This strand of the Masters in Education is designed for academics and others teaching in higher education to develop a critical understanding of the theory and practice of pedagogical endeavour in higher education. One component provides the historical, sociological and philosophical context of contemporary pedagogical practice, curriculum design and research, while a second, larger component focuses on the practice of designing teaching modules, the use of blended learning methodologies, the design of assessment criteria and modes, the development of a research-led teaching portfolio and the development of research supervision skills. Attention is given to the discipline contexts of students and the pedagogies of the disciplines.

Structure
The taught component contains four modules, with each module containing approximately 25 hours of contact time. Students will be involved in practice focused workshops and seminars that address both critical and theoretical studies of pedagogy and practice in higher education.

This programme is available as a three-year course only (option 3). Students take two modules in year 1, a further two modules in year 2, and if they wish to continue to the masters year, the third year is devoted to the completion of a dissertation under the guidance of a supervisor. Typically, the dissertation is carried out using a practitioner action research approach. The course is designed with an exit point on completion of the four taught modules. Students exiting at this point can be awarded a Postgraduate Diploma in Teaching and Learning in Higher Education. Teaching and supervision in modules three and four will be undertaken in cooperation with the University's Centre for Academic Practice and Student Learning (CAPSL).

Course Taught Modules

- **Module One: Traditions, Powers and Contexts**
  An introduction to the three dimensions which underpin a critical understanding of the role and position of higher education in the global, European and Irish contexts: the historical, the sociological and the policy/political. Through engagement with these dimensions students will be encouraged to explore a rich mosaic of knowledge and understanding of higher education. Students attend six (6) three hour block sessions. The sessions will be a mixture of formal lecture and seminar work based on readings and the lecture content. The module will be assessed by a written paper [3,000 words].

- **Module Two: Pedagogical models and approaches**
  This module will provide a critical introduction to pedagogical models and approaches in higher education. This will include: curriculum models; the relationship between teaching and research; module design; undergraduate and postgraduate teaching and learning; the pragmatics associated with 'classroom' practice and an introduction to the application of technology in the teaching and learning environment and processes

- **Module Three: Guidance, Evaluation and Assessment in Higher Education**
This module will address diagnostic, formative and summative modes of assessment. Notions of reliability and validity, record keeping, accountability and ethics will be investigated and case studies considered. Student feedback and critical self-reflection will be examined. A strong focus of this module will be on undergraduate and postgraduate research supervision skills.

• **Module Four: Practice, context and reflection**

This module is designed to allow students to engage in contextualised pedagogical practice in an informed and reflective manner. The module consists of three elements: Readings and discussion on the pedagogies of his/her discipline; the design, implementation and evaluation of a pedagogical intervention; peer observation of in-discipline and out-of-discipline pedagogical practice. The academic and practical exercises for this module are:  
*Introduction to the pedagogy of the disciplines:* 3 seminars on readings or 3 “brown-bag” sessions during the academic year.  
*Intervention:* Design, implementation (6 weeks approx) and evaluation in Term/Semester 2  
*Observation:* 2 in-discipline and 2 out-of-discipline observations over the academic year

**Teaching and learning strategies**

Students will be involved in practice focused workshops and seminars, the construction of virtual learning artefacts, peer observation both within and outside of discipline. Each of the four modules is individually assessed. A variety of assessment methods are used including projects, case studies, portfolios, diaries and essays are used. The integration of theory and practice is stressed in the content of the modules and in the assessments

**Further information**

For enquiries about course content please contact Dr. Andrew Loxley, (loxleya@tcd.ie / (00-353-1-8961587). For all other enquiries, including information on how to apply, please contact Ms. Keara Eades (master.education@tcd.ie / 00-353-1-8963568).

*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.