Applications can now be made for the Master in Education Aggression Studies programme organised by the School of Education Trinity College Dublin.

Aims of the programme
The principal aim of the M.Ed. (Aggression Studies) programme is to provide school personnel with the knowledge and skills they need in order to undertake practical work against bullying, harassment and violence within school and educational communities based on whole-school / community principles, and informed by best national and international practice. To these ends, course participants study the psychology of aggressive behaviour and child and adolescent development, before proceeding towards the consideration of the means of preventing and countering aggression, bullying, harassment and violence, and having the experience of practically implementing such means within their own school / educational communities under supervision.

Who is the programme for?
This programme is designed for school personnel, particularly those with responsibility for or a role in policy-making, and those with a pastoral role within the school community – e.g., principals, deputy / vice-principals, year heads, class tutors, SPHE teachers, resource teachers, guidance counsellors, etc. – and other suitably qualified persons.

Structure
The taught component contains four modules. The blended learning approach of the first three modules involves a combination of on-line supported distance education and face-to-face interaction at a fortnightly tutorial during the academic year. The fourth module involves the course participants undertaking supervised practical anti-bullying / anti-violence work within their own school / educational communities. Each module requires course participants to attend these tutorials, and also to read and utilize on-line resources in advance of each week of tutorial attendance. The first and second modules are completed in the first semester of the academic year, and the third and fourth modules are completed in the second semester of the academic year. Those students who have attained a satisfactory level in their module assignments progress to the dissertation year. Normally, students are required to submit their dissertation within twelve months. The second year is a research year, and the student will be involved in the writing of a dissertation under the guidance of an experienced supervisor.

Course Modules

- **Module One: The Psychology of Aggression.**
  This module provides an understanding of the bases of certain key schools of thought within psychology – the biological, psychodynamic, behaviouristic, social, individual differences approaches – in how authors within these key schools of thought have investigated aggression and aggressive behaviour. An understanding of the problems caused by the non-reporting of incidents of school bullying and violence is also introduced, as well as the importance of a critical appreciation of the challenges posed in attempting to integrate different psychological approaches towards aggression and aggressive behaviour.

- **Module Two: The Psychology of Child and Adolescent Development.**
  This module provides both an appreciation of the value of historical and cross-cultural perspectives on childhood and adolescence, and an understanding of the various historical and contemporary psychological theories and approaches towards developmental psychology, including the psychodynamic, cognitive and learning approaches. Additionally, an in-depth and critical overview of psychological models of cognitive and socioemotional development is provided.

- **Module Three: Preventing and Countering Aggression, Bullying, Harassment and Violence.**
  This module re-introduces the concepts of aggressive behaviour, bullying, harassment and violence, and provides an introduction to the national and international research literature on the prevention and intervention against such phenomena. Course participants are assisted in building a capacity to identify psychological, social and environmental risk and protective factors in the school or related context in respect of aggressive behaviour, bullying, harassment and violence, and a knowledge of practical strategies and techniques to prevent these same.
Module Four: Implementation of Policies to Prevent and Counter Aggression, Bullying, Harassment and Violence in School / Educational Communities.

In this module, course participants are assisted in developing a capacity to enhance the physical and emotional well-being of students and staff. This is done via their carrying out a needs analysis of bullying and violence in their own school community or related educational setting, and subsequently designing an effective policy to prevent and counter aggressive behaviour, bullying, harassment and violence. They are thus enabled to facilitate action at the school community or related educational level based on best available evidence collated from international research to prevent and counter aggression, bullying, harassment and violence, and to comprehend the legal responsibility of schools/educational communities to its members.

Teaching and learning strategies
A variety of teaching and learning strategies are used throughout the programme, including group discussion, problem-based learning, e-learning and accessing online resources, practical work in school/educational communities, case-studies, lectures and individual reading and research. Assessment of the taught component is via four assignments, and may include essays, case-study reports, and portfolio type projects.

Further information
For enquiries about course content please contact Dr Stephen Minton (mintonst@tcd.ie / 01 896 2216). For all other enquiries, including information on how to apply, please contact Keara Eades/Daniel Wearen (00-353-1-896-3568/1290).

Note: prospective students should realise that this brochure is as accurate as it can be at the time of production but will not reflect changes to the programme which might have been made at a later stage.