

MA in Education & Wellbeing of the Older Person Handbook



BRIEF INFORMATION

Programme:	Degree of MA in Education and Wellbeing of the Older Person
Code:	MAEWOPTFA
Coordinator:	Liz Early
Contact:	liz.early@mic.ul.ie
Information:	Hellen Gallagher, Education Office
Contact:	hellen.gallagher@mic.ul.ie
Room number:	T116 (Friday) & T106 (Saturday)
Assignment Deadlines:	11 December 2015 and other TBA



Message from Dean of Education

Since its foundation in 1898, Mary Immaculate College has sustained its commitment to academic excellence and the fostering of critical thought, educational inclusion and innovation. This rich heritage in teaching, coupled with real world research, ensures that our taught postgraduate programmes deliver the latest in terms of skills and competencies, enabling our graduates to become leaders in their respective fields.

In line with its Mission Statement, MIC seeks to foster the intellectual, spiritual, and professional development of students within a supportive and challenging environment. Our postgraduate programmes are central to that mission while our taught Education programmes encourage students to aspire to standards of excellence in their professional lives, compatible with their individual potential.

Our taught education postgraduate programmes reflect contemporary global changes in higher education. Consequently, Education faculty continue to review and revise existing postgraduate programmes, while developing innovative new syllabi which respond to changing needs and demands – local and nationally. The Faculty is also continually involved in the development of other new programmes. This academic year sees the introduction of the Professional Master of Education (Primary Teaching) which is a new two year teaching qualification for graduates who already possess a Level 8 degree and who wish to pursue primary school teaching. We also have a new postgraduate programme; a taught MA in Education and Wellbeing of the Older Person. Táthar ag leanúint ar aghaidh i mbliana lenár gclár iarchéime nuálaíoch, M. Oid. san Oideachas Lán-Ghaeilge, a cuireadh ar an bhfód don chéad uair anuraidh. Is é seo an chéad chlár iarchéime i bPoblacht na hÉireann le freastal go sonrach ar oideoirí tumoideachais agus ar ghairmithe eile a bhíonn ag obair i réimse an oideachais lán-Ghaeilge. These programmes contribute to the extensive range of postgraduate programmes already being provided by the Faculty in SEN, ICT, Mentoring and Teacher Development, Early Childhood Studies, Adult and Continuing Education, Masters in Education (by Research and Thesis) and Structured PhD in Education.

Students enrolled on taught postgraduate programmes should be conscious that specifications for individual taught programmes can vary and that assistance in answering queries is available from your course co-ordinators as well as from Hellen Gallagher in the Education Office, who can be contacted at 061-774725 or at hellen.gallagher@mic.ul.ie.

In closing, I wish you well in your studies and I hope that your time at Mary Immaculate College will prove both enjoyable and rewarding.

Professor Teresa O'Doherty, Dean of Education, Mary Immaculate College

INTRODUCTION

The Masters of Arts in Education and Well-being of the Older Person is a new programme offered by Mary Immaculate College. Recognising that educational needs differ along the lifespan the proposed new programme aims to address the largely unmet educational needs of older persons across different settings.

The new programme is timely and relevant addressing salient and emerging national issues. Quality of life for older people, the fastest growing population group in Ireland and the western world, is a topical issue in society today. Lifelong learning, another salient area, is a principle underpinning European and national educational policy. It is expected that programme graduates will contribute to social development in Ireland.

The Masters of Arts in Education and Well-being of the Older Person is a one-year programme. It is envisaged that elements of the programme will be offered using a blended learning approach. Educational principles and methodologies will foster reflective practice, use experiential learning methods, provide learner support and create an environment conducive to intellectual growth, learning, professional and personal development.

CAREERS SUITED TO PROGRAMME

The Master of Arts in Education and Well-being of the Older Person is open to individuals who work with, or wish to work with, or work on behalf of, or wish to work on behalf of, older persons from an educational and well-being perspective. It is anticipated that candidates would be recruited from a variety of backgrounds including informal carers, formal care workers health and social care practitioners, individuals working in the formal and adult education sector, those in management and leadership positions and older people themselves.

PROGRAMME STRUCTURE

The core modules to be studied in the programmes are;

1. Ageing Society & Sociology of Ageing
2. Physiology & Psychology of Ageing
3. Education and the Older Person
4. Policy, Participation & the Law
5. Active Ageing, Leadership & Advocacy
6. Principles & Practice of Research in Education

Participants will also complete:

1. An Applied Research Project which will be conducted as an introduction to engaging in research.
2. A Dissertation.

PROGRAMME DELIVERY

The full-time programme, which runs from September to August, requires students to attend on Friday evenings from 6:30 pm to 9:30 pm and Saturday from 9:30 – 16:30 during semesters (September – May). There may be occasional workshops scheduled for Tuesday evenings.

SCHEDULE

All Saturday lectures, unless otherwise indicated, will take place in Room: T106

Week / Date	Friday Evening (T116) 18.30 – 21.30	Saturday (T106) 9.30 – 16.30
1 Sept 11/12	ORIENTATION 1830 – 1900 T116 MAEW CLASS TO JOIN AT 1900 ASSESSMENT OVERVIEW AND GUIDELINES DOING AN MED DISSERTATION: CHAPTER BY CHAPTER	9.30 -12.30 Psychology 13.30 -16.30 Ageing Society & Sociology of Ageing
2 Sept 18/19	LITERATURE SEARCH AND REVIEW	9.30 -12.30 Research Design 13.30 -16.30 Ageing Society & Sociology of Ageing
3 Sept 25/26	DEVELOPING A DISSERTATION PROPOSAL	No Class 13.30 -16.30 Ageing Society & Sociology of Ageing
4 Oct 2/3	CONCEPTUALISING YOUR RESEARCH QUESTION: EDUCATIONAL POLICY ANALYSIS	9.30 -12.30 Psychology 13.30 -16.30 Ageing Society & Sociology of Ageing
5 Oct 9/10	RESEARCH DESIGN: ETHICAL AND ANALYTICAL CONSIDERATIONS	9.30 -12.30 Physiology of Ageing 13.30 -16.30 Ageing Society & Sociology of Ageing
6 Oct 16 /17	COMPLETING ETHICS APPLICATIONS	9.30 -12.30 Psychology 13.30 -16.30 Ageing Society & Sociology of Ageing
7 Oct 23/24	No SCHEDULED ACTIVITY <i>Students are required to submit a research proposal (30%) and your MA Ethics Application in hard copy to the Education Office and in soft copy to Moodle on Monday October 28th</i>	9.30 -12.30 Physiology of Ageing 13.30 -16.30 Ageing Society & Sociology of Ageing
8 Oct 30/31	QUALITATIVE DATA COLLECTION	9.30 -12.30 Psychology 13.30 -16.30 Ageing Society & Sociology of Ageing
9 Nov 6/7	QUANTITATIVE DATA COLLECTION	9.30 -12.30 Physiology of Ageing 13.30 -16.30 Ageing Society & Sociology of Ageing
10 Nov 13/14	COMPLEMENTARY METHODS	9.30 -12.30 Physiology of Ageing 13.30 -16.30 Ageing Society & Sociology of Ageing
11 Nov 20/21	BIOGRAPHICAL METHODS	9.30 -12.30 Physiology of Ageing 13.30 -16.30 Ageing Society & Sociology of Ageing
12 Nov 27/28	ASSESSMENT TUTORIAL AND TROUBLESHOOTING	9.30 -12.30 Psychology 13.30 -16.30 Ageing Society & Sociology of Ageing
Dec 11/12	SUBMISSION OF ASSESSMENT MATERIAL	

Tuesday 22nd September 2015

18.30- 21.30 Psychology (in lieu of Sat 19th) **Room TBA**

Tuesday 6th October 2015

18.30 -21.30 Physiology of Ageing **Room TBA**

LECTURERS

Semester 1: Autumn 2015

Principles and Practice of Research

Des Carswell

Des began his academic career with an international BSSc between University College Dublin and Vrije Universiteit Amsterdam, followed up by and MA in European Social Policy Analysis in St. Patrick's College, Maynooth. He is a member of the Department of Reflective Pedagogy and ECS at Mary Immaculate College, where he lectures in Early Childhood Care and Education and is coordinator for the Masters in Education Programme (year 2). His research interests include; the sociology of ageing, the sociology of childhood and contemporary research methodology.

Psychology of Ageing

Dr. C  il  n O'Braonain

C  il  n (Reg.Psychol., Ps.S.I.) is a professional accredited member of the Irish Association of Counselling and Psychotherapy (IACP). He works with adults, adolescents and children using a variety of psychological therapies. He holds a Bachelor's Degree (magna cum lauda) in Psychology and Philosophy from Marquette University in Wisconsin, USA and an MA in Humanistic and Integrative Psychotherapy (University of Limerick). More recently C  il  n earned a doctorate in Developmental Psychology at Mary Immaculate College, where he now lectures in this area at undergraduate and postgraduate level.

Physiology of Ageing

Anne Quinn

Anne is a registered nurse with over 20 years' experience in Care of the Older Person. With a Masters in Gerontological Nursing Anne has specialised in Care of the Older Person with Dementia – undertaking post graduate studies in the Universities of Surrey and Bradford.

Anne worked in St Patricks Hospital Cashel for many years both as a nurse manager and as an Advanced Nurse Practitioner – Older Persons with Dementia. In 2014 Anne was appointed Dementia Nurse Specialist: Five Steps to living Well with Dementia South Tipperary. Genio Project.

Ageing Society & Sociology of Ageing

Dr Margaret Kennedy

Margaret began her academic career as a mature student with a Bachelor of Arts, Politics, Sociology, History and Literature followed by a Master of Arts in Research Methods.

Margaret has recently graduated from University of Limerick with a PhD in Sociology. She has lectured in Sociology and Research Methods. Margaret's particular interest is in Inequality and Social Exclusion.

Margaret is active in community and educational projects in Tipperary.

MODULE DESCRIPTIONS

Ageing Society & Sociology of Ageing: EDU617

1	Module Title:	Ageing Society & Sociology of Ageing					
2	Contact Hours:	Lecture	Tutorial	Practical/ Laboratory	Other	Private Study	ECTS Credits: ¹
	per week	3				7	6
3	Grading Type:	N					
4	Prerequisite Module(s) ²						

5. Rationale and Purpose of the Module:

The twenty-first century has witnessed the emergence of population ageing as a global economic and social trend. The extent of these changes are such that the United Nations (2002) claimed that the 'profound, pervasive and enduring consequences of population ageing are transforming the world'. Ireland, along with most other countries in the developed world- even those with long-established older populations – is still in the process of adjusting to the implications of the changes involved. This demographic phenomena of increased life expectancy, increasing global population of older adults, and a larger number of older people as a proportion of the total population in nations throughout the world will affect the lives of each and every person. These events need to be understood, explained and consequences addressed; sociological theories on ageing are an essential part of this process. They offer a number of useful analytic approaches and tools and unique theoretical perspectives that can facilitate understanding of these demographic, economic and social changes and to the extent possible their causes, consequences and implications.

Such changes require health & social care and educational practitioners with an understanding of the implications of this transformation.

6. Syllabus:

This module will facilitate students to develop an understanding of the changing world demography where over half of the population of Europe will be aged over 50 years by 2030. Introducing sociological frameworks, the module will critically examine the personal as well as societal issues associated with ageing and the implications for many aspects of life including economic, medical, social, moral and political. Sociological perspectives on ageing including historical perspectives, identity, values, relationships in later life, ageing and ethnicity will be explored. Death, dying and bereavement as an integral aspect of ageing will also be addressed. Students will identify and assess the needs of older persons as fully participating members of an inclusive society. Students will be assisted in developing as critically reflective practitioners to enable them to assess their current service provision and how it could be developed.

7. Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive

- Identify international, national and local demographic trends
- Understand and apply sociological and gerontological perspectives on ageing

¹Credits are normally assumed to be 6 unless otherwise stated here.

²Specify the code(s) of any prerequisite module(s)

- Understand major substantive areas of ageing, such as politics, health, family relationships and care-giving roles, work and retirement, economic well-being, housing and demographics

Affective

- Compare personal understanding of Irish Society with literature on inclusive societies
- Demonstrate understanding of the sociological perspectives on ageing including historical perspectives and current theories
- Appreciate attitudes and values of individuals and communities to transitions and renewal of life stages
- Listen to and accept older persons views in relation to death, dying and bereavement
- Challenge personal and societal attitudes and values to ageing and the ageing society

Psychomotor

- Listen to views of older people on the opportunities and challenges of living in Ireland today
- Listen to views of older people on the opportunities and challenges of living in Ireland today

8. Study Resources:

- Johnson, M.L., ed. (2005) *The Cambridge Handbook of Age and Ageing*, Cambridge, Cambridge University Press
1. Kolb, P. (2014) *Understanding Aging and Diversity*, Routledge, New York
 2. Moody, H.R. (ed) (2012) *Aging: Concepts and Controversies*, 7th ed. Colorado: Sage Publications.
 3. Morgan, L.A., and Kundel, S.R., (2011) *Aging, Society, and the Life Course*, 4th ed, New York, Springer
 4. Philips, J. et al, (2010) *Key Concepts in Social Gerontology*, Sage London
 5. Phillipson, C., (2013) *Ageing*, Cambridge, Polity

9. Supplementary resources:

1. Blackburn, J.A., & Dulmus, C.N. eds. (2011) *Handbook of Gerontology: Evidence Based Approaches to Theory, Practice and Policy*, Oxford: Wiley Blackwell.
2. Breen, C. (2013) *Innovation in Policy – insights for Ageing*, Dublin: CARDI
3. Brick, A., Nolan, A., O'Reilly, J. and Smith, (2010) *S. Resource Allocation, Financing and Sustainability in Health Care: Evidence for the Expert Group on Resource Allocation and Financing in the Health Sector*, DoHC and ERSI. Dublin 2010
4. Central Statistics Office, (2007). *Ageing in Ireland*, Dublin: Stationary Office
5. Central Statistics Office, (2011). *Population and Labour Force Projections 2011-2041*, Dublin: Stationary Office
6. Central Statistics Office, (2012). *EU SILC – Thematic Report on the Elderly 2004,2009 and 2010*, Dublin: Stationary Office
7. Centre for Ageing Research and Development in Ireland (CARDI), (2010). *A Picture of Ageing Research: Ageing Research in Ireland, North and South*, Dublin: Centre for Ageing Research and Development in Ireland.
8. Dannefer, D. & Phillipson, C., (2010) *The Sage handbook of Social Gerontology*, California: Sage Publications.
9. Department of Health, (2013) *Positive Ageing –Starts Now, The National Positive Ageing Strategy*, Dublin: Department of Health
10. Earl, S. et al. eds. (2009) *Death and Dying: A Reader*, London: Open University / Sage
11. Irish Longitudinal Study on Ageing (TILDA) (2011) *Fifty Plus in Ireland: First Results from the Irish Longitudinal Study on Ageing*, Dublin
12. Office for Social Inclusion, (2007). *National Action Plan for Social Inclusion 2007-2016*. Dublin:
13. Oxley, H. (2009) *Policies for Healthy Ageing: An overview*. OECD Working Paper No.42 OECD Publications Service. Paris.
14. UN Department of Economic and Social Affairs Population Division, (2009). *World Population Ageing 2009*. New York: United Nations

Physiology and Psychology of Aging: EDU618

1	Module Title:	Physiology and Psychology of Ageing					
2	Contact Hours: per week	Lecture 3	Tutorial	Practical/ Laboratory	Other	Private Study 7	ECTS Credits: ³ 6
3	Grading Type:	N					
4	Prerequisite Module(s) ⁴						

5. Rationale and Purpose of the Module:

An in-depth knowledge of the physiology and psychology of ageing is a first step to working with older persons from an educational and well-being perspective. The module will offer participants the opportunity to recognise old age as a developmental stage with both opportunities and challenges for older people themselves and for society. Understanding both the physiological and psychological changes that occur with ageing will allow the recognition of the contribution older persons can make to society. It will also allow for the development of stage specific services which will promote active ageing.

6. Syllabus :

The syllabus will offer in-depth exploration of the physiology and psychology of ageing. The physical and mental changes that occur with ageing will be explored. The impact of these changes on health and well-being and quality of life will be addressed. The health conditions prevalent among older people and most likely to result in mortality, poor quality of life, disability and social isolation will be identified.

The psychological aspects of ageing will be explored. The impact of transition and renewal of life stages for the individual, family and community will be addressed

Cognitive impairment and dementia as an aspect of ageing will be addressed. The physiological and psychological impact of cognitive impairment /dementia will be explored. With the number of persons affected by cognitive impairment expected to treble over the next thirty years the challenges for education and care services will be identified.

7. Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive:

- Describe the physiological and psychological aspects of ageing
- Assess the impact of these changes on health, well-being and quality of life of older persons
- Identify the health conditions prevalent among older persons that can result in mortality, reduced quality of life, disability and social isolation
- Understand cognitive impairment and dementia – causes, impact on older persons and challenges for society
- Evaluate preventative measures to reduce the incidence of prevalent health conditions.
- Identify the impact of the ageing process on older persons from an education and care perspective

³Credits are normally assumed to be 6 unless otherwise stated here.

⁴Specify the code(s) of any prerequisite module(s)

Affective:

- Acknowledge personal and societal attitudes to the physiological and psychological aspects of ageing
- Challenge assumptions on negative aspects of ageing
- Demonstrate understanding of death, dying and bereavement as a developmental stage
- Listen to and accept older persons views in relation to death, dying and bereavement

Psychomotor:

- Assess the abilities of older persons with cognitive impairment
- Design education and care plans to ameliorate the impact of psychological and psychological aspects of ageing

8. Study Resources:

Cahill, S., O'Shea, E., & Pierce, M. (2012) *Creating Excellence in Dementia Care – A research Review for Irelands National Dementia Strategy*, School of Social Work & Social Policy, TCD, Irish Centre for Social Gerontology, NUIG

1. Department of Health and Children (2008) *Tackling Chronic Disease: A Policy Framework for the Management of Chronic Diseases*, Dublin: Stationery Office
2. Milne, D.,(2012) *The Psychology of Retirement: Coping with Transition from Work*, Oxford: Wiley Blackwell.
3. Rabbitt, P. (2015) *The Aging Mind; An Owner's Manual* Hove: Routledge
4. Schaie, K.W. & Willis, S.L. (2011) *Handbook of the Psychology of Ageing* 7th ed. London: Academic Press
5. Spirduso, W., Francis, K., MacRae, P. (2005) *Physical Dimensions of Ageing*, 2nd ed. Champaign IL: Human Kinetics
6. Stirling, E., (2010) *Valuing Older People: Positive Psychological Practice*, Oxford: Wiley Blackwell. Oxford
7. Whitbourne, S.K. ed. (2012) *The Wiley Blackwell Handbook of Adulthood and Aging*, Minneapolis MN: Wiley Blackwell.
8. Whitbourne, S.K., (2008). *Adult Development and Aging: Biopsychosocial Perspectives*, 3rd ed. Minneapolis MN: Wiley Blackwell
9. Woods, R., ed. (2008) *Handbook of Clinical Psychology of Ageing*, 2nd ed. Oxford: Wiley Blackwell.

9. Supplementary resources:

1. Bartlett, R. and O'Connor, D.(2010) *Broadening the Dementia Debate: Towards Social Citizenship*, The Policy Press, Bristol. 2010
2. Golden J, Conroy RM. and Lawlor BA., (2009) *Social support network structure in older people: underlying dimensions and association with psychological and physical health*. Psychology Health Medicine. 2009 May; 14(3): 280-90
3. Harris AHS, (2005) *Volunteering is associated with delayed mortality in older people: Analysis of the Longitudinal Study on Ageing*, Journal of Health Psychology 2005;10(6):739-52
4. Segal, D., et al (2010) *Aging and Mental Health*, 2nd ed. Wiley Blackwell. Minneapolis MN.
5. *World Alzheimer Report 2011; The Benefits of Early Diagnosis and Intervention* Alzheimer Disease International. www.alz.co.uk/worldreport2011

Principles and Practice of Research in Education: EDU 602

ECTS Credits: 9

Grading Type: N

Rationale and Purpose of the Module:

The purpose of the module is to facilitate students acquisition of the skills necessary to conduct a piece of educational research.

Syllabus:

Identifying a research problem and developing a research proposal; identifying research rationale and personal investment; locating the research problem within contemporary education discourse; reviewing and mapping of relevant literature; planning and designing a research project; research paradigms; quantitative modes of inquiry; qualitative modes of inquiry; discourse analysis; phenomenology; case study; action research; biographical methods; ethnography; grounded theory; critical theory; ethical principles in research design; methods of data collection; document analysis, observation; interview; focus group; questionnaire; reflective diary; tests; ethical procedures in conducting research; data management and storage; timelines and task management; data analysis; qualitative inductive analysis and coding data; triangulation, reliability and validity;

Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive

- Demonstrate an understanding of the range of epistemological and ontological bases for understanding educational research
- Conceptually map the literature and use such mapping to refine and adapt the research question
- Conduct a review of the literature relative to the research question

Affective

- Justify the use of a particular methodology and set of methods for a given research question
- Consider the research design in terms of data yield, data analysis, triangulation, reliability and validity

Psychomotor

- Design a research project using a particular methodology and choose appropriate methods for data collection
- Produce a research proposal
- Develop a research question and a set of embedded questions which lead to a productive enquiry and the generation of new and worthwhile knowledge

Study Resources:

1. Alasuutari, P., Bickman, L., & Brannen, J. (2008) *The Sage Handbook of Social Research Methods*, London: Sage
2. Campbell, A., McNamara, O. and Gilroy, P. (2004) *Practitioner Research and Professional Development in Education*, London: Paul Chapman.
3. Cohen, L., Manion, L. & Morrison, K. eds. (2007) *Research Methods in Education*, London: Routledge.
4. Cresswell, J., & Plano Clark, V. (2007) *Designing and Conducting Mixed Methods Research*, Thousand Oaks, CA: Sage.
5. Creswell, J. (1998) *Qualitative inquiry and research design: choosing among five traditions*, London: Sage.
6. Creswell, J. (2005) *Research design qualitative, quantitative and mixed methods approaches (Second Edition)*, CA: Sage.

7. Denzin, N.K., & Lincoln, Y.S. (2011) *The Sage Handbook of Qualitative Research*, London : Sage.
8. McNiff, J.(1992) *Action research : principles and practice*, London: Routledge.
9. Merriam, S.B. 1998. *Qualitative Research and Case Studies Applications in Education*, San Francisco: Jossey Boss Publications.
10. Reason, P. & Bradbury, H. (2006) *Handbook of action research*, London: Sage.
11. Robson, C. (2002) *Real World Research*, 2nd ed., Oxford, UK: Blackwell
12. Tashakkori, A., & Teddlie, C. (1998) *Mixed methodology: combining qualitative and quantitative approaches*, California: Sage Publications.
13. Yin, R. 2009. *Case Study Research (4th Edition)*. Thousand Oaks, CA: Sage Publications

Supplementary resources:

1. Blatchford, P. (2005) A multi-method approach to the study of school class size differences, *International Journal of Social Research Methodology*, 8 (3), 195-205.
2. Bourdieu, P. (1977) *Outline of a Theory of Practice*. Cambridge and New York: Cambridge Univ Press
3. Bourdieu, P. & L.J.D. Wacquant (1992) *An Invitation to Reflexive Sociology*. Chicago and London: Univ of Chicago Press.
4. Bronfenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*, Cambridge, MA ; London : Harvard University Press
5. Bryman, A. (2001) *Combining quantitative and qualitative research in Social Research Methods*, Oxford University Press, Oxford, 451-465.
6. Burton, N., Brundrett, M., & Jones, M. (2008) *Doing Your Research Project*, London: Sage
7. Calhoun, C., (2002) *Contemporary Sociological Theory*, Oxford : Blackwell
8. Dean, M. (1999), *Governmentality: Power and Rule in Modern Society*, London: Sage.
9. Elliott, John (1991) *Action research for educational change*, Milton Keynes: Open University Press.
10. Fejes, A., & Nicoll, K. (2008), *Foucault and Lifelong Learning: Governing the Subject*, United Kingdom, Routledge
11. Flick, U (2006) *An Introduction to Qualitative Research* 3rd ed., London: Sage.
12. Green, J. L., Camilli, G. & Elmore, P. B., eds. (2006) *Handbook of Complementary Methods in Education Research*: Routledge.
13. Habermas, J., (1988) *On the logic of the social sciences*, Oxford : Polity,
14. Hart, C. (2008) *Doing a Literature Review: Releasing the Social Science Imagination*, London: Sage.
15. Heron, J. & Reason, P. (1997) A participatory inquiry paradigm, *Qualitative Inquiry* 3 (3), 274-294.
16. Hitchcock, G., & Hughes, D. (1995) *Research and the Teacher; A Qualitative Introduction to School-based Research*. London: Routledge.
17. Jenkins, R. (1992), *Pierre Bourdieu*, London, Routledge
18. Johnson, R. B., Onwuegbuzie, A. J. & Turner, L. A. (2007) Toward a definition of mixed methods research, *Journal of Mixed Methods Research*, 1 (2), 112-133.
19. Kosnik, C., Beck, C., Freese A. R. & Samaras A. P., eds. (2005) *Making a Difference in Teacher Education Through Self-Study: Studies of personal, professional and program renewal*, Dordrecht: Springer.
20. Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, London: Sage.
21. McNiff, J. & Whitehead, J (2009) *Doing and writing action research*, London: Sage Publications
22. Punch, K. (2009) *Introduction to Research Methods in Education*, London; Sage.
23. Sheridan, A.,(1980) *Michel Foucault : the will to truth*, London: Tavistock,
24. Somekh, B. (2006) *Action research: a methodology for change and development*, Maidenhead: Open University Press.
25. Stake, R. 2011. Case Studies. In: N. Denzin and Y. Lincoln (eds.) *The Sage Handbook of Qualitative Research*, London: Sage.
26. Thomassen, L., (2006) *The Derrida-Habermas Reader*, Edinburgh: Edinburgh University Press
27. Thomas, G. (2009) *How to do Your Research Project: A Guide for Students in Education and the Social Sciences*, Los Angeles, CA: Sage.

Applied Research Project 1: EDU619 / Applied Research Project 2: EDU623

ECTS Credits: 3 / 9

Grading Type: M

Rationale and Purpose of the Module:

The purpose of this module is to systematically explore steps in the research process, providing students with an in-depth understanding of both the practical application of these steps and the challenges and contribution of research to education and care delivery. The module will focus on both strengths and weakness of qualitative and quantitative approaches.

Syllabus:

The syllabus will explore the practical issues relating to qualitative and quantitative research and design including ethics, population sample and size, access, data collection, reliability, validity, generalizability, resource issues, time scale and costs.

Syllabus will cover specific processes relevant to quantitative research instruments and their use.

Approaches to quantitative data analysis will be addressed. Processes relevant to qualitative research e.g. interview, practice observation will be covered together with qualitative data analysis. Interpretation of data, preparation and presentation of data, and dissemination of research findings will be addressed.

Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive:

- Analyse key principles underpinning quantitative and qualitative research methods
- Discuss the steps involved in the design of a research study
- Summarise methods of data collection and data analysis
- Translate research findings into practice recommendations

Affective:

- Demonstrate understanding of the ethical principles involved in conducting a research study
- Display a commitment to the understanding and application of research to practice

Psychomotor:

- Display ability to read, analyse and interpret research relevant to their practice
- Conduct a literature search using appropriate data bases, search engines and systems

Study Resources:

1. Cresswell, J., (2009) *Research Design Qualitative, Quantitative, Mixed Methods Approaches*, 2nd ed. London Sage.
2. Crotty, M. (2003) *The Foundations of Social Research: Meaning and Perspectives in the Research Process*, 2nd ed. London: Sage
3. Denzin, N., and Lincoln, Y. (1994). *Handbook of Qualitative Research*, London: Sage.
4. Fielding, J., and Gilbert, G. (2006) *Understanding social statistics* 2nd edition, London: SAGE
5. Gravetter, F. Forzano, L. N. (2012) *Research Methods for the Behavioural Sciences*, 4th ed. Wadworth Cengage Learning.
6. Hart, C. (2008) *Doing a Literature Review: Releasing the Social Science Imagination*, London: Sage
7. Tracey, S. J. (2012) *Qualitative research Methods – Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley Blackwell

Supplementary resources:

1. McNiff, J. (1992) *Action research : principles and practice* London: Routledge.
2. Elliott, John (1991) *Action research for educational change*, Milton Keynes: Open University Press.
3. Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, London: Sage.

Education & the Older Person: EDU620

ECTS Credits: 9

Grading Type: N

Rationale and Purpose of the Module:

As lower educational attainment is shown to place people at a greater risk of poverty, social exclusion and poorer health the opportunity for older persons to engage in education and learning will contribute to fulfilling human potential and to society in general. A life course perspective on education recognises that educational needs differ along the lifespan. This module will address the largely unmet educational needs of older persons across different settings. With lifelong learning a principle underpinning European and National educational policy there is a requirement for education and care practitioners to be skilled in this area.

Syllabus:

The syllabus will address European and national educational policy in relation to lifelong learning and the right of older people to engage in education and training. The current gap in educational attainment between younger and older persons will be explored in identifying the distinct educational needs of older persons. The principles underpinning adult education will be identified and their appropriateness to older persons' education assessed. Research about older persons' education and learning preferences, their reasons for participation or non-participation in education and learning activities will be explored. Factors that facilitate or hinder participation in education will be identified. Current educational opportunities and developments, locally and nationally specific to the needs of older persons will be explored. Participants will identify how they can incorporate educational opportunities for older persons into their role in a variety of settings. Intergenerational aspects of education and training will be addressed

Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive:

- Outline European and National Educational Policy
- Describe the distinct educational needs of older persons
- Examine current limitations to and understanding of the concept of Lifelong Learning
- Assess appropriateness of current adult education principles and practices to older persons education
- Identify opportunities for intergenerational education and training
- Design, implement and evaluate an educational session for older persons in their work setting

Affective:

- Assess and challenge current service provision in relation to education of older persons
- Defend the right of older persons to access a range of educational opportunities
- Assist older persons to overcome personal and societal blocks to participation in education

Psychomotor:

- Implement an educational session for older persons in their work setting.

Study Resources:

1. Aspin, D.N., Chapman, J.D., Evans, K., Bagnell, R. Eds. (2012) *Second International Handbook on Lifelong Learning*, Netherlands: Springer
2. Boulton-Lewis, G., Tam, M., eds. (2012) *Active Ageing, Active Learning: issues and challenges*, Netherlands: Springer.
3. Higgins, C., et al., (2008). *Health Impacts of Education – A Review*, Dublin: Institute for Public Health
4. Lawrence, D., (2012) *Building Self Esteem with Adult Learners*, London: Sage.
5. McKenna, A., (2007). *The Lifelong Learning Needs of Older People in Ireland; a discussion paper*, Dublin: Aontas
6. O'Sullivan, V. (2012) *The Long Term Effects of Education*. Working paper 429 ERSI
7. Tennant M., Pogson, P. (2002) *Learning and Change in Adult years: A Developmental Perspective*, Oxford: Wiley Blackwell.
8. Whitaker, P. (2003) *I'm Not Finished Yet. The University of third Age and Lifelong Learning A Guide to self-help Learning for Older People*, Dublin: Age Action Ireland.

Supplementary resources:

1. Age Platform (2006) *Life-long learning and Citizenship* available at www.age-platform.org/EN/
2. Dench, S. And Regan, J. (2000) *Learning in Later Life: Motivation and Impact. Research Report No 183*, London: Department of Education and Employment
3. Department of Education and Science (2000) *Learning for Life: White Paper on Adult Education*, Dublin: Stationary Office
4. European Commission (2002) *European Report on Quality Indicators of Lifelong Learning*, Brussels: European Commission.
5. National Institute of Adult Continuing Education (2000) *The Fourth Age Learning Report*, Leicester: NIACE
6. National Institute of Adult Continuing Education (2005) *Adult Education working in Care Settings*, Leicester: NIACE
7. National Institute of Adult Continuing Education (2006b) *Older People and Learning – Key Statistics*, Leicester: NIACE

Policy, Participation and the Law: EDU621

ECTS Credits: 9

Grading Type: N

Rationale and Purpose of the Module:

With the unprecedented ageing of populations of developed nations it is expected that Ireland will have 20-25% of its population aged over 65 years by 2041. For many the post (traditional) retirement period can now span two decades. These demographic changes are posing challenges and opportunities for society in terms of policy development and planning for services to ensure an inclusive society. Society needs policy makers and practitioners with specialist knowledge about ageing, older persons' lives and needs and with special skills to work with older people from an educational and care perspective. This module aims to prepare such practitioners.

Syllabus

The syllabus will address current policy development and implementation. Influences on policy development and policy makers will be identified. National and International policy in relation to older persons will be assessed. How the views and participation of older persons are incorporated into local and national policy development of inclusive societies and communities. The rights of older persons, including those with a cognitive impairment, in relation to decision making and self-determination will be explored. Assessing decision making capacity and the implementation of power of attorney will be addressed.

Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive:

- Examine influences on policy development - at international, national and local level
- Discriminate between Policy Statements and Policy Implementation
- Influence their organisations in the development of services in line with stated government policy
- Defend the right of older persons to participate fully in an inclusive society
- Apply principles of natural justice to older persons rights in relation to life choice/ decision making.
- Recognise when decision making capacity of the older person requires representation or advocacy

Affective:

- Challenge personal and organisational attitudes and values in relation to older person's rights.
- Understand and defend the decision-making ability of older persons even where there is cognitive impairment

Psychomotor:

- Advocate on behalf of older persons in relation to service development and participation

Study Resources:

1. Brick, A., Nolan, A., O'Reilly, J. and Smith, S. (2010) *Resource Allocation, Financing and Sustainability in Health Care: Evidence for the Expert Group on Resource Allocation and Financing in the Health Sector*, Department of Health and Children and Economic and Social Research Institute, Dublin
2. Clark, R., et al. 2003 *The Economics of an Aging Society*, Wiley Blackwell. Minneapolis MN
3. CSDH (2008), *Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health, Final Report of the Commission on Social Determinants of Health*, World Health Organization, Geneva.
4. CSO *Ageing in Ireland Report* (2007) CSO Dublin
5. Department of Health, (2013) *Positive Ageing –Starts Now, The National Positive Ageing Strategy*, Dublin: Department of Health
6. Grammenos, S. (2005), *Implications of Demographic Ageing in the Enlarged EU in the Domains of Quality of Life, Health Promotion and Health Care*, Centre for European Social and Economic Policy (CESEP), Brussels.
7. Irish Longitudinal Study on Ageing (TILDA) (2011) *Fifty Plus in Ireland: First Results from the Irish Longitudinal Study on Ageing*, Dublin
8. O'Shea, E. and Conboy, P. (eds) (2005) *Planning for an Ageing Population: Strategic Considerations*, Dublin: National Council for Ageing and Older People
9. Qualls, S. H., Smyer, M. A. eds. 2007 *Changes in Decision Making Capacity in Older Adults: Assessment and Intervention*, Wiley Blackwell. Minneapolis MN.
10. Scharf, T. & Keating, N. (eds) (2012) *From exclusion to inclusion in old age: a global challenge* Bristol: Policy Press <http://www.policypress.co.uk/display.asp?K=9781847427724&>
11. Vincent, J. et al. (2006) *The Futures of Old Age*, Sage London.
12. Zardi, A., Gasior, K., and Sidorenko, A., (2010) *Intergenerational Solidarity: Policy*
13. *Challenges and Societal Responses*, Policy Brief July 2010. Vienna: European Centre for Social Welfare Policy and Research

Supplementary resources:

1. Centre for Ageing Research and Development in Ireland (CARDI), (2013) *New 7 Point Plan for Involvement and Wellbeing of Older People*, UK: CARDI
2. Commission of the European Communities (CEC) (2002), *Europe's Response to World Ageing, Promoting Economic and Social Progress in an Ageing World: A Contribution of the European Commission to the Second World Assembly on Ageing*, Communication from the Commission to the Council and the European Parliament, COM(2002) 143 final.
3. Department of Health, (2013) *Healthy Ireland – A Framework for Improved Health and Wellbeing 2013-2025*, Dublin: Department of Health
4. Department of the Taoiseach (2011) *Programme for Government 2011 – 2016*. Dublin: Stationery Office
5. National Council on Ageing and Older People, (2005) *An Age Friendly Society: A Position Statement*, Dublin: NCAOP
6. UN Department of Economic and Social Affairs Population Division (2009) *World Population Ageing 2009*, New York: United Nations
7. World Health Organization (2002) *Active Ageing: A Policy Framework*. Geneva: WHO.

Active Ageing, Leadership & Advocacy: EDU622**ECTS Credits: 9****Grading Type: N****Rationale and Purpose of the Module:**

With life expectancy for persons over 65 rising faster in Ireland than anywhere else in Europe it is essential that older persons are facilitated to maintain health and remain active and participating in society. WHO defines Active Ageing as “the process of optimising opportunities for health, participation, and security in order to enhance quality of life as people age” The aim of active ageing is to extend healthy life expectancy and quality of life. Health and social care practitioners and managers working with older people from a care and education perspective must have an in-depth knowledge of active healthy ageing, provide leadership in the development of services and advocate with and on behalf of older persons. This module will offer participants an opportunity to develop the knowledge and skills to promote and provide leadership in relation to Active Ageing.

Syllabus:

This module will explore concepts of active ageing from international and national policy perspectives. The module will look at the WHO determinants to active ageing including gender, culture, health and social services, behaviour and lifestyle, personal factors, the physical environment, economic factors and the social environment (including education). The benefits to individuals and society of developing and encouraging active ageing will be assessed. These include individual and societal economic benefits, physical and mental health benefits and educational opportunities. Current opportunities and services, statutory, voluntary and community which promote active ageing and engage older persons will be explored. The role of health, social care and educational practitioners and managers in addressing factors and providing leadership in facilitating active ageing will be examined. Theories and skills of leadership and advocacy will be addressed.

Learning Outcomes:

On successful completion of the module, students will be able to

Cognitive:

- Identify policy and theoretical concepts of Active Ageing
- Demonstrate how determinants such as gender, culture, behaviour & lifestyle, personal, economic and social factors and education impact on active ageing
- Critique current service provision and opportunities for older persons to engage in the promotion and development of active ageing activities.
- Develop an understanding of the meaning, theory, and practice of leadership within a variety of education and care settings
- Promote the development of services and activities that promote active ageing

Affective:

- Integrate the views and opinions of older persons in relation to active ageing into their work practices
- Demonstrate understanding of their role in providing leadership and facilitating active ageing
- Challenge providers of services to integrate views of older persons in service developments
- Show a critical understanding of the role of leadership in leading education and service development and change

Psychomotor:

- Assess the needs and abilities of older persons in relation to active ageing
- Encourage participation of older persons in the development of and engagement in services and activities.
- Demonstrate leadership in the promotion of an active ageing culture and environment in the workplace and community
- Advocate on behalf of older persons in the development of accessible active ageing services and opportunities

Study Resources:

1. Department of Health and Children (2012) *Healthy Ireland: A Framework for Improved Health and Wellbeing 2013-2025*, Dublin: Department of Health
2. Ní Léime, Á. & O'Shea E, *Well into Older Age – Age and Opportunity and the Evidence. What research says about the value of promoting participation of older people*. Irish Centre for Gerontology, NUIG 2010. Publisher; Age and Opportunity
3. Johnson, M. L., ed. (2005) *The Cambridge Handbook of Age and Ageing*, Cambridge: University Press Cambridge
4. OECD (2006), *Live Longer, Work Longer*, Paris. OECD
5. Rosenback, W.E., Taylor, R.L., (2012) *Contemporary Issues in Leadership*, 7th ed. Colorado: Westview Press.
6. Swedish National Institute of Public Health (SNIPH) (2007), *Healthy Ageing: a challenge for Europe*, Brussels [Stockholm], www.healthyageing.nu
7. Thane, P. (2005) *The Long History of Old Age*, London: Thames and Hudson.

Supplementary resources:

1. Benyon, J. (2010) *The Longevity Revolution*, Political Insight Vol1 Number 1 April 2010 pp 27-31
2. Peel, NM., et al. (2005) *Behavioural Determinants of Healthy Ageing*, American Journal of Preventative Medicine, Vol 28(3), pp. 298-304
3. Geoghegan-Quinn, M. (2010) *Healthy Ageing – A European Priority: The Dutch Perspective*, European Parliament, Brussels,
4. World Health Organization (2002) *Active Ageing: A Policy Framework*, Geneva: WHO.
5. World Health Organization (1999) *A life course perspective of maintaining independence in older age*, Geneva: WHO.

Applied Research Project 2: EDU623

ECTS Credits: 12

Grading Type: N

Rationale and Purpose of the Module:

Participants on the programme will be leaders in the development of education and well-being services for older persons. To lead and inform new service developments it is necessary for them to access, analyse and apply research relevant to their area of practice. This module will facilitate the development of research aware and skilled practitioners

Syllabus:

Applied research Project 2 will look at reviewing and evaluating literature relevant to their practice. Developing and refining research questions will be addressed. Consideration will be given to relevance and appropriateness of both quantitative and qualitative approaches in their field of practice. Approaches to qualitative research such as phenomenology, ethnography, grounded theory experimental and non-experimental will be explored.

Learning Outcomes:

On successful completion of this programme students will be able to:

Cognitive:

- Evaluate research paradigms in education and well-being research
- Critically analyse research relevant to their area of practice
- Assess the relevance of a multidisciplinary, multiagency approach to conducting research in the area of education and care of older persons
- Conduct a literature review in a relevant field / area of practice
- Generate a specific research question
- Design a research framework

Affective:

- Understand and acknowledge personal and professional values and biases in the process of undertaking research
- Demonstrate a professional commitment to ethical principles of research

Psychomotor:

- Activate a research methodology appropriate to the question under investigation
- Access a research population
- Execute the methodology in a professional manner
- Develop scholarly writing skills congruent with international standards of writing

Study Resources:

1. Cresswell, J., (2009) *Research Design Qualitative, Quantitative, Mixed Methods Approaches*, 2nd ed. London Sage.
2. Crotty, M. (2003) *The Foundations of Social Research: Meaning and Perspectives in the Research Process*, 2nd ed. London: Sage
3. Denzin, N., and Lincoln, Y. (1994). *Handbook of Qualitative Research*, London: Sage.
4. Fielding, J., and Gilbert, G. (2006) *Understanding social statistics* 2nd edition, London: SAGE
5. Gravetter, F. Forzano, L. N. (2012) *Research Methods for the Behavioural Sciences*, 4th ed. Wadworth Cengage Learning.
6. Newell, R. and Burnard, P. (2011) *Research for Evidence Based Practice*. Oxford: Blackwell Publishing

7. Tomas, G. (2009) *How to do Your Research Project: A Guide for Students in Education and the Social Sciences*, Los Angeles, CA: Sage.
8. Tracey, S. J. (2012) *Qualitative research Methods – Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley Blackwell
9. Vogt, P. (2007) *Quantitative research methods for professionals*, London : Pearson/Allyn and Bacon

Supplementary resources:

1. Bryman, A. (2001) *Combining quantitative and qualitative research in Social Research Methods*, Oxford University Press, Oxford, 451-465.
2. McNiff, J. (1992) *Action research : principles and practice* London: Routledge.
3. Elliott, John (1991) *Action research for educational change*, Milton Keynes: Open University Press.
4. Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, London: Sage.
5. Hart, C. (2008) *Doing a Literature Review: Releasing the Social Science Imagination*, London: Sage
6. Robson, C. (2002) *Real World Research*, 2nd ed., Oxford, UK: Blackwell

Dissertation: EDU EDU624

ECTS Credits: 30

Grading Type: N

Rationale and Purpose of the Module:

This module will facilitate students' design and implementation of a piece of education research within a particular paradigm, their evaluation of the data and the production of an academic dissertation that is not less than 18,000 and not more than 20,000 words.

Syllabus:

Students will select a topic of their choice and work under the close supervision of a member of the Faculty of Education who will encourage and monitor the research process and provide feedback when necessary.

Learning Outcomes:

On successful completion of this module students will be able to:

Cognitive

- Analyse policy pertinent to education and well-being of the older person and locate the piece of research as being meaningful and relevant to contemporary discourse in the field.
- Evaluate literature relevant to the research topic and use this evaluation to support the research design
- Design and implement a research project in conjunction with their research supervisor.
- Gather data and demonstrate academic rigour in the analysis and presentation of same.
- Use the empirical data to generate findings that are meaningful within the chosen field of study.

Affective

- Articulate the research design in a highly effective manner and justify the particular methodology and methods chosen in terms of their effectiveness in approaching the research question.
- Value the importance of ethics and reflexivity in the research process

Psychomotor

- Make recommendations that are meaningful for both policy and practice.
- Complete an academic dissertation.

Study Resources:

1. Creswell, J. (2005) *Research design qualitative, quantitative and mixed methods approaches* (Second Edition), California: Sage Publications.
2. Denzin, N.K., & Lincoln, Y.S., (2011) *The Sage Handbook of Qualitative Research*, London : Sage Publications.
3. Robson, C. (2002) *Real World Research*, 2nd ed., Oxford, UK: Blackwell

Supplementary resources:

4. Alasuutari, P., Bickman, L., & Brannen, J. (2008) *The Sage Handbook of Social Research Methods*, London: Sage.
5. Blatchford, P. (2005) A multi-method approach to the study of school class size differences, *International Journal of Social Research Methodology*, 8 (3), 195-205.
6. Bourdieu, P. (1977) *Outline of a Theory of Practice*, Cambridge and New York: Cambridge Univ Press
7. Bourdieu, P. & Wacquant, L.J.D (1992) *An Invitation to Reflexive Sociology*, Chicago and London: Univ of Chicago Press.
8. Bronfenbrenner, U., (1979) *The Ecology of Human Development: Experiments by Nature and Design*, Cambridge, MA ; London : Harvard University Press.
9. Burton, N., Brundrett, M., & Jones, M. (2008) *Doing Your Research Project*, London: Sage.
10. Calhoun, C., (2002), *Contemporary Sociological Theory*, Oxford : Blackwell
11. Campbell, A., McNamara, O. & Gilroy, P. (2004) *Practitioner Research and Professional Development in Education*, London: Paul Chapman.
12. Cohen, L., Manion, L. and Morrison, K. eds. (2007) *Research Methods in Education*, London: Routledge.
13. Creswell, J., & Plano Clark, V. (2007) *Designing and Conducting Mixed Methods Research*, Thousand Oaks, CA; Sage.
14. Creswell, J. (1998) *Qualitative inquiry and research design: choosing among five traditions*, London: Sage.
15. Dean, M. (1999), *Governmentality: Power and Rule in Modern Society*, London: Sage.
16. Elliott, John (1991) *Action research for educational change*, Milton Keynes: Open University Press.
17. Fejes, A., & Nicoll, K. (2008), *Foucault and Lifelong Learning: Governing the Subject*, London: Routledge.
18. Flick, U (2006) *An Introduction to Qualitative Research*, 3rd ed., London: Sage.
19. Green, J. L., Camilli, G. and Elmore, P. B., eds. (2006) *Handbook of Complementary Methods in Education Research*: Routledge.
20. Habermas, J. (1988) *On the Logic of the Social Sciences*, Cambridge: Polity Press.
21. Hart, C. (2008) *Doing a Literature Review: Releasing the Social Science Imagination*, London: Sage.
22. Heron, J. & Reason, P. (1997) *A participatory inquiry paradigm*, *Qualitative Inquiry* 3 (3), 274-294.
23. Hitchcock, G., & Hughes, D. (1995) *Research and the Teacher; A Qualitative Introduction to School-based Research*, London: Routledge.
24. Jenkins, R. (1992), *Pierre Bourdieu*, London, Routledge
25. Johnson, R. B., Onwuegbuzie, A. J. & Turner, L. A. (2007) Toward a definition of mixed methods research, *Journal of Mixed Methods Research*, 1 (2), 112-133.

26. Kosnik, C., Beck, C., Freese A. R. & Samaras A. P., eds. (2005) *Making a Difference in Teacher Education Through Self-Study: Studies of personal, professional and program renewal*, Dordrecht : Springer.
27. Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, London: Sage.
28. McNiff, J. & Whitehead, J (2009) *Doing and writing action research*, London: Sage.
29. McNiff, J. (1992) *Action research: principles and practice* London: Routledge.
30. Merriam, S.B. (1998) *Qualitative Research and Case Studies Applications in Education*, San Francisco: Jossey Boss Publications.
31. Punch, K. (2009) *Introduction to Research Methods in Education*, London; Sage.
32. Reason, P. & Bradbury, H. (2006) *Handbook of action research*, London: Sage.
33. Sheridan, A.,(1980) *Michel Foucault: the will to truth*, London: Tavistock.
34. Somekh, B. (2006) *Action research: a methodology for change and development*, Maidenhead: Open University Press.
35. Stake, R. 2011. Case Studies. In: N. Denzin and Y. Lincoln (eds.) *Handbook of Qualitative Research*, London: Sage.
36. Tashakkori, A., & Teddlie, C. (1998) *Mixed methodology: combining qualitative and quantitative approaches*, California: Sage Publications.
37. Thomassen, L., (2006) *The Derrida-Habermas Reader*, Edinburgh:Edinburgh University Press.
38. Thomas, G. (2009) *How to do Your Research Project: A Guide for Students in Education and the Social Sciences*, Los Angeles, CA: Sage.
39. Yin, R. (2009) *Case Study Research (4th Edition)*, Thousand Oaks, CA: Sage.

ASSESSMENT

The core modules will be assessed by a combination of continuous assessment and end-of-term assessment. A cumulative grade point average system is used to recognise and reward work throughout the programme.

Marks and Grades Equivalents

A1	A2	B1	B2	B3	C1	C2	C3	F
90-100%	80-89%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	<50%

Grade	Overall 100%
A	This is a highly sophisticated piece of writing in which the author demonstrates a very high level of mastery over the substantive focus of the study, very laudable competence in and understanding of methodological issues and their related literature, a very thorough and rigorous capacity for analysis and synthesis as well as very high competence in use of language to communicate and to construct complex arguments as well as use evidentiary warrants in a skilful manner to draw apposite conclusions and make appropriate recommendations and/ or engage in appropriately speculative discussion of implications.
B	This is a competent piece of writing in which the author demonstrates adequate mastery over the substantive focus of the study, competence in and understanding of methodological issues and their related literature, and some capacity for analysis and synthesis as well as appropriate use of language to communicate the evidence generated by the study and to draw appropriate conclusions and indicate recommendations.
C	The work is inadequate in some places, as it fails to indicate the focus of the study clearly, the research design is inadequate, analysis and presentation of data fails to demonstrate adequate mastery of the necessary skills and the writing is flawed in a number of respects.