

Enhancing Professionalism in Education by becoming a Master of Education

DRAFT 5th December 2022

The following Masters in Education programme is offered as a resource for you to modify for your particular context in higher education. It is based on the four units of Research Methods in Education, Understanding Learners and Learning, Gifts and Talents in Education and Educational Enquiry and a Dissertation.

The justification for offering this programme for enhancing professionalism in education can be accessed from:

Whitehead, J. & Huxtable, M. (2016) Creating a Profession of Educators with the living-theories of Master and Doctor Educators, *Gifted Education International*, 32(1) 6-25.
Retrieved from <https://www.actionresearch.net/writings/gei2015/jwmh.pdf>

The contents of the units and their assessment can be accessed from:

Assessment

<http://www.actionresearch.net/writings/masters2022/assessment.doc>

Research Methods in Education

<http://www.actionresearch.net/writings/masters2022/researchmethodsineducation.docx>

Understanding Learners and Learning

<http://www.actionresearch.net/writings/masters2022/understandinglearnersandlearning.docx>

Gifts and Talents in Education

<http://www.actionresearch.net/writings/masters2022/giftedandtalentededucation.doc>

Educational Enquiry

<http://www.actionresearch.net/writings/masters2022/educationalenquiry.docx>

Pedagogy

The pedagogy is based on the assumption that all participants in the programme are engaged in, or willing to become engaged in, enquiries of the kind, 'How do I improve what I am doing in my professional practice'. This assumption is related to the assumption that everyone will recognise that they have engaged either implicitly or explicitly in the action reflection cycles of: expressing concerns when values are not being lived as fully as they can; imagining improvements in practice and formulating an action plan; acting on the plan and gathering data to make an evidence-based judgement on the effectiveness of the actions; evaluating the effectiveness of the actions; generating and sharing for public criticism/validation an evidence based explanation of their educational influences in their own learning and in the learning of others. We refer to these explanations as living-educational-theories. We hold a view of professionalism that includes a professional's responsibility to ask, research and answering questions of the kind, 'How do I improve my professional practice?' and to contribute the knowledge they generate to the global

knowledgebase of education. The template for a living-educational-theory action reflection cycle can be accessed from:

<https://www.actionresearch.net/writings/jack/arlivingtheoryplanner.pdf>

The educational pedagogy we use is grounded in dialogues that embrace both the generation of the living curriculum of participants and engagements with the given curriculum of the contents of the modules. We are suggesting that tutors of the units browse through the weekly notes circulated to participants at:

<https://www.actionresearch.net/writings/tuesday.shtml>

These notes emphasise the importance of the conversations between tutors and participants in which the unique constellations of values and enquiries of participants are engaged with the given curriculum and the writings of others.

Our timings for a unit would allow 16 weeks from the start of the programme to the submission of a completed assignment. There would be some 8 consecutive weeks of 2 hour sessions, 6 weeks, for the production of the draft explanation of educational influences in learning, before the submission a draft to a validation group of participants who would respond to the questions:

How could I improve the comprehensibility of my explanation?

How can I strengthen the evidence I use to justify my claims to knowledge in my explanation?

How could I deepen and extend my understanding of the sociohistorical and sociocultural influences in my explanation?

How could I enhance the authenticity of my explanation in the sense of showing that I am living my values as fully as I can?

The following 2 weeks before submission gives the participants the opportunity to strengthen their explanations in the light of responses from the validation group.

Following the four units, participants then create their dissertations

Here is access to writings for the four units and for masters' dissertations.

Educational Enquiries

<http://www.actionresearch.net/writings/mastermodeducationalenquiry.shtml>

Gifted and Talented Education

<http://www.actionresearch.net/writings/mastermodgandt.shtml>

Research Methods

<http://www.actionresearch.net/writings/mastermodresearchmethods.shtml>

Understanding Learners and Learning

<http://www.actionresearch.net/writings/mastermodunderstandinglearnersandlearning.shtml>

Dissertations

<http://www.actionresearch.net/writings/mastermoddissertations.shtml>