the form of an upgrade interview. The upgrade takes the form of an oral examination in which students are asked to present their research proposal that will form the basis of their thesis work.

Having successfully negotiated the upgrade and the taught components of the programme, the student will then move into the final stage of undertaking their research. During Year Three students will be required to undertake one ‘advanced’ research methodology module which will focus on data analysis and interpretation.

For further details go to: http://www.tcd.ie/Education/research/degrees/d-ed/

Applications

The minimum entry requirements are:

- an appropriate masters level qualification or equivalent and;
- a minimum of three years experience in an educational or related context.
- In addition to holding an appropriate masters level qualification, the entry process will also involve:
  - the submission and approval of a research proposal that demonstrates the potential to work at doctoral level and;
  - interview with the course director and (potential) supervisor to discuss and evaluate the above proposal and student’s suitability and potential for study at a doctoral level.

Applications for the course should be made online through the SITS system at: http://www.tcd.ie/courses/postgraduate/research/schools/education.php

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 / phdresrch@tcd.ie

Or the Course Director

Dr. Andrew Loxley - loxleya@tcd.ie
Module Titles
The Strand Modules for Higher Education Studies are:

1. Critical Dimensions of Higher Education Pt.1
2. Critical Dimensions of Higher Education Pt.2

Module 1—Aims and Rationales
For advanced practitioners engaged in critical, scholarly inquiry into their own practice, institutional processes, mechanisms and procedures, it is essential that they equip themselves with the languages of policy, history and educational theory to enable them to perceive and articulate their world-views and situations in a manner that places these in wider intellectual traditions and modes of communication. A key feature of this module is to provide an introduction to these languages that will move participant discourse from the anecdotal evidential to more rigorous modes of argumentation, while remaining rooted in the rich professional experience that students bring to the programme.

The module has four main aims:
1. To provide a critical introduction to higher education as a major social institution via a range of historical and philosophical perspectives
2. To set these perspectives in the context of global, European and Irish higher education
3. To critically explore the variety of aims and conceptualisation of higher education through these historical and philosophical perspectives
4. To enable students to explore the intersection between theory and practice in the context of higher education and their own professional work

Module 2—Aims and Rationales
The purpose of this module is to critically explore the intersection between theory and practice through three related dimensions:

1) Sociological
2) Policy
3) Pedagogical. The intention is to build upon the historical and philosophical perspectives encountered in the prior module ‘Critical Dimensions of Higher Education Part One’.

This will be done by taking as the starting point the students own practice and placing it within a broader matrix of concepts, which will also allow them to interrogate issues around the contemporary role and purpose of higher education. By linking this to pedagogical practice in particular, it will be possible to explore how issues such as, for example, gender, social class, disability, are structured by distinct modes of policy intervention which have shaped and formed higher education at a macro, meso and micro level (e.g. linking higher education into concepts of state welfare and concomitant organisational and economic structures.)

Issues such as the mediating function of higher education to re-construct life chances (via social mobility), ‘and’ reinforce and reproduce existing inequalities will be explored in detail via key sociological theories and theorists (e.g. Foucault, Habermas, Giddens, Marcuse, Marx, Schumpeter, Honneth).

The module has five main aims:
1. To critically explore the role of higher education as a key agent in the production, organisation and legitimation of knowledge;
2. To critically explore the role of state policy in shaping and legitimising specific forms of higher education;
3. To critically explore the role of higher education in the production and reproduction of life chances through the prism of social inclusion and social cohesion discourses;
4. To critically explore the relationship between teaching and learning discourses and practices in the context of higher education;
5. To enable students to explore the intersection between theory and practice in the context of higher education and their own professional work.

Course Details
This course is a strand of the D.Ed. Programme offered by the School of Education. 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. On entry to the programme (Year 1) students will be allocated their supervisor to enable work to begin on developing their research proposal in more detail. They will also attend and complete the first two taught modules. The second year of the programme will operate as a continuation of the first by strengthening the student’s understanding and knowledge in research methodology and their specialist area. They will take one further domain specific module and one further research methods module. At or near the end of the second year, in order for students to progress onto the third and fourth years, they will be required to undertake a formal written and oral assessment in