

Department of Education
york.ac.uk/education



UNIVERSITY
of York

POSTGRADUATE PROGRAMMES

Graduate School of Education



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How education influences society and society influences education

Why study Education at the University of York?

- Top ten for the highest-rated 4★ world-leading research in the Government's 2014 Research Exercise Framework
- Member of Russell Group top UK research-intensive universities
- International reputation for research and teaching. Our academics teach on our courses and have a wealth of teaching experience in contexts around the world
- Regularly ranked top ten for Education in UK league tables (eg Complete University Guide 2017 and 2016)
- Member of the White Rose Doctoral Training Centre, a collaboration between the Universities of Leeds, Sheffield and York and one of the UK's biggest doctoral training centres for social sciences postgraduate researchers

Welcome from Head of Department

We welcome you to the Department of Education at the University of York, regarded as one of the best in the UK for research, and teaching and learning.



Academic research and curriculum development is at the core of all we do and inspires our postgraduate teaching. We are supportive of teachers and educators already in successful careers and looking to enhance their practice and employability potential through greater knowledge of research and theory, as well as of students wishing to develop research, teaching and other careers.

Our Department includes colleagues from many countries who collaborate and carry out research internationally. This gives us a global perspective on current understandings of Education and great connections with learning environments worldwide.

As a postgraduate student you will be welcomed into our academic community and integrated into our Graduate School and research centres, providing you with the best support for developing your academic work and creating a vibrant learning environment for students and staff alike.

We offer a range of taught postgraduate courses aligned with our four research centres, in our core areas of language learning and use, social justice and education, psychology in education and science education, as well as Education as a whole.

Our postgraduate community includes over 400 postgraduate students, many international. Our students come from undergraduate study, research and professional

backgrounds, and there is a mix of full-time and part-time students. Our Graduate School also includes teacher training courses for home and EU students, giving us excellent links with local schools.

All of our programmes are designed to enhance the employability of our students. Our graduates go on to develop careers in research, teaching, the charity sector, educational psychology, management consultancy, publishing and in many other areas. York Students in Schools placements are a great way for those wanting to go on to become teachers to gain classroom-based experience.

The Department of Education is also home to the Centre for English Language Teaching, which offers quality, research-informed English language and academic preparation courses for students up to doctoral levels.

We have strong links with other University of York departments, enabling interdisciplinary research.

Find out more about what we have to offer by reading this brochure, visiting our virtual open days or in person, watching our Graduate School video and contacting us online.

We hold virtual online open days and can arrange visits to campus regularly. Find out more at york.ac.uk/study/visit

Dr Beatrice Szczepek Reed

Head of the Department of Education, University of York



“ Building a bridge between research and practice is one of the big challenges facing education at the moment. Here in York that challenge is being met. There’s top quality research here in the Department of Education, but more than that, there is a concern about whether or not it has an impact in the nation’s classrooms and whether it influences the decisions that politicians take.”

**Baroness Estelle Morris, former UK Secretary of State for Education,
York Department of Education Advisory Board Chair**

Research centres

Centre for Research in Language Learning and Use (CRELLU)

Undertaking fundamental research on second and foreign language learning, applied research to understand and improve second language education, and research on language use.

The aim of the Centre for Research in Language Learning and Use is to lead cutting-edge interdisciplinary research relating to language learning, language use and language in education. Research encompasses foreign, second, bilingual and first language acquisition and the relations between them.

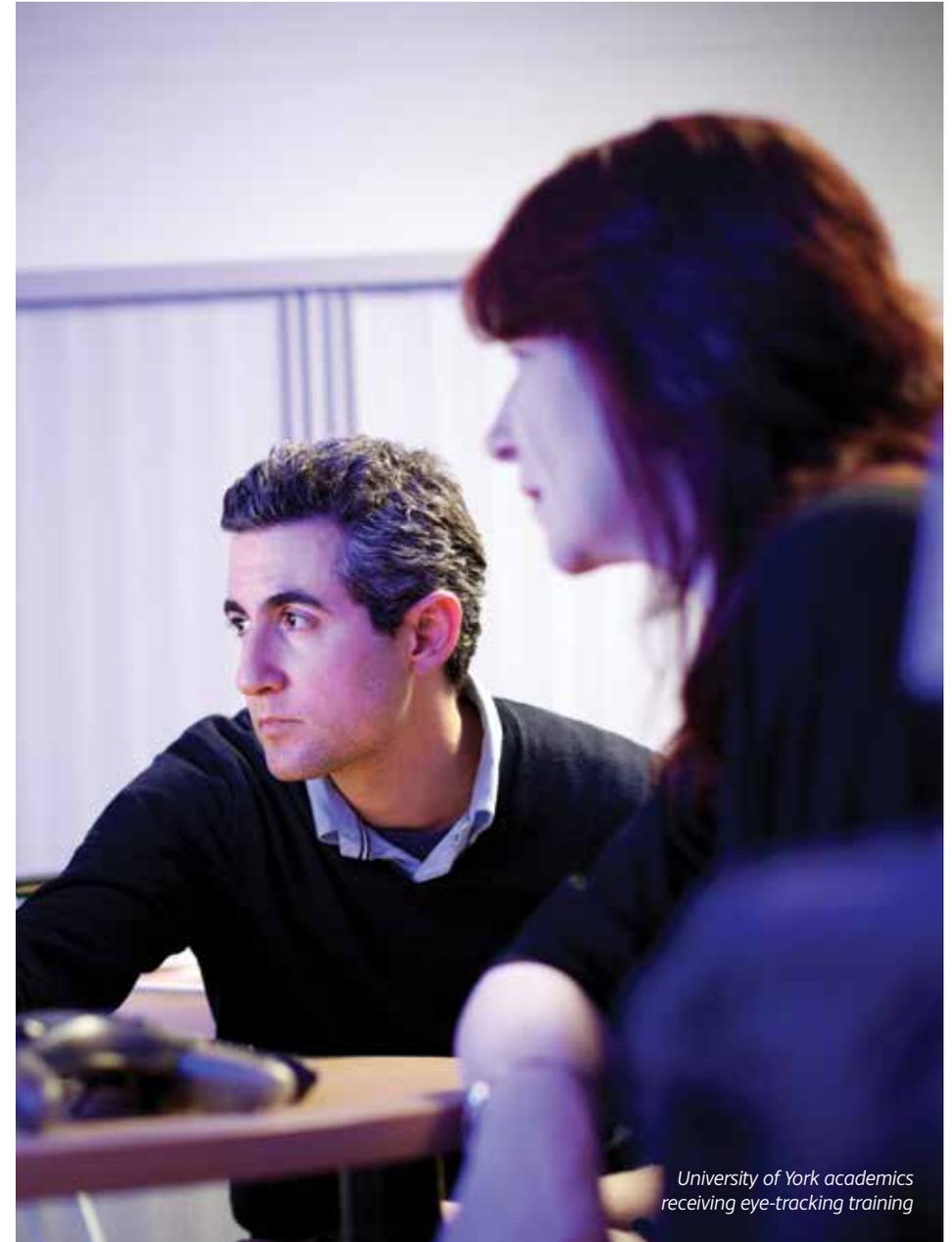
Researchers work in projects focusing on a wide range of topics. These include second language acquisition and real-time language processing, bilingualism and cognition, classroom-based language learning and teaching, computer-assisted language learning and biliteracy and L2 reading and writing.

Centre for Research on Education and Social Justice (CRESJ)

Focusing on equity, diversity and inclusion in relation to teaching, learning and achievement.

CRESJ pursues research regarding social justice and education in the UK and internationally. The Centre investigates perceptions of fairness; analyses differential rates of access and achievement that apply across individuals and social groups; and explores teaching, learning and assessing. CRESJ's work is undertaken in a wide range of contexts with and beyond schools and from different perspectives, including those that relate directly to social class, gender, ethnicity and disability.

The educational processes of teaching, learning and assessing are central to CRESJ's better understanding of social justice. Our consideration of fundamental issues of social justice and educational outcomes means that we have a positive impact on policy and practice.



*University of York academics
receiving eye-tracking training*

University of York Science Education Group (UYSEG)

Carrying out research on a wide range of aspects of science, mathematics and technology education, in the UK and in other countries.

UYSEG undertakes research on a wide range of aspects of the teaching and learning of science, mathematics and technology. Current areas of research interest include: teaching and assessing scientific literacy, school students' attitudes to science and school science, developing students' argumentation skills, transitions between phases of education, links between curriculum development and teachers' continuing professional development.

The research centre has an international reputation for innovative research-informed curriculum development and also has close links with the National Science Learning Centre.



Science Education day at the University of York for 16-18 year old school students

Psychology in Education Research Centre (PERC)

Innovative and applied psychological research relevant to education and educational settings with an aim to conduct rigorous and broadly accessible research within the psychology and educational communities.

PERC employs a range of methodologies, including new eye tracking and audio visual lab facilities, to explore the related themes of effective teaching in education and factors that influence student performance and behaviour.

Research studies range from: teacher-student interactions; the role of teachers; evaluating the psychological characteristics of teachers and developing a model that predicts teaching effectiveness; designing and evaluating reading and language interventions for young children at risk of literacy difficulties; exploring the genetic aspects of learning and education; and exploring factors that influence vulnerable, troubled and disadvantaged students.



The lake and Heslington Hall at the University of York

Postgraduate research programmes

MA in Education (by research)

This programme offers an opportunity for study on a full-time basis over one year, or on a part-time basis over two years, wholly by supervision, leading to a dissertation of about 25,000 words.

Applications from students wishing to study current trends and developments in education are particularly welcomed.

All students are expected to spend some time at the start of the programme on refining their research design and updating their knowledge of research methodology. Those students starting the programme in October are welcome to attend a module on research methods in

education if they wish to do so; this module comprises a weekly session taught during the daytime for ten weeks during the autumn term.

You will be expected to prepare a research proposal of around 800 words which will be submitted at the time of applying, to give a clear idea of the topic area you are interested in and how you intend to collect the data.

PhD Programmes

Our three PhD programmes in Education, Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) can be taken full-time over three years, part-time over six years or by mixed mode of registration. These PhD degrees are based on submission

of a research thesis of about 85,000 words. Our philosophy is to support you to research a topic you are interested in. As such, you need to submit a short outline (1,500 words) of your proposed research topic and method of study with your application. You might find it helpful to contact the PhD programme leader before applying to check that your area of interest is one we can supervise.

During your period of registration, you will meet regularly with your supervisor who will offer you advice and feedback on your study. Another member of staff together with your supervisor will form your Thesis Advisory Panel. They will meet with you more formally to review your progress. At the end of the year of registration your progress will also be reviewed and supported by a progression panel.

In addition to supervisory support, the Department organises research training workshops. Meetings of the Educational Research Group provide an informal setting at which research students can make presentations. The University also runs an extensive programme of research training and personal development workshops.

Our postgraduate students can work across disciplines and institutions within the White Rose Doctoral Training Centre, receiving first-class training, collaborating with other postgraduate researchers across Yorkshire and enjoying opportunities to develop interdisciplinary networks and expertise.

Entry requirements for each PhD course are available on our Departmental web pages york.ac.uk/education/postgraduate/phd.

PHD IN EDUCATION

The PhD programme in Education is designed to support cutting-edge research in the field of education, and to develop specialist knowledge and research skills through academic study and research training. The programme will enable students to achieve a critical understanding of their field of study and to obtain solid grounding in research methodology appropriate for conducting research. We are interested in receiving applications in a wide range of research topics, but are particularly keen to hear from students who wish to undertake a research study that falls within Language Learning and Use; Psychology in Education; Science



With hard work, under excellent supervision, attending departmental and Researcher Development Team workshops, I have been able to produce high quality work, present at international conferences and publish in an international journal."

Stephen (PhD in Education)



Education; and Education and Social Justice. You can find details about the research interests of staff at york.ac.uk/education.

Our PhD research students come from a range of different countries. Many of our overseas students have chosen to conduct studies which involve collecting fieldwork data in their home country and this is welcomed as an approach.

PHD IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

This programme is specially designed for English as second/foreign language teachers, teacher educators, professional development administrators, materials

RECENT PHD TOPICS INCLUDE:

- technology and education
- use of narrative
- classroom discourse
- peer feedback
- English language learning strategies

See our web pages for more examples.

writers, researchers and academics interested in enhancing their specialist knowledge through academic study and research.

The course aims to help students to achieve a critical understanding of teaching and learning theories, and to obtain solid grounding in research methodology appropriate for conducting research projects in their professional contexts.

PHD IN APPLIED LINGUISTICS

Our new PhD in Applied Linguistics, run jointly by the Department of Education and the Department of Language and Linguistic Science, is designed to enhance specialist linguistic knowledge through academic study and research. It is suitable for those interested in exploring how linguistic knowledge can be applied to everyday real-life phenomena such as language learning, language processing, and language policy. The course emphasises research methodology appropriate for conducting linguistic research projects, using a wide range of research methods.

Please see our website for student research projects we are particularly interested in supporting.

Research Methods training

All PhD students are invited to attend the Research Methods in Education module or the Research Methods in Language Learning and Teaching module and the Quantitative and Qualitative Data Analysis module. These modules are taught by active researchers, and introduce a variety of methods for data collection and analysis. Speakers include experts from the Department, the University and White Rose institutions. Writing and mathematical skills sessions are also offered.

Educational Research Group

MPhil and PhD students are expected to attend the Educational Research Group meetings. This Group comprises staff and research students in the Department, and meets a few times each term to discuss ongoing research activities and issues. Current students also run an Educational Research Group blog.

Researcher development training programme

PhD students can attend courses offered by the University's Research Development Team. These include various research and transferable skills, from research grant writing, to software use, to team-work, as well as PhD-specific skills such as preparing for the upgrade and writing a thesis.

Preparing Future Academics

We run a 'postgraduates who teach' scheme that graduate students can apply for, and there is also the University of York Learning and Teaching Award (YLTA) accredited programme for researchers who intend to pursue an academic career in higher education. YLTA provides researchers with skills in learning and teaching and the opportunity to learn from the experience of new academics. Further information is available at: york.ac.uk/admin/hr/researcher-development/ylta

Postgraduate taught programmes

MA in Education

This is a flexible programme, providing a firm foundation in theory and practice. The main focus can be building your professional knowledge as well as forming the basis for further research. Such studies can focus on current developments in education and issues of immediate concern to students themselves. The variety of modules can also serve to enhance professional knowledge and practice, as well as being an excellent introduction to work at PhD level.

COMPULSORY MODULES CURRENTLY INCLUDE:

- Research Methods in Education
- Teaching and Learning in Schools
- Theories of Learning and Development
- Planning and Communicating Research
- Dissertation

Studies have looked at diverse topics such as bullying in schools, collaborative learning, use of language games in the classroom, the hidden curriculum and pupil motivation. The study can be conducted in the UK or overseas.

MA in Global and International Citizenship Education

Globalisation is perhaps the key driving force of modern education systems. Schools (and other educational enterprises in universities,

COMPULSORY MODULES CURRENTLY INCLUDE:

- Citizenship Education
- Research Methods in Education
- Teaching and Learning Citizenship & Global Education
- Planning and Communicating Research
- Dissertation

businesses and communities) are part of a global network. This programme explores important issues about what it means to be a citizen in a global world – asking what could and should be done by educators to respond to the needs of individuals and groups in nation states and the new global society.

This one-year taught full-time programme will be attractive to all those who have an interest in social studies education. This includes political and ideological education, moral education and education for diversity. This is a broad field that includes global education, comparative education, international education, intercultural understanding and citizenship education. In particular, the programme explores how to help people understand society and develop the skills to take part in it. This includes investigations of European citizenship and global citizenship education and focusing on learning and teaching methods. The programme will be of interest to those who see themselves as current or future teachers, researchers or policy makers.

MA in Applied Linguistics for English Language Teaching

MA in Applied Linguistics for Language Teaching

These one-year programmes are designed for students with at least one year's teaching experience who wish to develop their knowledge and understanding of teaching and learning of English and/or any second or foreign language/s. It is expected that students will already have an understanding

COMPULSORY MODULES CURRENTLY INCLUDE:

- Language for Education
- Research Methods in Language Learning and Teaching
- Teaching and Learning Language
- Language Curriculum Design and Evaluation
- Planning and Communicating Research (only compulsory for MA ALELT)
- Dissertation

of the main approaches to language teaching and language analysis.

These courses will provide rich opportunities for reflection on practice, and for the development of understanding the underlying principles and theories of language teaching and learning. There is also a broad range of option modules to choose from. Teaching and learning activities include presentations by the tutor, small group discussions and practical activities (individual and pair work). Summative assessments take the form of written assignments, exams, oral presentations and dissertations.

A relevant first degree is needed (eg a language, linguistics, psychology, or education), with a considerable

OPTIONAL MODULES

Information about compulsory and optional modules for each course can be found on our Department web pages. Recent examples of optional modules include:

- Bilingualism
- Citizenship Education
- Teaching World English
- Motivation in Education
- Cross-linguistic Influences in 2nd Language Acquisition

language study component. Applications are welcomed from those who do not yet have a full year of teaching experience, if the applicant will have a full year before the start of the programme.



I have a much better understanding about different research methods, as well as their advantages and disadvantages. I now have a better understanding of how to create and mark tests concerning the English language."

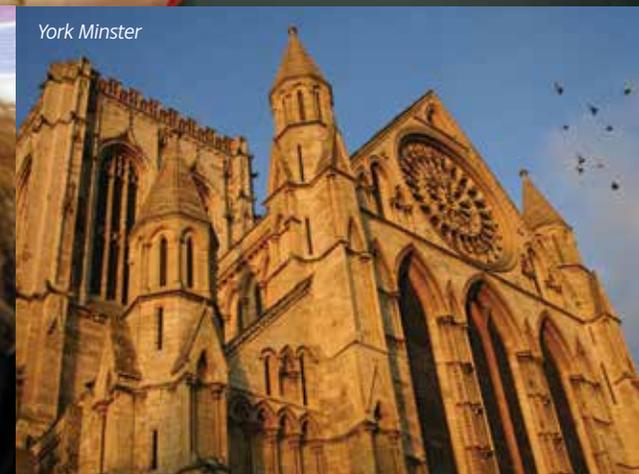
Panagiotis (MA TESOL)



Dr Sarah Olive, lecturer in English and Education



Department of Education students in the Psychology in Education lab



York Minster



University of York Heslington West campus

MA in Teaching English to Speakers of Other Languages

The one-year MA TESOL programme is designed for students with little or no teaching experience who wish to become teachers of English as a Second or Foreign Language. The course will provide an introduction to English language systems (grammar, vocabulary, pronunciation, language skills and discourse) and to the main approaches and methods in English language teaching. There is also a broad range of option modules to choose from. Teaching and learning activities include presentations by the tutor, small group discussions and practical activities (individual and pair work). Summative assessments take the form of written assignments, exams,

COMPULSORY MODULES CURRENTLY INCLUDE:

- TESOL Methods
- Research Methods in Language Learning and Teaching
- English Linguistics
- Planning and Communicating Research
- Dissertation

oral presentations and dissertations. On successful completion of this MA students will have a foundation knowledge appropriate for entering a relevant teacher training programme or entry level teaching employment, depending on context requirements.

TESOL applicants will need a relevant degree (English Language, Linguistics, or Education with a substantial English component).

MA in Social Justice and Education

This is a one-year full-time taught programme. Social justice is a vitally important goal for every member of society. Educational policy makers, researchers and teachers recognise that social justice is at the very heart of all their work in education.

In this programme students will understand the fundamental, philosophical meanings of social justice in education and be able to discuss and debate relevant issues. The programme will investigate the pedagogical and professional issues related to social justice - what sorts of practices are fair? All of these matters will be related to research.

This programme will be attractive to those with an interest in diversity,

“ MA TESOL has developed my teaching approaches and methods. I am now more confident teaching students. I have the knowledge and the teaching skills as well. For example, in the writing module we did micro teaching which helped me to develop my knowledge in teaching this.”

Iman (MA TESOL)



COMPULSORY MODULES CURRENTLY INCLUDE:

- Social Justice and Education
- Research Methods in Education
- Teaching and Learning Citizenship & Global Education, or Higher Education in the 21st Century or Gender, Sexuality and Education
- Planning and Communicating Research
- Dissertation

inclusion, equality and a fair and decent society who wish to explore what this means in relation to education. The programme will be of interest to those who see themselves as current or future teachers, researchers or policy makers.

TRINITY CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (CERTTESOL)

This is an internationally recognised professional teaching course approved by the British Council as an initial English Language Teaching (ELT) qualification. It is primarily designed to offer York Education students skills needed to become an English language teacher for speakers of other languages. Spaces are limited on this intensive programme intended to run alongside academic studies. Entry onto the course is competitive based partly on applicants' capacity to complete the programme alongside other commitments. For course fee information see york.ac.uk/celt/cert-tesol.



Department of Education graduate students

Support

Finance and funding

There are a number of funding streams which postgraduates may apply for to help with the cost of living and course fees. Eligibility can depend on whether you are a UK, EU or overseas students, on your personal circumstances and on the programme you plan to study. Information is available on our website york.ac.uk/fees-funding

Scholarships

Scholarship awards available to students applying to study for an MA or MPhil/PhD degree at the University of York's Department of Education are listed on our website at york.ac.uk/education/scholarships. These are highly competitive and only a small minority of applicants will be successful in gaining one of these awards.

Overseas students may be eligible for funding from their government for certain programmes.

Loans

If you have lived in England or the EU for at least three years prior to starting your Masters you may be eligible



to apply for the UK government's postgraduate loan scheme. Loans may be up to £10,000. Further details at york.ac.uk/study/postgraduate/fees-funding/taught/uk-eu-funding/government-loans.

Academic input

Students are allocated a personal supervisor to support them with their studies as well as with pastoral issues. All students also have the opportunity to join the relevant research centres for talks from internal and external experts in language learning and teaching.

Settling in

The Department holds a number of social events for postgraduate students. For example, in the first week of term there is a tea party for all MA students. The tea party is a great opportunity for students to meet members of staff as well as students from other programmes. A highlight of the social calendar for MA students is the Christmas party where students and staff are invited to showcase their talents.

There are many clubs and societies at the University of York, including an

Education Society, run by students, which holds social and fundraising events.

Even before you arrive at York, the York Ambassadors scheme can put you in contact with current students from your part of the world. Once you are here, the International Students' Association represents the specific needs of international students.

International student support

In the Department of Education, we pride ourselves on the support that we provide to our international students. All international students on our MA programmes receive language support tailored to their programme of study through in-session language classes delivered by the Centre for English Language Teaching, part of the Department of Education. Study skills sessions are also offered, designed to help international students better understand what will be expected of them.



Postgraduate students from the University of York's Department of Education on campus

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