

Applications can now be made for the Master in Education (Psychology of Education) programme organised by the School of Education Trinity College Dublin.

Aims for the Programme

Recent years have seen increasing numbers of reports concerning the health and well-being of children and young people, and increasingly, adults, in educational settings, and this strand rests on the principle that the curricular and non-curricular problems encountered in diverse learning environments may be usefully informed by psychology. Unique in the Irish context, and comparatively rare worldwide, in this new programme we offer graduates of relevant undergraduate disciplines (including, but not limited to, education, nursing and midwifery, psychology social care, sociology and social work) the opportunity to study the rapidly developing field of the psychology of education at the Masters level. The psychology of education has been defined as '...the study of how psychological theories and research inform and support the work of educational professionals working across the whole range of teaching and learning settings' (Woolfolk, Hughes and Walkup, 2013, p. 4), and this programme has been designed to promote deep, broad and above all, critical engagement with such subject matter. Put simply, we're interested in what can go right, what can go wrong, and what we can do to help, in educational settings.

Who is the Programme For?

If you are interested in exploring how psychology can inform and support the work of educational professionals, we are interested in hearing from you. Given its emphasis on the individual in familial, educational, and societal contexts, the programme is expected to be of particular appeal to those who approach, or are interested in deepening their knowledge of, concerns and issues in education from psychological and community perspectives. So whilst this list is not exhaustive, and is made in no order of priority, we would expect to receive applications from:

- school teachers (e.g., , classroom teachers, teaching assistants) and management staff (e.g., principals, deputy principals) staff;
- members of teaching and management staff of alternative educational settings (e.g., YouthReach);
- the broad range of professionals who support the educational environment (e.g., home-school-community liaison teachers, welfare officers, early intervention and school age professionals, school counsellors, school psychologists, psychotherapists, adult and educational guidance counsellors);
- patron body representatives;
- parents, guardians, and supporters; and,
- members of community and civic organisations.

Applications from those resident in Ireland and international applications are equally welcome.

Structure

The taught component includes four strand modules, each including 25 hours of direct contact time. Each strand module normally includes twelve two-hour lectures in Trinity College on weekday evenings during term. In addition to the four strand modules, students will also take a common M.Ed. taught module on Academic Literacy and Research Methods (ALRM). This taught module generally takes place on 6-8 Saturday mornings in Trinity. The Psychology of Education strand can be studied on a one-year full- time basis, or on a two-year or three-year part-time basis. The research component involves carrying out a research project and writing a dissertation (20,000 words) under the guidance of a supervisor.

Programme Modules

Module One: The Psychology of the Individual - Introduces the student to the foundational concepts in the psychology of education (e.g., models of the person), as related to lifespan development (e.g., continuity and change, determinism, models of development) and individual differences (e.g., personality, intelligence). Where appropriate, exemplars of historical and contemporary issues will be explored.

Module Two: The Individual in the Family Context - provides and promotes a critical understanding of the development of individuals within family and educational contexts. Particular attention will be paid to various (i) psychodynamic; (ii) systemic; and (iii) critical phenomenological / existential accounts of family function and dysfunction. In addressing this principal aim, a full consideration is made of (i) classic and contemporary understandings of the processes involved in, and importance of, the primary attachment relationship; and (ii) what may be offered by the various lifespan developmental approaches.

Module Three: The Individual in the Educational and School Community Contexts - deepens students' appreciation of the role of educational (both schools, and school communities) contexts in development. Following an introduction to the application of social psychological principles, this will be undertaken by looking at a variety of issues that affect staff and students in schools (as well as the broader school community) and school-aged people, such as bereavement, bullying, cyber-bullying, and how these challenges can be effectively responded to. A further aim is to help candidates critically reflect on the professional, legal, moral, and ethical responsibilities of those who work in educational contexts.

Module Four: The Individual in Broader Societal and Temporal Contexts - prompts discussion, and provide accounts of, various understandings, of the experience of human beings in the broader educational societal and temporal contexts in which they can be said to be situated. An important part of the addressing this aim will be considering the relative stances towards research, knowledge and intervention offered by mainstream and critical alternatives to psychology. Subsequently, examinations are undertaken of (i) how power is understood in psychology, and how psychological research and practice are situated within and contribute to power relationships in society; (ii) the psychology of societal marginalisation; and (iii) the psychology of religion.

Teaching and Learning Strategies

A blend of lectures and seminars. The seminars will include activities that engage the students in group work and co-operative learning. Student participation in class debates and discussions will feature, for example, students reading assigned materials before class, and the subsequent class discussion will be based on the topics in the assigned readings. Learners will experience a flexible approach to teaching and learning, facilitated by experts in the field.

Further Information

For all enquiries about the programme content, please contact Dr Stephen James Minton (mintonst@tcd.ie / + 353 1 896 2216). For all other enquiries, including information on how to apply, please contact the M.Ed. administration team: Keara Eades or Catherine Minet (+353 1 896 3568/1290).

Note: Prospective applicants should recognise that the above information is as accurate as it can possibly be at the time of production, but it cannot reflect changes to the programme which might be made at a later stage.