPS syllabus in equal depth during our face-to-face teaching sessions. As Masters students you are expected to carry out independent study to support these teaching sessions. Both textbooks and journals provide important information on the syllabus areas. Unit directors will offer guidance on specific books and papers for you to look at. In Part 2 of this handbook there are a small number of items in the reading list for each unit. This list represents only a subset of the reading in this area, but should be enough to get you going. Unit tutors will provide additional reading lists and instructions regarding literature searching once the unit begins.

Good assignments use a mixture of secondary and primary sources in order to formulate their message. Moreover, as students working towards a qualification in Psychology of Education, it is important to be aware, not just of the content of such sources, but of the style that they are written in. Most academic disciplines have their own conventions for study and for dissemination of information. Psychology, in particular, tends to follow the conventions of the American Psychological Association (APA) in terms of the way that information is set out. This includes such issues as how various points are made, how references to the authors of the work that is being cited are set out, and the overall style of a piece of work. It is important to remember that these are skills to be developed during

the course, and every assignment provides the opportunity for practice in the different skills involved in the course.

When searching for literature on a particular topic, there are a number of ways that a student can approach this task. The development of Internet resources over the last few years has made the activity of literature searching much easier than it was a decade ago. The University of Bristol website offers a range of methods for locating literature on a specific topic. The Library WebPages can be found at <http://www.bris.ac.uk/is/>. These pages allow students to search the library catalogue for books, and also to access the journals to which the University of Bristol has an electronic subscription. Hard copies of many journals can also be found in the University Libraries (see Appendix 1 for a guide to the University Libraries).

In addition to the routes outlined above, journals and books can also be located using Internet literature searching databases. These sources are searchable using 'keywords' (as well as other search terms), so provide a really good way of finding out what has been published in an area during a specific time period (e.g. 'dyslexia and boys', 2005-2012). The databases are updated regularly, and therefore provide the very recent developments in each research field. Training in the use of such databases is available from the library. Students are very strongly recommended to develop their skills in using these databases early during the course – accessing relevant literature and reading it critically is vital to the production of good assignments.

Doing Research in the Psychology of Education

The BPS recognises that good psychologists should be able to read about research that has been carried out by others. They also recognise that students of psychology should learn how to carry out research for themselves. This is why both Research Methods and Statistics units form an important part of the MEd in Psychology of Education. While we realise that students vary in their perception of their skills in these domains, the knowledge gained in these units is vital to the successful completion of the dissertation at the end of the course.

The Graduate School of Education provides students on the Psychology of Education pathway with a comprehensive package of research methods training, as illustrated in Figure 1. Students have the opportunity to develop their research skills and expertise in the following areas:

- Quantitative Research Methods
- Qualitative Research Methods
- Statistics

This teaching is delivered via the following routes:

Introduction to Educational Inquiry: Students learn about a broad range of research methods. In seminar groups, students work on a small piece of qualitative research. This project is presented to the rest of the group at the end of the unit and is written up as the assignment for this unit.

Cognition and Learning: Students carry out a piece of experimental research using quantitative methods. Data from the experiment is analysed using basic statistical procedures and the study is written up as the assignment for this unit.

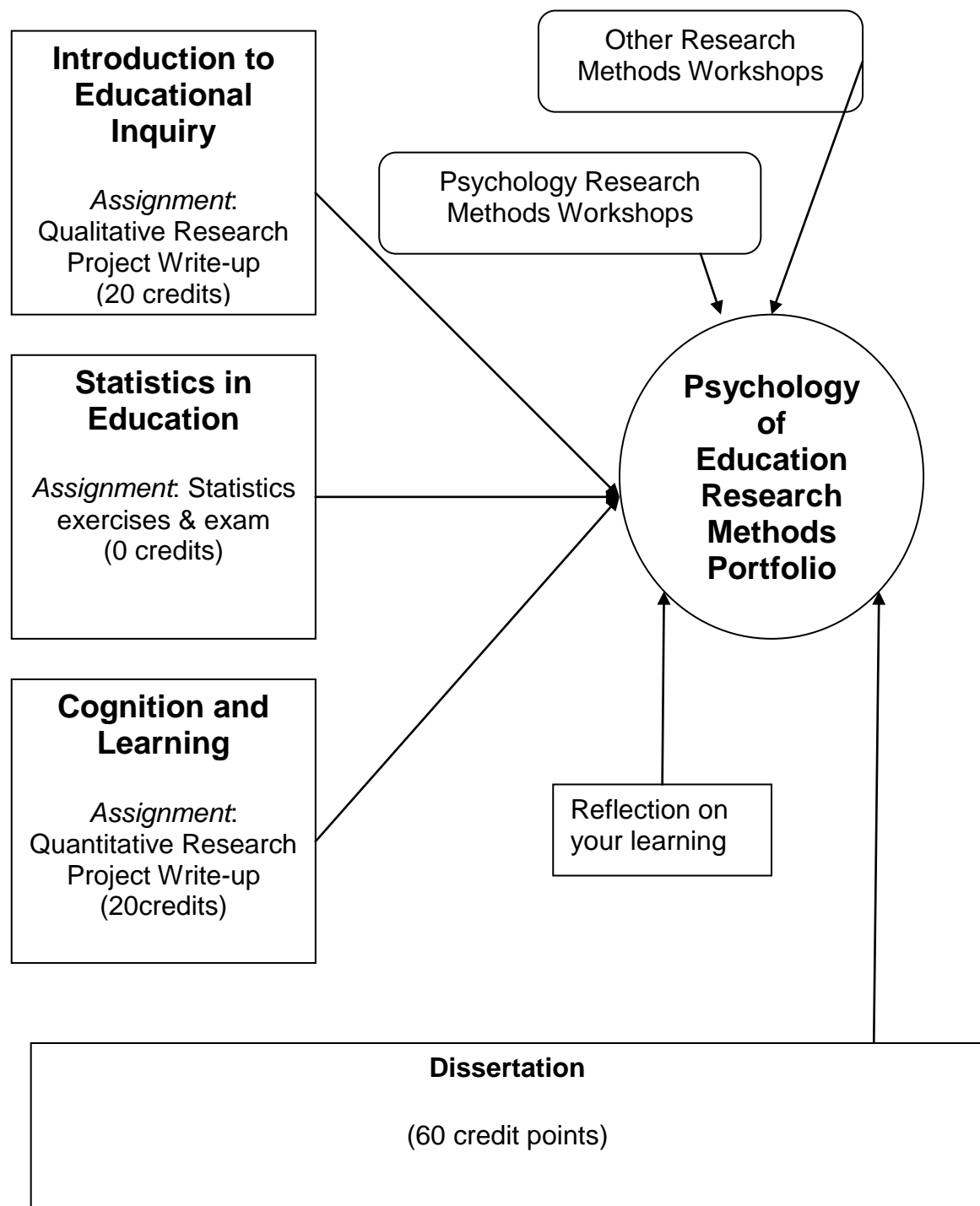
Statistics in Education: Students are familiarised with a number of statistical techniques commonly used in psychological research. Knowledge and understanding is assessed through weekly exercises and an end of unit test.

Psychology Research Methods Workshops: Workshops are run during the Spring Term. The workshops are designed to give students experience of designing research projects and provide an important basis for the development of the dissertation project. Worksheets may be completed during and after the workshops. Students may also attend other Research Workshops in the Graduate School. These should be advertised later in the year.

The four pieces of work outlined above are combined into a **Research Methods Portfolio**, which forms a key part of your work on the MEd. This portfolio may contain other pieces of work if appropriate and it should include a brief reflective statement about the contribution of the research training you have undertaken to your development as a psychologist. The portfolio should be submitted at the end of the Spring Term.

The components outlined above are the minimum that we expect of students. There are additional workshops in study skills, optional units in more advanced statistical methods, and research-related class tasks or homework in many units. All students will be expected to engage critically with the research literature throughout the course. Assignments will be expected to reference primary sources. The dissertation will draw on the research skills developed over the course.

Figure 1. Schematic to illustrate Research Methods training within the Psychology of Education pathway.



All students intending to complete their dissertation during the academic year 2013-2014 will be assigned to a **dissertation tutor** early in 2014. Information relating to dissertations is available, in your Masters Programmes handbook. One important piece of information is the list of academic areas in which dissertation tutors are well placed to offer supervision. The range of research interests of the dissertation tutors is wide and highly relevant to the fields of psychology and education. Students will be asked to indicate their preferred area of study and will be allocated to a tutor on the basis of this. Once a student has been allocated to

a dissertation tutor, they are encouraged to arrange a meeting as soon as possible, so that discussions about the research project can begin. Students taking the BPS route must undertake an empirical dissertation (i.e. develop research questions and collect some new data). Students not taking the BPS route may choose between an empirical dissertation and a library-based dissertation. Completed dissertations are submitted by 14th September 2013.

Ethics and Police Checking

When carrying out research it is vital that students follow ethical guidelines. The Graduate School of Education has an ethics network known as 'Ethicnet', which provides guidance and support for both staff and students during the development of a research project. The webpage for Ethicnet can be found at:

<http://www.bris.ac.uk/education/research/networks/ethicnet>

The website contains links to a number of relevant sources of ethical guidelines including the guidelines of the BPS and the British Education Research Association (BERA). Before beginning any research, students are advised to make themselves familiar with one or more of these guidelines and to bear them in mind when conducting the research itself.

In our experience many students on the Psychology of Education pathway have already had a CRB check (also known as police check) carried out in reference to their previous professional role (e.g. as teachers). However, students who have not had a CRB check, and who think that they may want to carry out research with children as part of their dissertation, are encouraged to initiate this checking process early in their period of study. Further information on CRB checks can be found on the University's website at the following address:

<http://www.bris.ac.uk/secretary/legal/disclosure/students.html>

Options following completion of the MEd in Psychology of Education

In recent years a significant number of students taking the MEd in Psychology of Education have expressed a desire to pursue careers as professional psychologists. Many former students are now in post as Educational Psychologists and others are currently engaged in training for this position. Other students have expressed an interest in Clinical Psychology, while a smaller number have aspirations towards a career in Occupational Psychology. Some students have decided to carry out PhDs, often in an area that developed from their dissertation research.

We aim to provide students with advice in working towards their chosen career path and tutors will be happy to discuss issues relating to this, including the development of a skills and experience profile relevant to the chosen career path, and the provision of references for applications. It is normal for MEd graduates to spend some years building up an appropriate cv of professional experience before they succeed in the competition to get on to professional training courses.

In recent years there have been a number of changes to the way that training in professional psychology is delivered, especially in the case of Educational Psychology. Students with an interest in professional training are advised to consult the BPS website for guidance on this matter:

http://www.bps.org.uk/careers/careers_home.cfm

Information on professional training in Educational Psychology at the University of Bristol can be found at:

http://www.bristol.ac.uk/prospectus/postgraduate/2013/prof_prog_details/SSLF/489

And finally...

The Psychology of Education team hope that your experience of the MEd is an enjoyable and fulfilling one! We and our colleagues in the Graduate School of Education, and the University as a whole, have developed a range of support mechanisms for your period of study. We recognise that our students may have different contexts for study to those typically experienced by the undergraduates in the University (e.g. travel issues, family responsibilities) and have extensive experience of working with the consequences that these different contexts can bring. We hope that we can provide a facilitating environment for all students during their time on the MEd.

We do our best to provide students with the information they need before they need it. This Handbook is one source of useful information, and we hope it will answer most of your questions during your studies. We also use the University's online learning environment, Blackboard. You will find more detailed information about units and announcements about changes and developments in the course there.

One very important part of the support network for the MEd in Psychology of Education is the **Student Services Office**, which is on the first floor of the main building. The key contact for all Masters students is Jen Williams – email ed-masters-students@bristol.ac.uk; tel 0117 331 4417. The Student Services Office is open Monday-Friday, from 9.00-5.00.

PROGRAMME STAFF

Pathway Co-ordinator:

Dr Sara Meadows

Tutors:

Dr Paul Howard-Jones

Dr Tim Jay

Dr Anthony Feiler

Dr Sara Meadows

Dr Jo Rose

Dr Emma Bent

Psychology Department tutors are involved in the MEd Programme as research seminar presenters and dissertation advisers.

PART 2

Unit Syllabi

EDUCM5401	Cognition and Learning
EDUCM5404	Brain, Mind and Education
EDUCM5405	Social and Socio-cultural Psychology
EDUCM5410	Individual Differences
EDUCM 5411	Developmental Psychology
EDUCM5407	Developing Thinking
EDUCM0001	Issues in Neuroscience & Education
EDUCM5504	Statistics in Education
EDUCM5000	Introduction to Educational Inquiry
EDUCM5604	Inclusive Education and Working with Parents/Carers
EDUCM5507	Multivariate Statistical Methods in Education
EDUCM5903	Understanding Assessment
EDUCM5101	Approaches to Counselling in Learning
EDUCM5912	Counselling Young People and Families
EDUCM0014	Collaboration Across Professional Contexts in Special and Inclusive Education

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Psychology of Education

EDUCM5401 Cognition and Learning

Unit Director: Tim Jay

Attendance: 10 sessions of 2 hours.

Credits: 20

Aims of the Unit:

During the unit students should be in a position to:

- develop an understanding of cognitive psychological processes.
- examine how such cognitive processes underpin behaviour in children and adults.
- examine factors associated with cognitive development during childhood.
- review research in cognitive psychology, including the methods by which data are collected, analysed and interpreted.
- develop a critical awareness of theories and models of cognitive processes and the evidence that supports them.
- gain practical experience of carrying out experimental research, both as experimenter and participant.
- develop skills in reading and writing cognitive psychological research.
- make links between the brain, cognition and behaviour.
- apply knowledge of cognitive processes to success and failure in educational domains.

Learning Outcomes

By the end of the unit students will be able to demonstrate that they:

- understand current approaches to studying cognition and cognitive development.
- have practical experience of carrying out research in cognition and preparing a research report.
- are able to critique current theoretical models and theories in cognition and the evidence that supports them.
- are skilled in reading, summarising, critiquing, and writing literature in the area of cognitive psychology.
- are able to reflect on the role of cognition in performance across a range of educational domains.

Methods of teaching

Each session will combine a number of teaching methods including tutor dissemination of key ideas, discussion between students, reviewing relevant literature, plus activities designed to foster skills relevant to cognitive psychology, such as carrying out a research practical.

Unit Syllabus

This unit presents students with fundamental principles and knowledge in the domain of cognitive psychology including: perception; comprehension; conceptual knowledge; learning; skill acquisition and expertise; memory: encoding and retrieval processes, working memory, autobiographical memory, episodic and semantic memory, implicit and explicit memory, memory improvement; thinking and reasoning, problem solving and decision making; language: structure, comprehension, production, reading; information processing and connectionist models of cognition. Students will learn about research methods appropriate to the study of cognition and cognitive development. They will also study key issues in the development of cognition, such as the development of language, number and drawing, cognitive change in the school years, and the role of cognition in educational attainment.

Timetable (May be subject to change)

Week	Date	Topic
1	10 th October	Introduction to the course. Overview of research methods in cognitive psychology
2	17 th October	Perception
3	24 th October	Memory and forgetting
4	31 st October	Working memory + writing up experimental method
5	7 th November	Applications of memory + doing a literature search
6	14 th November	Psychology of language + writing a literature review
7	21 th November	Psychology of learning + handling results
8	28 th November	Connectionist approaches to learning + writing an introduction
9	5 th December	Reasoning + writing an abstract
10	12 th December	Mathematical reasoning

Assignment

The assignment for this unit will take the form of a report of a cognitive psychology experiment. Experiments will be conducted in class during the first three sessions of the unit, and you will write up one of these for the assignment. The specific details of these practical sessions and the resulting assignment will be distributed nearer to the time. However, if students are keen to carry out some preparation for this assignment, they are advised to make themselves familiar with the conventions of writing up quantitative research in psychology.

Reading List

We will not be able to cover *all* of the areas of the syllabus in equal depth during our face-to-face teaching sessions. As Master's students you are expected to carry out independent study to support these teaching sessions. A number of good textbooks on cognitive psychology exist and will provide useful information

on topics that were not covered in the sessions as well as those that are.
Suggested textbook titles include:

Ashcraft, M.H. (2005). *Cognition* (4th Ed). Upper Saddle River, NJ: Pearson Prentice Hall. (BF371 ASH)

Eysenck, M.W. & Keane, M.T. (2005). *Cognitive Psychology: A Student's Handbook* (5th Ed). Hove: Psychology Press. (BF311 EYS)

Matlin, M.W. (2005). *Cognition* (6th Ed). New York: Wiley. (BF311 MAT)

Other suggested reading

Anderson, J. R. (2007). *How can the human mind exist in the physical universe?* Oxford University Press. ISBN: 978-0-19-532425.

Baddeley, A.D. (1996). *Human memory: Theory and practice*. London: Erlbaum. ISBN: 0-86377-431-8.

Garnham, A. & Oakhill, J. (1994). *Thinking and reasoning*. Oxford: Basil Blackwell. ISBN: 0-631-17002-2.

Goswami, U. (Ed.) (2002). *Blackwell handbook of childhood cognitive development*. Oxford: Blackwell. ISBN: 0-631-21841-6.

Meadows, S. (2006). *The child as thinker: Development and acquisition of cognition in childhood*. London: Routledge. ISBN: 0-415-01143-4.

Oates, J. & Grayson, A. (2004). *Cognitive and language development in children*. The Open University. ISBN: 1-4051-1045-7.

Where different editions are available, students are advised to read the most recent one.

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Psychology of Education

EDUCM5404 Brain, Mind and Education

Unit Director: Paul Howard-Jones

Attendance: 10 sessions of 2 hours.

Credits: 20

Aims of the Unit:

During the unit students should be in a position:

- To develop an understanding and critical appreciation of current models of mind/brain/behaviour relationships, focusing particularly upon those issues pertinent to learning in educational contexts.
- To facilitate access to primary neuroscientific literature that is of interest to those involved with education.
- To develop a critical awareness of the insights and limitations of techniques such as neuroimaging in the investigation of cognitive mechanisms, developmental disorders and the effects of psychopharmacological drugs.
- To develop awareness of recent research in areas of cognitive neuroscience pertinent to education and its relationship to evidence arising from other disciplines

Learning Outcomes

By the end of the unit students will be able to demonstrate that they can:

- Explain the basic terminology, principles and concepts associated with the central nervous system and neurocognition, including basic neurochemistry and neurophysiology of nerve transmission, the structure and organisation of the CNS, cortical localisation of function, and the biological basis of psychological abnormalities.
- Explain the current understanding of mind/brain/behaviour relationships, and how their investigation requires a multidisciplinary approach that includes empirical behavioural data, physiological measurements (e.g. neuroimaging), observation and evolutionary perspectives.
- Explain, in terms of neurocognitive function, aspects of perception, attention, learning, memory, motivation & emotion, sleep and arousal, and their significance in developmental and educational contexts.
- Explain, in neurocognitive terms, the current understanding of a range of developmental disorders pertinent to education, and the actions of psychopharmacological drugs in terms of their influence upon brain mechanisms (e.g. Methylphenidate in the treatment of ADHD).
- Make links/connections and recognise associations/relationships between the neurocognitive concepts explained in this unit and concepts encountered elsewhere, including those associated with developmental disorders such as dyslexia.

Methods of teaching

The teaching strategy will employ two broad approaches, where appropriate, with the aims of contextualising as well as theorising concepts, developing student autonomy and promoting individualised study and support. These approaches will also encourage development of the oral, written and team-working skills required to discuss and explore concepts in small and larger groups.

Face to face teaching

Large and small group teaching methods will include presentations by staff and students, discussion, analysis of preparatory texts and practical tasks involving anatomical models.

ELearning

ELearning approaches will augment face-to-face teaching to facilitate individualised study and support within the broad parameters of the unit and the pathway. These will include: on-line discussion, online supervision and peer mentoring/feedback.

Unit Syllabus

This unit is aimed chiefly at providing those students pursuing the psychology of education pathway understanding of the complex interrelationship of mind, brain and behaviour. It will include those areas of biological psychology required for BPS accreditation not currently covered by other taught units. It will also provide additional insights into areas of cognition covered in non-biological terms elsewhere, including developmental disorders and the role of psychopharmacological drugs in their management. It will draw heavily upon the new and rapidly developing field of cognitive neuroscience.

Assignment

Assessment begins with a written, multiple-choice question (MCQ) examination on brain anatomy, development and function (~25%). However, the assignment will arise chiefly (~50%) from a written account of a learning experience, developmental disorder or process that is pertinent to education, making appropriate and extensive use of the terminology, principles and concepts associated with the central nervous system and neurocognition. In negotiation with tutors, students will identify an appropriate and individualised context for their assignment by drawing upon their own experiences/interests and exploring their chosen context in terms of neurocognitive function. They will be expected to analyse relevant texts and synthesise concepts from cognitive neuroscience, psychology and education, make links/connections and recognise associations/relationships between these concepts, and draw upon current understanding of mind/brain/behaviour relationships. They will be expected to develop balanced arguments that reflect a multidisciplinary awareness and an ability to contextualise concepts, and draw appropriately upon a wide range of evidence that includes empirical behavioural data, physiological measurements (e.g. neuroimaging), observation and evolutionary perspectives.

To ensure that all students are setting off with an appropriate topic for their essay and have made contact with some rigorous research in their chosen area, a

power-point poster is also required that outlines your topic. This preparation for your essay will also be assessed (~25%).

Assessment of the Unit

Each component of the assignment (MCQ test, poster and essay) contributes approximately 25%, 25% and 50% to students' final grade for this unit. Experiencing the assignment in 3 parts has been arranged in order to provide students with valuable formative support to help develop their abilities and direction prior to tackling the essay. The MCQ test chiefly assesses knowledge, and students will receive a score for their MCQ test result during the period of taught lectures. The poster assesses students' initial direction and preliminary understanding of their chosen topic, and some written feedback on the poster will be provided before students must commence writing their essay.

Ultimately, however, students will not receive a breakdown of how each part has contributed to their final grade. Instead, formal assessment of the unit involves a "portfolio" approach, in which assessment of student achievement under each criterion in the handbook (knowledge, understanding, approach etc) draws on evidence from all 3 parts *taken together*. To clarify, you will be provided with a single grade and comments (as with most other units) that reflects your performance on the whole assignment, according to the criteria in this handbook.

Reading List

Howard-Jones, P. (2010) *Introducing Neuroeducational Research*, Abingdon: Routledge.

Ward, J. (2010) *A Student's Guide to Cognitive Neuroscience* (2nd Edition). New York: Psychology Press.

Blakemore, S-J and Frith, U. (2005) *The Learning Brain: Lessons for Education*, Oxford: Blackwell Publishing.

Gazzaniga, M.S., Ivry, R.B. and Mangun, G.R. (2002) *Cognitive Neuroscience: the biology of the mind*, NY: WW Norton and Company.

Pinel, J. (2006) *Biopsychology*, 6th edition, New York: Allyn and Bacon.

Unit Director: Sara Meadows

Attendance: 10 sessions of 2 hours.

Credits: 20

Aims of the Unit:

During the unit students should be in a position:

- To develop an understanding and critical appreciation of current approaches to social and socio-cultural psychology.
- To review research on important topics in social and socio-cultural psychology
- To examine the relationships between facets of social and socio-cultural psychology, drawing on psychological approaches
- To consider the social and cultural construction of psychology
- To develop a critical awareness of claims about social and socio-cultural psychology in the educational literature
- To explore implications of psychological research and theory concerning children and their social worlds for the wider aims and methods of education

Learning Outcomes

By the end of the unit students will be able to demonstrate that they:

- Understand key concepts in current study of social and socio-cultural psychology
- Have developed skills in the evaluation and interpretation of psychological research on social and socio-cultural psychology
- Understand the importance of biological, social and psychological factors in social and socio-cultural psychology
- Have explored the way in which different approaches to social and socio-cultural psychology relate to and complement each other
- Are able to critically interrogate claims about social and cultural influences on childhood in the educational literature
- Understand the implication of recent social and socio-cultural psychological research for classroom practice
- Are able to evaluate the relevance of social and socio-cultural psychology for educational policy and innovation

Methods of teaching

The course will be delivered through whole group lectures and discussion led by research-active members of the Graduate School.

Unit Syllabus

The unit provides an opportunity for students to examine research and theory on social and socio-cultural psychology and the socialisation of children within the family, the school and the community. Topics include:

Psychology as a social science. Social perception and social cognition, person perception, attitudes, attribution. Social group processes; inter-group processes including: prejudice, inter-group conflict, social identification, small group processes including norms, leadership, decision making, productivity; conformity and obedience, majority and minority influence, friendship, dominance, aggression. Social and relationship issues: parent-child, sibling and peer relationships, the social worlds of school, adolescence, delinquency; developmental psychopathology, sex roles and sex stereotyping, interpersonal attraction, aggression; pro-social behaviour, altruism, moral development. Socio-cultural psychology: Bronfenbrenner, Vygotskian theory.

Assignment

1. Presentation of the results of a systematic online literature search
2. An essay of 3000 words, or a research report.

In negotiation with tutors, students will be expected to analyse relevant texts and synthesise concepts from social and socio-cultural psychology, make links/connections and recognise associations/relationships between these concepts, and draw upon current understanding of social and socio-cultural psychology. They will be expected to develop balanced arguments that reflect a multidisciplinary awareness and an ability to contextualise concepts, and draw appropriately upon a wide range of psychological evidence. They will develop research skills appropriate to the area.

Reading List

Dunn, J. (2004) *Children's friendships*. Oxford: Blackwell

Franzoi, S. (2006) *Social psychology*, New York: McGraw-Hill

Goldberg, S. (2000) *Attachment*. London: Arnold

**Meadows, S. (2010) *The Child as Social Person*. London: Routledge

Parke, R. and Clarke-Stewart, A. (2011) *Social development*. New York: Wiley

Pellegrini, A., and Blatchford, P. (2000) *The child at school*. London: Arnold

Rutter, M. Giller, H. and Hagell, A. (1998) *Antisocial behaviour in young people*. Cambridge: Cambridge University Press

Schneider, B. (2000) *Friends and enemies*. London: Arnold

Unit Director: Sara Meadows

Attendance: 2 whole day sessions.

Credits: 10

Aims of the Unit:

During this unit students should be in a position:

- To develop an understanding and critical appreciation of current approaches to individual differences.
- To examine the relationships between facets of individual differences, drawing on psychological approaches
- To develop a critical awareness of ways in which the individual self/identity is conceptualised in different cultures & the implications for psychological theories of individual differences
- To explore implications of psychological research and theory for the wider aims and methods of education and counselling

Learning Outcomes

By the end of the units students will be able to demonstrate that they:

- understand key concepts in current study of the psychology of individual differences
- have developed skills in evaluation and interpretation of the psychology of individual differences
- understand the importance of biological, social and psychological factors in individual differences
- have explored the way in which different approaches to the psychology of individual differences relate to and complement each other
- are able to differentiate between ways in which identity(ies) is/are constructed in different cultures
- are able to critically interrogate claims about the psychology of individual differences in the psychological and educational literature
- understand the implication of recent research on the psychology of individual differences for classroom practice
- are able to evaluate the relevance of the psychology of individual differences for educational policy and innovation

Methods of teaching

The course will be delivered through 2 whole day discussion sessions led by research-active members of the Graduate School.

Unit Syllabus

The units enable students to examine research on the psychology of individual differences. Topics include:

Influence of genetic, environmental, development and cultural factors on individual differences. Temporal and situational consistency of individual differences. Influence of personality on other behaviours. The nature of intelligence, contemporary approaches to intelligence and their implications for educational and social policy. Individual differences and inclusion and exclusion. The main approaches to emotion, motivation, the self and normal and abnormal personality development.

Assignment

An essay of 2000 words. For EDUCM5410 Individual Differences students will write a brief critical essay on a topic suggested by or negotiated with tutors. In negotiation with tutors, students will be expected to analyse relevant texts and synthesise concepts from the psychology of individual differences, make links/connections and recognise associations/relationships between these concepts, and draw upon current understanding of the psychology of individual differences. They will be expected to develop balanced arguments that reflect a multidisciplinary awareness and an ability to contextualise concepts, and draw appropriately upon a wide range of psychological evidence

Reading List

Bandura, A. (1997) *Self-efficacy*. New York: Freeman

Bjorklund, D., and Pellegrini, A. (2002) *The origins of human nature: evolutionary developmental psychology*. Washington, D.C.: American Psychological Association

Caspi, A., Roberts, B.W., and Shiner, R. L. (2005) Personality Development: Stability and Change *Annual Review of Psychology*, Vol. 56: 453-484

Mackintosh, N.J. (1998) *IQ and human intelligence*. Oxford: O.U.P.

Meadows, S. (2006). *The child as thinker: Development and acquisition of cognition in childhood*. London: Routledge. ISBN: 0-415-01143-4.

Wenar, C., and Kerig, P. (2006) *Developmental psychopathology from infancy through adolescence* New York: McGraw-Hill

Aims of the Unit:

During this unit students should be in a position:

- To develop an understanding and critical appreciation of current psychological approaches to human development, especially during the school years.
- To review research on important topics in child development
- To examine the relationships between facets of development, drawing on psychological approaches
- To develop a critical awareness of ways in which the individual self/identity is conceptualised in different cultures & the implications for psychological theories
- To explore implications of psychological research and theory for the wider aims and methods of education and counselling
- To discuss the relevance of recent research in developmental psychology for practice
- To explore implications of psychological research and theory for the wider aims and methods of education

Learning Outcomes

By the end of the units students will be able to demonstrate that they:

- understand key concepts in current study of the psychology of development
- have developed skills in evaluation and interpretation of the psychology of development
- understand the importance of biological, social and psychological factors in development
- have explored the way in which different approaches to the psychology of development relate to and complement each other
- are able to differentiate between ways in which identity(ies) is/are constructed in different cultures
- are able to critically interrogate claims about the psychology of development in the psychological and educational literature
- understand the implication of recent research on the psychology of individual differences and development for classroom practice
- are able to evaluate the relevance of the psychology of individual differences and development for educational policy and innovation

Methods of teaching

The course will be delivered through whole group lectures and discussion led by research-active members of the Graduate School.

Unit Syllabus

The units enable students to examine research on developmental psychology.

Topics include:

Theory and method in developmental psychology.

Influence of genetic, environmental, and cultural factors on development.

Assignment

An essay of 2000 words. For EDUCM5411 Developmental Psychology students will write a brief critical review of a paper from a recent issue of *Child Development*. They will be expected to develop balanced arguments that reflect a multidisciplinary awareness and an ability to contextualise concepts, to demonstrate a critical understanding of research, and to draw appropriately upon a wide range of psychological evidence

Introductory reading

Aamodt, S., and Wang, S. (2012) *Welcome to your child's brain*. Oxford: Oneworld.

Parke, R. and Clarke-Stewart, A. (2011) *Social development*. New York: Wiley

Strahan, E., Dixon, W., and Burton Banks, J. (2010) Parenting with reason. Hove: Routledge

Core reading (texts marked ** MUST be read before the unit begins)

Child Development

Development and Psychopathology

Journal of Child Psychology and Psychiatry

**Meadows, S. (2010). *The child as social person*. London: Routledge.

**Meadows, S. (2006). *The child as thinker: Development and acquisition of cognition in childhood*. London: Routledge.

Minnesota Symposia on Child Psychology (BF700)

Wenar, C., and Kerig, P. (2006) *Developmental psychopathology from infancy through adolescence*. New York: McGraw-Hill

Unit Director: Sara Meadows

Credits: 20

Aims of the Unit:

During the unit students should be in a position:

- To develop a deep understanding of psychological processes in the chosen area.
- To examine how such processes underpin behaviour in children and adults.
- To examine factors associated with their development during childhood.
- To develop a critical awareness of theories and models of psychological development and the evidence that supports them.
- To review research in psychology, including the methods by which data are collected, analysed and interpreted.
- To develop skills in reading and writing psychological research.
- To apply understanding of cognitive processes to educational domains.

Learning Outcomes

By the end of the unit students will be able to demonstrate that they:

- have a critical understanding of current approaches to studying psychology.
- can show knowledge of current theoretical models and theories in psychology and the evidence that supports them.
- are skilled in reading, summarising, critiquing, and writing literature in the area of psychology.

Methods of teaching

The method of study is supervised individual study. There are no classes; students will only undertake such study after the successful completion of other psychology units and may be advised to audit additional classes if this is appropriate. Contact hours will depend on the progress of the study.

Unit Syllabus

This unit offers students the opportunity to work on a topic of their own choice with guidance from an adviser working in the same field, in order to develop their knowledge and skills beyond the normal level expected for taught courses. Students will learn about research methods appropriate to the study of their chosen topic, though they may carry out a literature review rather than a piece of empirical work for the unit.

Assignment

An assignment or research report of 4000 words demonstrating critical understanding of current approaches to studying psychology, knowledge of current theoretical models and theories in psychology and the evidence that supports them, and skills in reading, summarising, critiquing, and writing literature in the area of psychology.

Reading List

Reading will be determined in discussion between tutor and student. Students will draw on journals such as Child Development, British Journal of Developmental Psychology, British Journal of Educational Psychology, Developmental Psychopathology, Annual Review of Psychology, Journal of Child Psychology and Psychiatry.

Issues in Neuroscience and Education

Unit Director: Paul Howard-Jones

Attendance: 10 sessions of 2 hours.

Credits: 20

Aims of the Unit:

- To develop a critical awareness of how concepts claiming to involve the brain arise in the cultural, social, economic and political discourse around education
- To develop a critical consideration of the validity of arguments involving the brain that are encountered in educational contexts
- To critically analyse recent initiatives, key research findings and current theoretical frameworks in the field of neuroscience and education.
- To review critically the past, present and potential contribution made by neuroscience to educational research, theory, practice and policy.
- To develop students' critical understanding of their own professional practice in relation to current understanding of the brain

Learning Outcomes

By the end of this unit students should be able to:

- Demonstrate an awareness and understanding of how concepts claiming to involve the brain arise in the cultural, social, economic and political discourse around education
- Critically appraise the validity of a range of arguments involving the brain that are encountered in educational contexts
- Demonstrate an awareness of recent initiatives, and an understanding of a range of key research findings and current theoretical frameworks in the field of neuroscience and education
- Critically assess the past, present and potential contribution of neuroscience to educational research, theory, practice and policy
- Critically reflect on their own professional practice in relation to current understanding of the brain

Methods of teaching

A variety of teaching strategies will be used to deliver this unit, which may include whole group lectures, visiting speakers, case studies, critical analysis of key readings, group discussions and student presentations. ELearning approaches will augment face-to-face teaching to facilitate individualised study and support

within the broad parameters of the unit and the pathway. These will include: on-line discussion, online supervision and peer mentoring/feedback.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Unit Syllabus

Neuroscience is a relatively new but rapidly growing influence upon educational thinking. This unit introduces students to how concepts claiming a brain-basis already feature in the educational discourse around pedagogy (e.g. “brain-based” learning) and policy (e.g. critical periods and early investment). It will enable examination of the validity of such concepts, through an understanding of the relevant research in psychology, neuropsychology and developmental cognitive neuroscience. Students will also encounter a range of current 21st century ethical debates in education involving the brain (e.g. infant screening, adolescent behaviour and responsibility, pharmacological treatment of ADHD, cognitive enhancing drugs for the healthy).

Students will explore recent initiatives, key research findings and current theoretical frameworks at the interface of education with the sciences of mind and brain. Through discussion and critical debate, they will develop the skills to critically review the past, present and potential contribution made by neuroscience to educational research, theory, practice and policy. Students will come to understand the central role of psychology in relating mind, brain and behaviour in these applied contexts. The unit also provides opportunities for students to consider their own professional practice in relation to current understanding of the sciences of mind and brain.

Assignment

The assessment comprises two parts:

- i) Students will be required to provide a presentation identifying an educational practice, theory or policy issue where neuroscientific evidence is, or has been alleged to be, relevant. The presentation will outline the arguments involved, and the scope of the evidence that might be included in developing a multiperspective understanding (attending to experiential, social and biological perspectives as appropriate). (1000 words equivalent)
- i) Students must provide 3000 word essay that explores the arguments involved with this topic in detail, drawing on the relevant evidence from neuroscience, psychology, education, and other disciplines as appropriate. Students must develop a balanced appraisal that interrelates evidence to arrive at a clear set of conclusions.

The 3000 word essay should include a 300-500 summary suitable for public communication of the key facts related to the chosen topic.

Reading List

- Blakemore, S. J. and Choudhury, S. (2006) Development of the adolescent brain: Implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*, 47, 296–312.
- Catherine, S., Burnett, S., and Blakemore, S. (2008) "Neuroscience of Social Cognition in Teenagers: Implications for Inclusion in Society." *Mental Capital and Wellbeing, State-of-Science Reviews* (London, Government Office for Science).
- Della Sala, S., & Anderson, M. (Eds.). (2012). *Neuroscience in Education: The good, the bad and the ugly*. Oxford: Oxford University Press.
- Greely, H., Sahakian, B., Harris, J., Kessler, R. C., Gazzaniga, M. S., Campbell, P., et al. (2008). Towards responsible use of cognitive-enhancing drugs by the healthy. *Nature*, 456, 702 - 705.
- Heinrichs, J. H. (2012). The promises and perils of non-invasive brain stimulation. [Article]. *International Journal of Law and Psychiatry*, 35(2), 121-129.
- Howard-Jones, P.A. (2010) *Introducing Neuroeducational Research*, Abingdon: Routledge.
- Hyatt, K. J. (2007) Brain Gym: Building stronger brains or wishful thinking? *Remedial and Special Education*, 28, 117–124.
- Kratzig, G. P. and Arbuthnott, K. D. (2006) Perceptual learning style and learning proficiency: A test of the hypothesis. *Journal of Educational Psychology*, 98, 238–246.
- Royal Society (2011) *Brain Waves Module 2 Final Report: Neuroscience, Education and Lifelong Learning*, London: Royal Society.
- van Gog, T., Paas, F., Marcus, N., Ayres, P. and Sweller, J. (2008) The mirror neuron system and observational learning: Implications for the effectiveness of dynamic learning. *Educational Psychology Review* 21(1), p21-30.
- Waterhouse, L. (2006) Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist*, 41, 207–225.
- Weisberg, D.S., Keil, F.C., Goodstein, J., Rawson, E., and Gray, J. (2008) The Seductive Lure of Neuroscience Explanations, *Journal of Cognitive Neuroscience*, 20.3, 470-77.

Unit Director: Tim Jay

Attendance: 20 hours

Credits: 0 (for students following the BPS route)

Aims of the Unit:

- To introduce the most commonly used methods of descriptive statistics in educational research
- To introduce commonly used procedures, in educational research, for comparing groups and measuring association.
- To introduce procedures for selecting the most appropriate technique in relation to the research questions and data collected

Learning Outcomes

By the end of the unit students will be able to demonstrate that they:

- are able to carry out appropriate statistical procedures and report them accurately
- can effectively interpret statistical results obtained in relation to the original research questions posed.
- Can select appropriate statistical procedures for the types of numbers and questions asked
- are able to correctly carry out statistical calculations using SPSS (and/or by hand) and be able to appropriately report and interpret statistical results.

Methods of teaching

Class sessions are a mix of lecture format interspersed with hands-on SPSS work in groups. Worksheets and all course materials are on Blackboard

Unit Syllabus

This unit introduces the most commonly used statistical procedures in Educational Research. Students are supported to select appropriate techniques, carry out these statistical procedures and to appropriately report and interpret results from statistical procedures. The unit focuses on descriptive techniques and commonly used procedures such as t-test, Mann Whitney, Pearson Correlation and Chi Square. This unit is a pre-requisite for Multivariate Statistical Methods in Education which concerns inferential statistics.

Assignment

Formative assessment occurs through a series of worksheets where students select, carry out and report on statistical procedures. Summative assessment is through a similar paper of questions which require the appropriate selection,

justification, computation, reporting results and interpreting the results in relation to the original questions set.

Reading List

Field, A. (2005) *Discovering statistics using SPSS for Windows*, 2nd edition. London: Sage Press

Garson, G. David (2002) *PA765 Statnotes: An Online textbook*. North Carolina State University. <http://www2.chass.ncsu.edu/garson/pa765/statnote.htm> .

Howell, D. (2009) *Statistical Methods for Psychology*, 7th edition. Belmont, Calif.: Wadsworth

Myers, J., Well, A. & Lorch, R. (2010) *Research Design and Statistical Analysis*, 3rd edition. London: Routledge

Pallant, J. (2005) (2nd Ed) *SPSS Survival manual: A Step by step guide to data analysis for Windows (version 12)*. Buckingham, England: Open University Press.

Salkind, N.J. (2004) (2nd Ed) *Statistics for people who (think they) hate statistics*. London: Sage.

Trochim, William M. (2000) *Research methods knowledge base*. Atomic Dog Publishing. <http://trochim.human.cornell.edu/kb/>

Wright, D.B. (1997) *Understanding Statistics: An Introduction for the Social Sciences*. London: Sage.

Unit Director: Jo Rose

Credits: 20

Aims of the Unit:

- To present the main philosophical and methodological positions within social science research with special reference to research in education
- To appreciate the importance of critically engaging with research literature
- To enable students to understand and to engage with the process of research design and its conduct.
- To introduce students to issues in data collection and analysis
- To help prepare students for undertaking an empirically-based dissertation
- To enable students to enrich their reading and understanding of research literature that they engage with in other Masters courses

Learning Outcomes

By the end of the unit students will be able to demonstrate that they can:

- Read critically, and summarise, research-related documents, which have employed a range of research approaches and methods based on differing epistemologies
- Formulate a research question and an appropriate research design
- Critically engage with issues of ethics, validity, trustworthiness and reliability in relation to research
- Have the skills and confidence to read research and evaluation reports that are work place related
- Have the skills and confidence to be able to conduct research, as may be necessary within their professional capacity
- Have made decisions regarding their future learning needs, in particular in the area of data collection and analysis techniques (this is particularly important for those likely to be undertaking a dissertation)

Methods of teaching

Teaching consists of a one-hour tutor-led lecture session followed by a tutor-facilitated seminar session consisting of group work activities. The tutor led lecture session will take the form of a presentation of key concepts and issues. Wherever possible these will be illustrated with examples of research in the Graduate School of Education.

Within the seminar sessions students will be supported to design a research project in small groups, enabling them to get a more 'hands on' feel to doing research.

Unit Syllabus

This course provides an introduction to the variety of methods used to conduct research in education. It engages students in the key debates surrounding educational research and its importance in developing educational policy and improving educational processes. The question of what constitutes good educational research is addressed and students will be encouraged to develop strategies to better understand and critique the immense variety of educational research reported in books and journals.

In this course, students are introduced to the entire process of conducting educational research from the initial stages of thinking about research questions to designing a project, choosing particular methodologies and methods. Students are encouraged to look at this from a political and philosophical as well as an educational perspective and also to consider and reflect on the key issues that educational researchers face, including how it is possible to ensure good ethical practice.

Assignment

All students are required to write a 4,000-word research report of the qualitative project carried out during the unit.

Reading List

Brown A. & Dowling P. (1998) *Doing Research / Reading Research: A mode of interrogation for Education*, London: Falmer Press.

Coleman, M. & Briggs, A.R. (eds) (2002) *Research Methods in Educational Leadership and Management*, London: Paul Chapman Publishing.

Clough, P. & Nutbrown, C. (2002) *A Student's Guide to Methodology: justifying enquiry*, London: Sage.

Crotty, M. (1998) *The Foundations of Social Research: meaning and perspective in the research process*, London: Sage.

Denscombe, M. (2003) *The Good Research Guide: for small-scale social research projects*, Maidenhead: Open University Press.

Punch, K.F. (2001) *Introduction to Social Research: quantitative and qualitative approaches*, London: Sage.

Punch, K.F. (2009) *Introduction to Research Methods in Education*. London: Sage

Robson, C. (2002) *Real World Research: a resource for social scientists and practitioner-researchers 2nd ed.* Oxford: Blackwell

Unit Director: Tim Jay

Credits: 20

Aims of the Unit:

To provide students with a statistical understanding sufficient for them to be able to carry out, interpret and present statistical procedures correctly, and to have a critical appreciation of published articles involving statistical analysis. Students will be provided with sufficient knowledge of SPSS to enable them to carry out these exercises but the emphasis of the course is on the understanding and interpretation of the statistics themselves rather than on acquiring a detailed knowledge of the computing procedures.

Learning Outcomes

Students will gain a working knowledge of a range of essential multivariate inferential statistics available on SPSS. They will be able to select, apply and interpret these statistics appropriately according to research hypotheses and the scale of measurement of the variables involved. They will consider the use and value of secondary analyses of existing data sets in education.

Methods of teaching

Students carry out set exercises using a prepared data set followed by group discussion of the results. Explanations of the theoretical premises underlying the statistical methods are provided by the tutor verbally and through printed materials and worksheets.

Unit Syllabus

The unit will introduce students to a range of statistical methods available in the statistical package SPSS for Windows, with the main emphasis being on the use of advanced statistics and their interpretation. The philosophy of the course is that students learn more about inferential statistics by carrying them out using a real data set than by trying to learn statistical theory from first principles. Statistics covered include: analysis of variance and covariance, simple and multiple linear regression, multivariate techniques of factor analysis, discriminant analysis and cluster analysis, and the use of secondary data analysis in education

Assignment

Students carry out a set of statistical analyses using SPSS with a prepared data set provided by the tutor. Each analysis is preceded by a short account of the research background, and followed by a critical interpretation of the results. These analyses together form a report (equivalent to around 4,000 words) which is submitted as one 20 credit assessment.

Reading List

Main Course Text:

Field A (2005) *Discovering Statistics Using SPSS (2nd Edition)* London, Sage

Alternative Texts:

Bryman, A. and Cramer, D. (2005) *Quantitative Data Analysis with SPSS 12 and 13: a guide for Social Scientists*. London: Routledge

Erickson, B.H. and Nosanchuk. T.A. (1992) *Understanding Data*, Buckingham: Open University Press

McCall, R.B. (2001) *Fundamental Statistics for Behavioural Sciences*, Belmont, California: Wadsworth

Siegel, S. and Castellan N.J. (1988) *Nonparametric Statistics for the Behavioural Sciences*, New York: McGraw-Hill

Wright, D.B. (1997) *Understanding Statistics: An introduction for the social sciences*, London: Sage

Unit Director: Anthony Feiler

Credits: 20

Aims of the Unit:

This unit aims to provide students with an overview of policy initiatives, research findings and key frameworks in the field of parental engagement, with particular reference to parents of children with special educational needs. It will present a range of differing intervention models in order that links between parental involvement and pupil learning and adjustment can be explored. A key aim of this unit will be to develop students' understanding that 'one size does not fit all' in the field of parental involvement. Linked to this is the aim of extending students' ability to analyse critically a range of policy and research-based initiatives so that students can reflect on and develop their own professional practice.

Learning Outcomes

By the end of this unit students will be able to:

- Demonstrate their knowledge of policy initiatives in the field of parental engagement with particular reference to the involvement of parents of children with special educational needs.
- Use core themes and findings from the research literature to identify strengths and limitations in a range of reported parental involvement interventions
- Articulate their understanding that involving parents from diverse social and ethnic backgrounds necessitates the adoption of wide-ranging/varied approaches.
- Evaluate associations between parental involvement and pupil learning and adjustment.
- Apply their skills of critical analysis to interrogate and enhance professional practice in the field of parental involvement.

Methods of teaching

A variety of teaching strategies will be used to deliver this unit, which may include whole group lectures, visiting speakers, case studies, critical analysis of key readings, group discussions and student presentations. Material will be presented in such a way that all students can engage with the 'reality' of this field, e.g. by inviting unit participants to share their experiences of such initiatives and through the use of video presentations.

Unit Syllabus

1. Introduction to parental involvement.
2. Successful parental involvement projects in the UK.
3. International perspectives on parental involvement .

4. Parental involvement and the place of home visiting.
5. Creating more approachable schools.
6. Invited speaker: Tony Benjamin (programme manager, children's fund).
7. Assignment group tutorial.

Assignment

Choice of one of the following options:

- Completion of an essay that explores the strengths and limitations of parental involvement frameworks with particular reference to the involvement of parents of children with special educational needs and/or parents from diverse social and ethnic backgrounds, or that evaluates strengths and limitations in a range of reported parental involvement interventions
- A critical evaluation of a parental involvement project with which the student has had direct, professional experience.

Reading List

S. Beveridge (2005) *Children, Families and Schools: Developing Partnerships for Inclusive Education*. Abingdon: RoutledgeFalmer.

Other reading to be supplied later.

EDUCM5101 Approaches to counselling in learning
Helen Knowler

This unit provides students with the opportunity to engage with the psychological and philosophical concepts that have informed the development of the three major theoretical approaches to counselling – psychodynamic, person-centred and cognitive-behavioural. Students will also be introduced to multicultural counselling theory (MCT) and to the debate concerning theoretical and technical integration and eclecticism. The cultural, historical and social factors that have influenced the development of each theoretical position will be embedded throughout the curriculum.

Topics include:

The psychodynamic approach to counselling – influences of Freud and the post-Freudians

Humanistic psychology and the person-centred philosophy and approach of Carl Rogers

Cognitive and behavioural psychology - the rational-emotive behavioural therapeutic approach of Albert Ellis

Integration and eclecticism – exploration of core integrating factors including the 'relationship multiplicity' framework of Petrushka Clarkson, Gerard Egan's use of problem-solving, postmodern challenges to the concept of integration

Multicultural Counselling Theory (MCT) – the work of Paul Pederson

Key Reading and References

JACOBS, Michael (3rd ed.) (2004) *Psychodynamic counselling in action*. London, Sage

McLEOD, John (3rd ed.) (2003) *An introduction to counselling*. Buckingham, Open University Press

MEARNS, Dave (2nd ed.) (2003) *Developing person-centred counselling*. London, Sage

PALMER, S. & LAUNGANI, P. (eds.) (2000) *Counselling in a multicultural society*. London, Sage

PALMER, S. & WOOLFE, R. (eds.) (2000) *Integrative and eclectic counselling and psychotherapy*. London, Sage

PROCHASKA, James & NORCROSS, John C. (5th ed.) (2003) *Systems of psychotherapy: a transtheoretical analysis*. Pacific Grove, Ca., Brooks-Cole

Statement of Unit Aims:

- To develop an understanding of the core concepts of the psychodynamic, person-centred, cognitive-behavioural approaches to counselling –and of Multicultural Counselling Theory (MCT)

- To explore the implications of the application of each theoretical approach to the personal and academic support of learners
- To differentiate between the use of a single approach and the integration of elements from each in the effective personal and academic support of learners
- To examine the relationship between the development of counselling in the Western world and the psychological theories that have informed it
- To develop a critical awareness of the ways in which the mainstream approaches to counselling are culturally conceptualised and the implications for their application in a range of different cultures

Statement of Learning Outcomes:

Students will demonstrate that they:

- Have considered critically the psychological and philosophical underpinnings of the major theoretical approaches to counselling and are able to differentiate between them
- Have explored the social and cultural influences on counselling and critiqued their relevance in their own professional context
- Are able to differentiate between integrationism and eclecticism
- Are able to critically interrogate current counselling research

Methods of teaching (eg Lectures, seminars, fieldwork):

A variety of approaches to learning and teaching will be used including: small group discussion, experiential work, case studies, student led seminars and presentations, critical analysis of key readings and the critical analysis of counselling vignettes.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Methods of assessment:

An essay of 3000 words that provides students with the opportunity to critically evaluate at least **one** of the major theoretical approaches to counselling, an integrative approach or MCT, and to consider its relevance in their own context. Students will also be required to maintain a reflective journal in which to record their experiences of learning during the unit conceptualising this experience within the theoretical perspectives encountered. A 1000 word summary of this reflective journal will be submitted as part of the assessment.

University of Bristol Graduate School of Education

This unit considers a selection of issues that are frequently raised by clients in educational settings and provides the opportunity to critically evaluate established frameworks and practices that inform counsellors' responses and use of counselling skills. The unit will consider a selection of at least five topics chosen in consultation with students. These could include: bullying; difficulties with learning; impact of assessment; behaviour and discipline; bereavement; coping with transition and major life changes; vulnerability arising from abuse or neglect; self-harm; anxiety and depression; eating disorders and substance abuse. The selected topics will be considered from the perspectives of the person seeking help and their families and what is appropriate to educational settings.

Key Reading and References

- Dallos, R. & Draper, R. (2000) *An Introduction to Family Therapy: systemic theory and practice*. Buckingham, Open University Press
- Geldard, K. and Geldard, D (2004) *Counselling Adolescents*. London, Sage
- Geldard, K. and Geldard, D (2002) *Counselling Children: a practical Introduction*. London, Sage
- Hornby, G., Hall, C. & Hall, E. (eds.) (2003) *Counselling Pupils in Schools: skills and strategies for teachers*. London, Routledge/Falmer
- Sederholm, G. H. (2003) *Counselling Young People in School*. London, Jessica Kingsley
- Lee, C. (2004) *Preventing Bullying in Schools: a guide to teachers and other professionals*. London, Paul Chapman.

Statement of Unit Aims:

The aims of this unit are to:

- develop a theoretical understanding of at least five selected issues that that are likely to be brought by young people seeking help in educational settings.
- examine and evaluate theoretical differences
- critically analyse the implications for theory and practice
- draw on participants' own life experience and of others known to them to deepen their understanding
- formulate appropriate strategies for helping by use of counselling skills that take account of the individual needs, cultural norms and the educational setting

Statement of Learning Outcomes:

Students will demonstrate that they:

- have a critical knowledge of and the ability to evaluate different approaches to issues presented by young people for help in educational settings
- can explain with reasons any preferred approaches to offering help or use of counselling skills

- understand the implications of life story and personal experience for offering help
- can formulate an appropriate way of helping someone with specified issues for which help is being sought.

Methods of teaching

A variety of approaches to learning and teaching will be used including: tutor input, small group discussion, experiential work, case studies, student led seminars and presentations, the use of audiovisual materials

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Methods of assessment

Students will be required, usually working collaboratively in small groups, to make a presentation to class about a selected issue. The presentation will not be summatively assessed but will be discussed in class; formative feedback will be offered. Undertaking this exercise is required as preparation for the assessed submission.

The formal assessment will be based on an assignment of the equivalent of 4000 words about a selected issue that demonstrates a critical ability to understand and apply relevant literature; select an appropriate intervention; and to appreciate the challenges of implementation.

EDUCM0014 Collaboration Across Professional Contexts in Special and Inclusive Education

The unit will investigate how professionals from different backgrounds work together, considering the different perspectives of policy makers, strategic decision makers, practitioners and service users. Recent policy relating to inter-professional work (IPW) in special and inclusive education will be examined to provide a context for the unit. Psychological aspects of collaboration, such as the impact on professional identity, and social psychological aspects, such as team functioning, will be considered in this unit.

Core readings for the unit

Anning, A., Cottrell, D.M., Frost, N., Green, J. and Robinson, M. (2006) *Developing Multi-professional Teamwork for Integrated Children's Services*, Buckingham: Open University Press.

Department for Education (2011) *Support and Aspiration: A new approach to special educational needs and disability*. London: HMSO.

Easen, P., Atkins, M. and Dyson, A. (2000). Inter-professional collaboration and conceptualisations of practice,. *Children and Society*, 14, 355-367.

Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J. & Warmington, P. (2009) *Improving inter-professional collaborations: Learning to do multi-agency work*. Abingdon: Routledge.

Gaskell, S. and Leadbetter, J. (2009). Educational psychologists and multi-agency working: exploring professional identity. *Educational Psychology in Practice*, 25, 97-111.

Hymans, M. (2006). What needs to be put in place at an operational level to enable an integrated children's service to produce desired outcomes? *Educational and Child Psychology*, 23, 23-34.

Hymans, M. (2008). How personal constructs about "professional identity" might act as a barrier to multi-agency working. *Educational Psychology in Practice*, 24, 279-288.

Leadbetter, J. (2006). New ways of working and new ways of being: Multi-agency working and professional identity. *Educational and Child Psychology*, 23, 47-59.

Rose, J. (2011) Dilemmas of inter-professional collaboration: can they be resolved? *Children and Society*, 25, 151-163.

Todd, L. (2007) *Partnerships for Inclusive Education: A critical approach to collaborative working*. Abingdon: RoutledgeFalmer,

Statement of Learning Aims

The overarching aim of this unit is to provide students with an understanding of inter-professional working (IPW) from the different perspectives of policy makers, strategic decision makers, practitioners, and service users. The conditions that support and impede successful IPW will be explored. The tensions arising from IPW and the potential benefits will be investigated. A range of theoretical perspectives on IPW will be critically evaluated.

Statement of Learning Outcomes

By the end of this unit it is expected that participants will be able to demonstrate critical awareness and understanding of:

- The impact of policy frameworks and the structure of the different professions on the practice of IPW
- The ways in which IPW can support inclusive practice across education systems, and contribute to the prevention of social and educational exclusion
- The dynamics of IPW; the ways in which different professions formulate new ways of working together, and the psychological aspects of those new ways of working
- The tensions and rewards arising working across professional boundaries, and where these originate
- The different ways in which IPW is experienced by different groups of stakeholders
- Different theoretical conceptualisations of IPW

Teaching Methods

A variety of approaches will be used in this unit, including lecture format, small group discussion, small group project work, case studies, and student-led presentations. The unit will also draw on the experiences of the students to support the lectures, readings, class discussions and group tasks.

Assessment

Formative assessment will take place in class, with peer and tutor feedback on group and class discussions of concepts and literature and how these relate to personal experiences.

Students will carry out a mini research project in small groups, exploring experiences of IPW from different perspectives, through interviews with practitioners and service users. As the first part of the summative assessment, the findings from this will be presented in class, stimulating further discussion and feedback.

The remaining part of the summative assessment will comprise a 3000 word essay, from a range of titles, requiring them to use research evidence and policy to critically explore and evaluate concepts in an aspect of IPW.

Personal Tutoring Form – Initial Meeting

Name of student:

PT/FT:

Name of personal tutor:

email address:

Date of meeting:

1. What are your reasons for taking the course – explore how the programme relates to personal and professional development and interests.
2. In the light of these reasons, check that intended units are the most appropriate.
3. Explore and list any particular goals that you have for this year. These may be related to professional or personal development, acquisition of broader learning and transferable skills or be more subject specific. Consider how these may best be met.

4. Explore and list any particular areas of concern that you have at this time and consider possible strategies to manage them.

5. List any actions arising from this session.

Action	Responsible	Date for completion

The next planned contact with your Personal Tutor will be in the middle of this current term

Personal Tutoring Form – Meeting 2

Mid Autumn Term

Name of student:

PT/FT:

Name of personal tutor:

email address:

Date of meeting:

Second meeting:

1. Review your previous tutorial record and consider:
 - have your units changed and why?
 - do you have any new concerns?
 - have your earlier concerns been allayed?
 - what were the consequences of the agreed actions from your last personal tutorial?
2. Review your overall progress including attendance; perception of the value of units; management of workloads; learning goals; ways that other goals may be being realised. Note particular strengths or concerns.
3. Review your academic progress, grades, confidence, concerns. Note particular strengths and concerns.

4. Have you had any extensions or needed to re-submit an assignment?
Explore reasons and any actions which need to be taken.

5. Record any actions to be taken.

Action	Responsible	Date for completion

Date of next meeting:

The next planned contact with your Personal Tutor will be in the middle of next term

Personal Tutoring Form – Meeting 3

mid Spring Term

Name of student:

PT/FT:

Name of personal tutor:

email address:

Date of meeting:

Third meeting:

1. Review your previous tutorial record and consider:
 - have your units changed and why?
 - do you have any new concerns?
 - have your earlier concerns been allayed?
 - what were the consequences of the agreed actions from your last personal tutorial?
2. Review your overall progress including attendance; perception of the value of units; management of workloads; learning goals; ways that other goals may be being realised. Note particular strengths or concerns.
3. Review your academic progress, grades, confidence, concerns. Note particular strengths or concerns.

4. Have you had any extensions or needed to re-submit an assignment?
Explore reasons and any actions which need to be taken.

5. Record any actions to be taken.

Action	Responsible	Date for completion

Date of next meeting:

Your next planned contact with your Personal Tutor will be in the middle of next term

Personal Tutoring Form – Final Meeting

mid Summer Term

Name of student:

PT/FT:

Name of personal tutor:

email address:

Date of meeting:

Review academic year to date:

- Are you facing any particular difficulties at this stage?

- What solutions/strategies do you have?

- What have been the major gains from this year?

- What have been the main learning points?

- What areas could be actioned for further work?

- How might these areas be taken forward?

- Were the learning goals at the outset of the year reached?

- Overall reflections on this year of personal and professional development.