

Degree of Doctor of Education (EdD) in Educational Studies

The Sheffield EdD is a 4-8 year programme of study leading to the qualification of Degree of Doctor of Education. Designed to meet the needs of professionals working in a wide range of education and training related areas in the UK and overseas, the Sheffield EdD provides students with:

- a broad and flexible research-led programme (ESRC recognised)
- a stimulating and challenging learning experience through weekend residential courses, seminars, individual and group supervision
- significant opportunities for personal, professional, institutional and organisational development
- opportunities to work with professionals from different backgrounds within a supportive learning community
- opportunities to address issues and areas that are pertinent and directly relevant to professional contexts and concerns.

Educational Studies Module: Critical Curriculum Studies

The curriculum is often taken for granted by those who experience it, such as parents, students and teachers. This module poses philosophical and conceptual questions about curriculum – what is it, why does it exist and who is it for? Different definitions of and perspectives on curriculum are explored to establish a framework for critical curriculum study. Relationships between globalisation and curriculum reform will be investigated, addressing such themes as homogenisation/localisation, marketisation, policy migration and the influence of curriculum on national identity. A case study curriculum reform will be critically examined before broadening the focus to include critical analysis of examples of curriculum policy changes in students' own professional lives. This focused study of curriculum construction and change will be carried out from the perspective of curriculum history, policy reform, analysis and implementation and evaluation.

The aims of the module are to introduce students to key theoretical, methodological and empirical issues related to curriculum, curriculum policy reform and its impact in national and global contexts. The module aims to empower students to adopt an active and critical role in developing curricula.



The Programme Team

The Sheffield EdD Programme and the Educational Studies named route are both directed by Dr Chris Winter. The programme team includes Professor Jerry Wellington and Dr Alan Skelton. The teaching team has an established national and international reputation in teaching, researching and publishing in a range of Educational Studies topics including curriculum theory and policy analysis, Education for Sustainable Development, globalisation, post structuralism, research methodology, the education, supervision and assessment of doctoral students, education and employment, science, ICT education and HE areas of enquiry comprising teaching excellence; inclusive learning environments; assessment and teaching and learning in health care settings.

For further details and how to apply please contact the EdD Secretary:

Email: EdD@sheffield.ac.uk

Tel: +44 (0)114 222 8096

<http://www.shef.ac.uk/education/courses/edd>

“The EdD at Sheffield University is proving to be a fantastic experience. There is such a wide range of educational professionals, from a variety of countries, following the various strands of the course all of which leads to very interesting discussions and debates at each of the residential weekends. Yet the multi strand approach is balanced by a focus on individual areas for every topic. The Educational Studies strand has allowed me to concentrate on my area of specific interest which is the secondary school curriculum in England. I enjoy the input provided at Sheffield University from a wide range of eminent academics. My bookcase is expanding as I purchase books from the academics we have had the opportunity to meet, hear and question.” *Kathryn Hobbs, Deputy Head – The Royal Alexandra and Albert School*

“The EdD programme was recommended to me by a colleague who worked at the University of Sheffield. I am now in my 3rd year but have found the quality and content of the course materials and the support and enthusiasm of staff and tutors of a very high standard throughout. The taught element has also enabled interaction with a diverse range of other learners and we have been positively encouraged to be supportive to one another. The EdD weekends are vital for meeting up face to face, learning and providing opportunities for critical thinking and of course socializing.” *Kate D’Arcy, Youth & Community Development Coordinator (Travellers) Cambridgeshire Race, Equality and Diversity Service Team for Traveller Education*

Welcome to The School of Education

Structure of the Sheffield EdD

The EdD programme is divided into two parts. Part I is the taught component which most students complete over 2 years. Part II is the research element, leading to the thesis, when students receive regular supervision from academic tutors. It is expected that students will take 2-4 years to complete their research in Part II. Extensions to completion are possible.

Part I

Part I comprises of six compulsory modules, taught at weekend schools in October, February and May each year, and assessed by 6,000-word assignments. The residential aspect of the programme is essential and supports the development of productive learning and research relationships that often continue beyond graduation.

Three modules provide a critical introduction to research in education. Three modules examine key issues in education and training.

Part II

Students move on to Part II of the programme when they have received a Pass grade for all 6 modules, one of which is a research proposal. Part II takes the form of a research thesis of 50,000 words focusing on a topic of their choice, supervised by a member of the School with relevant expertise and interests. The thesis should offer a substantial contribution to the knowledge and understanding of education, and will be examined through a viva voce examination to ensure the highest research standards.

Who is the Educational Studies named route for?

The two key strengths of the Educational Studies named route are diversity and flexibility. We welcome students from a wide range of professional backgrounds and research interests, including teachers from all kinds of schools, lecturers from further education and higher education institutions, youth and community educators, administrators and trainers. Our students come from all over the world and bring to the programme rich experiences of education in their professional fields. The Educational Studies named route gives students the freedom to explore educational issues from different perspectives. This is important for students who are unsure about the particular topic of research they may wish to pursue in Part II of the programme.

Educational Studies Thesis Titles include:

- A case study of the institution-wide implementation of a managed learning environment
- Re-appraising nurse education
- The role of the teaching principal in “disadvantaged” primary schools in 21st century Ireland: strengths, challenges and leadership
- A case study of the development and implementation of a curriculum intervention incorporating e-learning in a prison establishment
- The black student experience of undergraduate physiotherapy education: choice, identity and prejudice
- Attentive Educational Practice: a philosophical analysis

Entry Requirements

Candidates should normally hold a good Honours degree and a Masters degree in a related area. Applicants are considered on the basis of relevant qualifications and experience. For applicants whose first language is not English, or who do not hold appropriate educational qualifications in English, the School requires a minimum standard in IELTS or equivalent of 6.5 (with a minimum of 5.5 in each section). Candidates are asked to submit a piece of academic/research based writing on application. Applicants are invited to make informal contact with the director of the EdD Educational Studies named route to discuss their interests and suitability – Dr Chris Winter (Email: c.winter@sheffield.ac.uk).



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