



UNIVERSITY OF SAINT JOSEPH

聖若瑟大學

**The Graduate School**  
**SCHOOL OF**  
**PSYCHOLOGY AND EDUCATION**

**MASTER IN Education 教育碩士學位課程**

**Introduction**

This Master of Education program of studies is designed for teachers, school administrators and persons involved and/ or interested in educational processes. The main goal is the identification of future trends and the impacts in the way schools are organized for change.

Students will also discuss the centrality of questioning in the learning process, the role of the brain, the tensions between schooling and education, the building of sustainable schools, and the impact of social and political developments and expectations in education.

This program of studies intends to challenge established concepts and practices in the fields of education.

**Course Structure**

The course offers 8 Main Modules. The final component of the program requires students to write a master's dissertation, supervised by a member of the faculty.

**MAIN MODULES (24 CREDIT UNITS)**

The Main Modules comprise the core body of knowledge for the degree. Therefore, all students must take the following Main Modules:

- **Education & the Classroom: Experiences & Insights (3 Credit Units)**
- **Teachers, Power & Leadership (3 Credit Units)**
- **School Culture: Social, Educational & Political Issues (3 Credit Units)**
- **Research Methods, Sources & Trends in Educational Studies (3 Credit Units)**
- **The Brain & the Mind: Issues in Cognitive & Emotional Development (3 Credit Units)**
- **School Finance (3 Credit Units)**
- **Society & Schooling (3 Credit Units)**
- **Education & Technology (3 Credit Units)**

### **RESEARCH DESIGN & METHODOLOGY (3 CREDIT UNITS)**

研究設計與方法

Students will become proficient in current methods of conducting research in the Social Sciences: problem definition, construction of hypotheses, research design, sampling, data collection and evaluation, and interpretation of findings.

### **DISSERTATION (9 CREDIT UNITS)**

論文

The Dissertation is the capstone module for the course, which integrates the taught materials and tests the students' depth of understanding of the field and their ability to work independently within it. For the Dissertation, students work individually with a supervisor on a project related to their specialization. The Dissertation topic is chosen in consultation with the supervisor and work cannot commence until an individual and formally written Dissertation Proposal has been accepted by the university.

## **MODULE DESCRIPTIONS**

### **EDUCATION & THE CLASSROOM: EXPERIENCES & INSIGHTS**

教育與課堂：體驗和洞察力

This course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at situations where teachers listen and learners do the explaining. The course starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matters. The course is designed to help teachers think about engaging people, and helping them learn, in a variety of subject matters.

### **TEACHERS, POWER & LEADERSHIP**

## 教師、權力與領導

Recent research, highlighting the central role played by teacher quality in the success of all students, has added urgency to the ways in which schools are able to identify, secure and develop high caliber professionals. The situation of teachers is still very precarious and the organizational architecture of most schools does not facilitate the full development of teachers as educators and scholars. This course, designed for teachers and policymakers, examines formal and informal teacher leadership roles and assesses the effect of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching, and assesses teacher leadership in relation to the developmental needs of a rapidly changing workforce. Central to our study will be an examination of power in schools and a discussion of the dilemmas that are posed for administrators and teachers.

## **SCHOOL CULTURE: SOCIAL, EDUCATIONAL & POLITICAL ISSUES**

### 學校文化：社會、教育與政治議題

Students will focus on those aspects of sociological theory and research that are useful in examining educational institutions and practices. The course will focus on (a) the school and the community – the schools social functionality, politics & schools, schools as instruments of socialization, selection and stratification; (b) the school as a community – its values, power structures, ideologies, and patterns of identity; (c) interpersonal encounters in the school – students and teachers in the classroom, pedagogical approaches, teaching, learning and scholarship, opportunities for learning and development.

## **RESEARCH METHODS, SOURCES & TRENDS IN EDUCATIONAL STUDIES**

### 教育學的研究方法、來源及趨勢

This course provides an introduction to the theory and methods of qualitative research. It will be organized around three modes of learning: lectures, on-line seminars, and computer-based laboratory activities. Lectures will provide an introduction to the theoretical underpinnings of qualitative research and a consideration of methodological strategies. Seminars will permit deeper exploration of four central aspects of qualitative research: theory; field work, data coding and analysis; and the write up. The computer laboratory activities will create an opportunity to develop on-line research skills and to use computer-based research tools. Upon completion of the course, candidates will have developed the necessary knowledge and skills to conduct a qualitative study at the level required for a master's thesis or research project.

## **THE BRAIN & THE MIND: ISSUES IN COGNITIVE & EMOTIONAL DEVELOPMENT**

### 腦與心智：認知和情緒發展議題

This course provides an integrative, interactive survey of knowledge and research in cognitive development and neuroscience from infancy through early adulthood. Topics include normal cognitive and emotional development

and their relation to learning and education. Among the major theoretical orientations are Piaget, Vygotsky, Howard Gardner, information processing, emotion theory, neural networks, dynamic systems, modularity/constraints, skill theory, and universal design for learning. The course makes use of extensive web-based material and classroom interaction.

## **SCHOOL FINANCE**

### 學校財務

The course begins from the premise that how much money is made and how money is spent reflects our actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options; equity and adequacy frameworks for evaluating school finance systems; school budget processes and the politics of budgeting; cost-drivers; activity-based costing and cost-benefit analysis; and performance management. Students will be expected to access and analyze publicly available data sets using Microsoft Excel. At the end of the course students should be able to analyze school budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.

## **SOCIETY & SCHOOLING**

### 社會與學校教育

This course will look across the 20th and 21st centuries to investigate the relationship between social, economic, and intellectual trends and school reform. Students will explore issues such as: What are the different visions that educators, policy-makers and the broader public have had for schools? What are the underlying assumptions about the purposes of schooling and the theories of how to create good practice that serve as the basis for these visions? How do broader social currents direct or delimit the possibilities for school reform? What is the role of education in a globalized world? Do we need to reform schools, or does schooling need to be reinvented? The approaches of major educational thinkers, such as Rousseau, Cardinal Newman, John Dewey, Ivan Illich, Paulo Freire, Ted Sizer and others will be discussed and analyzed.

## **EDUCATION & TECHNOLOGY**

### 教育與科技

Technology is fundamental to the youth culture of today and schools need to integrate it to avoid becoming irrelevant. This course will provide the student with an understanding of learning models and the impact that technology can have towards enhancing and enriching the learning process. The primary focus will be the application of teaching and learning strategies that integrate technology as a vehicle in the differentiation of curriculum. Students will explore issues, such as: Basic technology operations and concepts; Internet fundamentals; the Internet as a communications and research tool; designing lessons using Internet resources; distance Learning; integrated software,

suites, and desktop publishing; technology integration and implementation; Social, ethical, human, and legal issues; and future directions of technology.