

# **Open University of Mauritius**

## **Master of Education [OUpm015]**

### **1. Rationale and Objectives of the Programme**

The Master of Education at the Open University of Mauritius is a programme intended for anyone with a strong interest in education. It is intended to appeal to both professionals in the field, namely educators, deputy rectors, rectors, school superintendents, school inspectors, mentors and quality assurance officers and those wishing to further their academic interest and knowledge in various aspects of education such as curriculum development and planning, assessment as a tool in instruction, the legal framework of the education sector and the teaching profession, counselling skills and techniques, mentoring strategies, research in education, among others.

The programme aims at providing the learners with all the necessary knowledge and competencies that will allow them to understand education from a holistic approach and train them to work with their students at the centre of their profession. It, therefore, builds upon the knowledge gained in an education-based bachelor degree programme or the experiences of the learner in the education sector. In fact, it involves a comprehensive study and review of these important topics in education that will help the learners improve their theoretical knowledge and their professional experience and development.

More specifically, the programme aims at:

- Providing the learners with holistic perspectives of education
- Increasing the learners' knowledge of the most important aspects of education
- Encouraging learners to identify issues that are significant to their professional practice and development
- Deepening and refining the capacity of the learners to reflect critically on their practicum.

After completing this programme, the learners should be able to:

- Develop their understanding of knowledge, skills, attitudes and practices in education by implementing them in their daily practicum.
- Engage in critical discussion about educational policies in the education sector so that effective changes are brought for school effectiveness and improvement.

Graduates of the Master of Education of the Open University may qualify for appointment as educators in schools as well as in academic and administrative positions in educational institutions at all levels. They may also secure employment in corporate training centres and higher education institutions as lecturers and researchers in education.

## 2. Programme Requirements

A Bachelor's degree in any field of study.

## 3. Programme Duration

	Minimum	Maximum
Master's Degree	2 years	5 years
Postgraduate Diploma	1 <sup>1</sup> / <sub>2</sub> years	3 years

## 4. Minimum Credits Required for the Awards

Master's Degree	42 Credits
Postgraduate Diploma	30 Credits without Dissertation

Each credit in the University's system is equivalent to a minimum of 20 hours of study including all learning activities (i.e. reading and comprehending the print materials, listening to audios, watching videos, attending tutorials/counselling sessions, writing assignment responses and preparation for the examinations). Thus, a 3-credit course involves a minimum of 60 hours of study.

## 5. Assessment

Each module carries 100 marks and will be assessed as follows (unless otherwise specified):

Assessments will be based on written examination of 3-hour duration, which would account for 50% of the final module grade and continuous assessment which would account for 50% of the final module grade. Continuous assessments will be based on assignments, mini-projects and portfolios. Each module will carry 100 marks. To pass any module, the learner should score a minimum of 40% in continuous assessment and a minimum of 40% in the end-of-semester examination. Learners may re-sit up to a maximum of two failed modules for the semester of the programme.

In this M Ed programme, some modules are assignment-based over 100 marks, with no end-of-semester written examinations. In a semester in which four modules are offered, two will be assignment-based only and two will be examinable.

Written examinations for all modules, whether taught in semester 1 or in semester 2 or both, will be carried out at the end of the semester (unless otherwise stated).

## 6. Grading

Percentage Range	Description	Grade	Grade Point
$x \geq 70$	Excellent	A	5
$60 \leq x < 70$	Very Good	B	4
$50 \leq x < 60$	Good	C	3
$40 \leq x < 50$	Satisfactory	D	2
$0 < 40$	Ungraded	U	0

## 7. Award

Distinction	: CPA $\geq 70$
Merit	: $60 \leq \text{CPA} < 70$
Pass	: $40 \leq \text{CPA} < 60$

If CPA < 40, the learner will have to repeat the semester, and retake the modules as and when offered. However, s/he will not be required, if s/he wishes, to retake module(s) for which Grade C or above has been obtained. Learners are allowed to repeat twice over the entire duration of the Programme of Studies. No award is made if CPA < 40. A learner who fails a Masters project/Dissertation and subsequently passes it will only be eligible for the award of a Master's Degree at a pass level.

## 8. Course Structure

### YEAR 1

<b>MODULE CODE</b>	<b>MODULE</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Number of Credits</b>
OUpm015111	Curriculum Development (E)	√		3
OUpm015112	Assessment and Evaluation in Education (NE)	√		3
OUpm015113	Qualitative Research Methods in Education (NE)	√		3
OUpm015121	Law in Education (E)		√	3
OUpm015122	Professional Development in Education (NE)		√	3
OUpm015123	Comparative Education (E)		√	3
OUpm015124	Quantitative Research Methods in Education (NE)		√	3

### YEAR 2

<b>MODULE CODE</b>	<b>MODULE</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Number of Credits</b>
OUpm015211	Teacher Leadership (NE)	√		3
OUpm015212	Sociology of Education (E)	√		3

OUpm015213	Guidance and Counselling in Education (NE)	√		3
OUpm015214	Educational Psychology (E)	√		3
OUpm015221	Mentoring in Education (NE)		√	3
OUpm015222	Dissertation (E)		√	6

**Note:**

**E : Examinable Module**

**NE: Non-Examinable Module**

**YEAR 1 SEMESTER 1**

**CURRICULUM DEVELOPMENT [OUpm015111]**

**Aim**

This module provides an overview of the main concepts involved in curriculum design and planning.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Discuss the major theories related to curriculum development and content choice
- Analyse past and present curriculum development and designs, and the strengths and weaknesses of these designs and content choices
- Analyse the skills necessary to plan, design and evaluate a curriculum
- Predict the effects of decisions in curriculum content and design on learners
- Critically examine the current curriculum issues

**SYLLABUS OUTLINE**

- Evolution and Perspectives
- Curriculum Planning
- Curriculum Design

- Curriculum Maintenance and Continued Development
- Curriculum and Society

## **ASSESSMENT AND EVALUATION IN EDUCATION [OUpm015112]**

### **Aim**

This module aims at providing the opportunities for learners to develop their understanding of assessment as an effective tool for teaching and learning.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Apply the basic concepts and principles of assessment in instruction
- Acquire basic knowledge of different assessment techniques that can be implemented in the classroom
- Apply alternative assessment
- Describe different types of assessment for different situations
- Explain how scoring and analysis can be implemented

## **SYLLABUS OUTLINE**

- Introduction to Assessment
- Understanding Assessment
- Alternative Assessment
- Assessment Techniques
- Assessment as a Tool for Learning
- Diagnostic Assessment

## **QUALITATIVE RESEARCH METHODS IN EDUCATION [OUpm015113]**

### **Aim**

This module aims at helping the learners understand qualitative research approaches, methods and forms of analysis which are relevant to research in education and to plan and undertake a simple analysis of learner-generated qualitative data.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Differentiate the most widely used approaches to qualitative data collections
- Critically analyse the key issues around validity, reliability and sampling in qualitative research
- Consider the ethical issues and reflexivity as applied to qualitative research
- Demonstrate a systematic understanding and critical awareness of how qualitative research is written up in practice

### **SYLLABUS OUTLINE**

- Genre, Elements and Styles of Qualitative Research
- Sampling Techniques
- A Survey of Qualitative Data Collection Methods
- Qualitative Research Design
- A Survey of Qualitative Data Analytic Methods

**YEAR 1 SEMESTER 2**

**LAW IN EDUCATION [OUpm015121]**

**Aim:**

This module aims at providing the learners with a deep understanding of provisions, practices and procedures of the education system in the Mauritian legal framework.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Be knowledgeable about the sources of educational laws in the Mauritian context
- Assess the relation between human rights and education
- Analyse the various educational reports pertaining to education
- Assess the role of statutes in enhancing education in Mauritius
- Analyse the role and limitations of bodies regulating education in Mauritius
- Argue the extent to which existing mechanisms contribute to the progress of education in Mauritius

**SYLLABUS OUTLINE**

- General Introduction to Law in Mauritius
- Sources of Educational Law in Mauritius
- Constitutional Law and Fundamental Rights
- Statutes Regulating Education in Mauritius
- International Principles and Agreements
- Education and the Judicial Framework



**Aim**

This module helps the learners identify their personal and professional skills and strengths, and reflect on the skills they have developed in the teaching environment.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Identify the concepts related to profession and professionalisation
- Examine various elements involved in the concept of teacher professional development
- Create, develop, plan, implement and evaluate professional development initiatives, programmes and activities

**SYLLABUS OUTLINE**

- Concepts of Continuing Professional Development
- How Educators Learn and Acquire Skills and Expertise
- Models and Approaches to Educator Professional Development
- Planning Educator Professional Development
- Pursuing Educator Professional Development

**Assessment:** The learner should submit a portfolio based on his/her professional growth and development as a practitioner.

**COMPARATIVE EDUCATION [OUpm015123]****Aim**

The aim of the module is to help learners make connections between the local and global educational issues, the relationship between education, development and society.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Develop a critical understanding of what characterises comparative education as a field of study and its relation to other academic fields
- Reflect on and articulate different theories in comparative education with reference to key concepts in different societies

## **SYLLABUS OUTLINE**

- Foundations of Comparative Education
- Comparative Education: Theories and Methods
- Education, Globalisation and the Nation State
- Power, Culture and the Politics of Identities
- Education and Development

### **OU: QUANTITATIVE RESEARCH METHODS [OUpm015124]**

#### **Aim**

The aim of the module is to provide opportunities to develop learners' understanding of a range of different methods associated with the collection and analysis of quantitative data in the context of education.

#### **Learning Outcomes**

At the end of this module, learners should be able to:

- Explain the advantages and disadvantages of quantitative techniques
- Select and argue about the quantitative research design
- Describe and represent collected data for analysis
- Apply quantitative techniques for one-sample and two-sample tests

## **SYLLABUS OUTLINE**

- Introduction to Quantitative Research in Education
- Data Description and Data Representation
- Survey and Sampling Techniques
- Probability Distribution
- Quantitative Research Design
- Quantitative Research Techniques I: One-sample Tests
- Quantitative Research Techniques II: Two-sample Tests

## **YEAR 2 SEMESTER 1**

### **TEACHER LEADERSHIP [OUpm015211]**

#### **Aim**

The aim of the module is to provide the learners with the necessary leadership skills that equip them to be effective leaders not only in the classroom but also in the school organisation.

#### **Learning Outcomes**

At the end of this module, learners should be able to:

- Analyse the leadership skills, styles and approaches that may be adopted for effective leadership
- Evaluate their own leadership competencies as an educator and as a leader in the school

## **SYLLABUS OUTLINE**

- The Concept Leadership and Teacher Leadership
- Leadership styles and skills
- Personal Leadership Framework
- Organisational communication and skills
- Change Models and Managing Change
- Managing Conflicts
- Management of Self

- Professional Ethics in Teaching and Code of Ethics for Educators

## **SOCIOLOGY OF EDUCATION [OUpm015212]**

### **Aim**

This module provides a critical perspective on the ways in which education is organised and delivered from the sociological perspectives to education

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Examine the various sociological perspectives of education
- Critically evaluate a range of sociology of education perspectives and apply them to processes and practices in education
- Assess the relationships between education and globalisation and liberalisation

### **SYLLABUS OUTLINE**

- Sociological Perspectives of Education
- Education, Social and Human Development
- Education, Society and School System
- Education, Globalisation and Liberalisation

## **GUIDANCE AND COUNSELLING IN EDUCATION [OUpm015213]**

**Aim:**

This module aims at providing learners with knowledge of school guidance and counselling techniques to address the personal and social problems of their students in the school setting.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Explain the importance of guidance and counselling to educators and students
- Critically analyse the concepts, scope and theories that govern the process of guidance and counselling
- Develop appropriate counselling techniques to support students

**SYLLABUS OUTLINE**

- Guidance: Nature, Scope and Philosophical Basis
- Approaches to Personalities
- Guidance Methods and Techniques
- Essentials of Counselling
- Organising Guidance and Counselling Services

**EDUCATIONAL PSYCHOLOGY AND PEDAGOGY [OUpm015214]****Aim**

The module aims to introduce and explore the relevance of psychological perspectives to education in terms of how they are used to understand education processes and practices, and how they influence ideas about the nature of education and learning, and learner discipline management.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Describe the importance of educational psychology theory and research for classroom practice

- Interpret classroom scenarios in terms of key concepts and principles with reference to behavioural, cognitive, social cognitive, cognitive developmental and motivation theories
- Apply basic classroom management concepts and learner discipline management strategies to classroom and school scenarios

## **SYLLABUS OUTLINE**

### **PART A: EDUCATIONAL PSYCHOLOGY**

- Behavioural and Cognitive Views of Learning
- Social Cognitive and Cognitive Developmental Views of Learning
- Theories of Motivation and Learning

### **PART B: EDUCATIONAL PEDAGOGY**

- Lesson Planning
- Teaching and Learning Strategies
- Classroom Management
- Student Discipline Management

## **MENTORING IN EDUCATION [OUpm015221]**

### **Aim**

The module aims at developing the learners into effective mentors in the educational settings.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Describe the role and the relationship of the mentor and the mentee
- Devise a mentoring system in the school
- Evaluate the effectiveness of mentoring in schools

## **SYLLABUS OUTLINE**

- Mentoring as Accompanying Action

- Analysis of the Mentor-Protégé Relationship
- Mentoring in Education
- Practical Mentoring in Education
- Mentoring in Schools: A Guidance

## **DISSERTATION [OUpm015222]**

The research dissertation will allow the learner to examine thoroughly an area or a problem related to education. It will draw upon significant concepts and techniques introduced during the taught part of the course and will have to merge the theoretical background and insights and practice of education through the achievement of a considerable and related in-depth piece of study/work. The review of the final year dissertation will be based on the compliance of a report which should be in the range of 14,000–16,000 words.