Aims:
- To provide a framework for inclusive research at doctoral level in an educational context
- To critically engage with policy and provision matters within education for students who are experiencing/have experienced or are at risk of marginalisation within educational environments
- To explore the implications of ‘diversity and difference’ through the categories of, for example; special educational needs, disability, culture, ethnicity, social class, disadvantage, or sexual/religious minority status
- To evaluate and critique models of inclusive practice nationally and internationally

Module 4 - Power, Perceptions and the Dilemma of Difference
Deconstructing perceptions and experiences of ‘power’, ‘the hidden curriculum’, and ‘socio-cultural-economic environmental influences’ can provide significant insights into different perspectives of educational settings that impact on the pursuit of inclusive education.

Aims:
- To explore the ‘dilemma of difference’, (Minow 1990) as exemplified through ‘labelling’ ‘identifying’ and ‘supporting’ students with additional needs in educational environments
- To evaluate and explore conditions within education that may oppress, stigmatize and/or render ‘invisible’.
- To critically engage with theoretical understandings of ‘power’, ‘empowerment’ and ‘care’ within education (e.g. Foucault, Freire, Shor, Fraser, Young, Bourdieu, Apple)
- To appraise the absence or presence of ‘voice’ in relevant research and evaluate as a methodological approach in the context of inclusive education.

For further information please visit http://www.tcd.ie/Education/research/degrees/d-ed/

For all other enquiries please contact the course administrator on 01 896 3583 or by email to lmcguire@tcd.ie / phdrsrc@tcd.ie

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Course Information

**Summary of the Programme**

The D.Ed. is a part-time programme. Students will normally be expected to complete the programme over a four year period through successful completion of five taught modules and a 60,000 - 70,000 word thesis. In the case of students on the Learning Theory & Inclusion strand they will initially choose and complete two from the following four modules. Students can either follow the Inclusion route or the Learning Theory route or a mix of both contingent upon their research interests.

**Module Titles**

The Strand Modules for Learning Theory & Inclusion are:

Module 1 - Learning Theories in Socio-cultural and political contexts
There is inter-disciplinary research currently linking findings from education, psychology, machine learning and neuroscience to generate a new ‘science of learning’. This module will critique theories from all of these areas. Students will engage in sorting the ‘wheat’ from the ‘chaff’ in relation to different theories. The module will also consider use and development of theoretical frameworks.

The module will allow students to develop a thorough understanding of learning theories and how they relate to different forms of educational practice. It will help students consider learning theories and how they are adapted in relation to the underlying sociocultural and political context in which they are being applied. This understanding will provide the basis for students to consider the appropriateness of different learning theories being applied in their own context and to evaluate proposals for inclusion of different learning and teaching approaches. The module will prepare students well for undertaking D.Ed dissertations in the broad area of learning and teaching. Additionally, critical reflection will form part of the underpinning rationale of the module, affording students the opportunity to reflect critically on the theoretical aspects of learning and on applicability of specific approaches used in a variety of educational contexts.

**Aims:**
- To offer students an historical overview of schooling and introduction to current debates in learning theory
- To provide a critical analysis of different learning theories in relation to specific sociocultural and political contexts
- To critically explore the theoretical and practical consideration of learning and teaching in specific contexts
- To critique of recent innovations in approaches to learning and teaching in educational contexts

Module 2 - Vygotsky: His life and work in educational contexts

This module will explore the life and work of perhaps the most influential educator in 21st century learning contexts, Lev Semenovich Vygotsky (1896-1934). It introduces Vygotsky and his work in relation to his own cultural historical context, and provides an overview of different interpretations of Vygotsky’s ideas and how they have been applied in education contexts over the past 54 years since the first book *Thought and Language* was first published in 1962. We will contrast the enthusiasm by which the education community embraced the ideas of Vygotsky’s contemporary, Jean Piaget. Piaget’s ‘stage’ theory formed and still forms the basis for many education programmes. This module will provide an in-depth study of Vygotsky’s ideas and their implementation in learning and teaching contexts, using the framework provided by Friere’s notion of education.

**Aims:**
- Introduce students the work of Vygotsky
- Explore the relationship between theory and practice with specific reference to the work of Vygotsky
- Consider the relationship between creativity, teaching and learning and the theories of Vygotsky
- Explore the socio-cultural dimensions of learning and teaching

Module 3 - Inclusive Education: Issues related to equality and diversity in educational settings

The promotion and advancement of equitable opportunities for all learners within education is stated in educational policy and recognised as a social ‘good’. However, it is essential that the challenges of inclusive education are explored, confronted and evaluated. In parallel with engagement in relevant philosophical and theoretical underpinnings, this module will also examine some of the practical implications of inclusion. Key to student engagement will be the development of a critical response to the international discourse pertinent to policies of inclusion within education and society, while examining the breadth of implications inherent to an inclusive educational framework.