

## Electives Courses

6 credits to be taken from any of the following themes

- Society, Culture, and Politics
- Language, Literacy, and Learning
- Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education

## Thesis documents

24 credits

GSE 705: Thesis Proposal (3 credits)

GSE 700: Thesis (21 credits)

# Master of Education in Leadership, Societies and Languages (45 credits - without thesis)

MEd+ CONLSL

## Research Module

6 compulsory credits

GSE 510: Academic Reading and Writing

GSE 516: Educational Research for Practice

## Foundations courses

9 compulsory credits, 3 credits from each of the 3 following themes:

- Society, Culture, and Politics

GSE 502: Educational Philosophies

GSE 506: Globalization and Global Education

GSE 540: Sociological Perspectives in Schooling

- Language, Literacy, and Learning

GSE 501: Psychology of Teaching and Learning

GSE 523: Educational Neuroscience: Mind, Brain, and Teaching

- Educational Practice and Leadership

GSE 503: Curriculum Explorations I

GSE 574: Understanding Professional Development

GSE 575: Educational Leadership Theories

## Elective Courses

30 credits to be taken from any of the following themes

- Society, Culture, and Politics
- Language, Literacy, and Learning
- Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education.

## List of Courses

### GSE 500 Selected Topics in Curriculum

3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in curriculum.

### GSE 501 Psychology of Teaching and Learning

3-3-0

This course will examine ways to use the theories, principles and research methods of psychology to understand learning and to inform the teaching and curriculum processes. The implications of different theories of learning will be examined. Students will compare and contrast how the theories define knowledge and learning. Students are encouraged to explore in depth topics relevant to their practice.

### GSE 502 Educational Philosophies

3-3-0

This course will examine the philosophical principles and theories that provide a foundation for education today. Through a critical review of philosophical perspectives, students will develop an understanding of the way in which these perspectives continue to shape current educational thinking and practice.

### GSE 503 Curriculum Explorations I

3-3-0

This introductory course will examine curriculum as a socially constructed process. Students in the course will examine the principles and theories relating the various dimensions of the curriculum process: designing, planning, enacting and reflecting.

### GSE 504 Curriculum Explorations II

3-3-0

This course is an extension of GSE 503, Curriculum Explorations I. Students will focus on using the knowledge acquired in GSE 503 and new knowledge constructed in GSE 504 to generate a curriculum design and the resources necessary to enact that design.

*Prerequisite: GSE 503*

### GSE 505 Evaluation and Assessment

3-3-0

This course will focus on the role of evaluation and assessment of the learning process and will include an examination of their underlying principles. The practical implications of the school context on the learning process will be explored.

### GSE 506 Globalization and Global Education

3-3-0

This course provides an overview and introduction to areas of research that inform the practice of global citizenship education. These include inter-disciplinary studies in globalization and education, transnational studies, postcolonial theory, citizenship education, social justice education, migration studies, and sociological and pedagogical approaches to education for social diversity. Students will engage current debates and implications of these for practice.

### GSE 507 Origins of Modern Schooling

3-3-0

This course examines the trends and themes in educational history that have influenced and shaped contemporary school systems. The course will explore how schooling and concepts of education have changed over time, and will critically analyze the successes and failures of educational developments. Students will engage in historical thinking and research in order to understand how the educational past continues to impact education today.

### GSE 508 History of Education Policy

3-3-0

This course explores the historical processes that have created current Canadian school systems, with a particular emphasis on Quebec. Through an analysis of public policy case studies, the course will assess the unfolding educational policy environment and how policymaking ideas and debates have impacted the current education landscape.

### GSE 510 Academic Reading and Writing

3-3-0

This course has been designed to facilitate students' ability to (1) read, synthesize and analyze academic articles, books and other primary source texts and (2) express their knowledge and ideas in a scholarly fashion using the conventions defined by academic journals. Different types of research articles will be examined and strategies for reading each type explored.

### GSE 511 Educational Statistics

3-3-0

This course is an introduction to statistical analysis methods. Topics to be covered include means, standard deviations, variances, sampling distributions, hypothesis testing z-tests, t-tests, correlation/regression and, if time permits, Chi-squared tests. This course emphasizes a conceptual understanding of statistics and their application in educational research rather than mechanical calculation.

### GSE 516 Educational Research for Practice

3-3-0

This course leads participants to consider the relationship between approaches to educational research, knowledge, and practice. Participants explore, in-depth, the epistemological positions and basic principles of action research and the