



Strathclyde Institute of Education

PGT Programmes

Please find below a welcome letter from the PGT Director, Alan Huang, followed by resources for your programme in advance of arrival which includes reading lists for first semester modules, information about elective classes (option modules), and key dates.

Please click the link on your course title to be taken to specific resources for your programme.

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Welcome to the Strathclyde Institute of Education

Welcome to the postgraduate taught (PGT) programme at the University of Strathclyde!

Strathclyde Institute of Education is the leading provider of teacher education in Scotland and one of the largest in the UK. Our provision is underpinned by a strong programme of educational research, and all of our teaching is shaped by our world-leading research and scholarly activity. We trace our history back to 1837, when David Stow founded the Glasgow Normal Seminary. This was one of the first teacher education institutions in the UK, which later became Jordanhill College of Education. Jordanhill College merged with the University of Strathclyde in 1993. Scotland's reputation for producing excellent teachers and profound thinkers in the field of education rests on this strong historical foundation.

Our postgraduate education courses have a strong track record and are valued highly by our students and the agencies nationally and internationally. Strathclyde Institute of Education, now located in new state of the art accommodation in the heart of the city of Glasgow, is the largest provider of professional education courses for teachers and other practitioners in Scotland and among the largest in Europe. We aim to provide challenging, research-informed programmes for those who aspire genuinely to make a difference in people's lives through education.

I hope that you have a rewarding experience at Strathclyde, and with you every success in your study with us and in your future career.

Dr Alan Huang, Director of PGT

MSc Applied Educational and Social Research

Reading list (Recommended Reading)

Here are some of the key texts for your Semester 1 modules. A full reading list for each module will be available in the relevant module handbooks.

X9998: Educational and Social Research and Enquiry (Module lead: Alastair Wilson)

- Bryman, A. (2016) *Social Research Methods*, 5th edition, Oxford: Oxford University Press. Copies are available in the University Library
- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021). *Bryman's social research methods* (Sixth edition..). Oxford University Press.
- Cohen, L., Manion, L. & Morrison, K. (2011) *Research Methods in Education* (6th Edition). Routledge.

X9999: Design Strategies in Educational and Social Research (Module leads: Farid Bardid & Alastair Wilson)

- Cohen L, Manion L, & Morrison K (2000) *Research Methods in Education* 5th edition London: Routledge. Chapter 3: 'Research design issues: Planning Research'. [Note that this text and the 2007 6th edition of it are available as e-texts through the University of Strathclyde Library - search using Supremo Search.
- Strauss A and Corbin JM (1998) *Basics of Qualitative Research: Techniques and procedures for developing grounded theory* London: Sage

Elective classes

The list below shows the elective classes that are available on your course. You will have an opportunity to give your preferences for elective modules at TBC – these are flexible and taught in small groups of 1-3 people.

*The course list might undergo changes according to availability of staff. Students will be informed in a timely manner.

Name of class	Semester	Time (if available)	Lead academic
Advanced qualitative research design and analysis	2/3	Thursdays 2-4pm	Alastair Wilson
Advanced quantitative design and analysis	2/3	Thursdays 2-4pm	Fardid Bardid

Key dates

For a list of University key dates, [please visit our website](#).

Course start date: **17th September 2024**

MSc Autism (full-time)

Reading list (Recommended Reading)

Here are some of the key texts for your Semester 1 modules. A full reading list for each module will be available in the relevant Module Handbooks and on the relevant MyPlace page.

X9808: Conceptual Frameworks in Autism (TAP 1):

- https://strathprints.strath.ac.uk/67058/1/MacKay_etal_SG2018_The_microsegmentation_of_the_autism_spectrum.pdf

Further reading:

- The Evaluation of the Scottish Strategy for Autism:
- <https://www.gov.scot/publications/evaluation-scottish-strategy-autism/>
- Autism and Learning Disability: Towards Transformation:
- <https://education.gov.scot/improvement/research/the-autism-and-learning-disability-towards-transformation-plan-2021/>
- National Strategy for autistic children, young people and adults: 2021-2026:
- <https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

X7798: The Spectrum of Autism (TAP 2):

- Burchardt, T. (2004). Capabilities and disability: the capabilities framework and the social model of disability. *Disability & Society*, 19.
- Chappell, A. L., Goodley, D. and Lawthom, R. (2001). Making connections: the relevance of the social model of disability for people with learning difficulties. *British Journal of Learning Disabilities*, 29: 45–50.
- Oliver, M. (2013). The social model of disability: thirty years on. *Disability & Society*, 28:7, 1024-1026.
- Robertson, S. M. (2009). Neurodiversity, quality of life, and autistic adults: Shifting research and professional focuses onto real-life challenges. *Disability Studies Quarterly*, 30 (1), doi:10.18061/dsq.v30i1.1069.

X2923: Autism Placement and Practice Module:

- SSSC Codes of Practice:
- <https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/>
- GTCS Codes of Professionalism and Practice:
- <https://www.gtcs.org.uk/fitness-to-teach/code-of-professionalism-and-conduct/>
- GTCS: Standards on meeting the needs of autistic learners
- <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-guide-meeting-needs-autistic-learners.pdf>
- GTCS: Understanding neurodiversity in the context of equality and inclusive practice
- <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-guide-understanding-neurodiversity.pdf>
- Nursing and Midwifery Council Codes of Practice:
- <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

X3833: Research Methodologies and Reasoning (RMR):

- Richardson, L. (1994) *Writing: A Method of Inquiry*. Denzin and Lincoln Handbook of Qualitative Research.



- Melanie Nind, Michelle Holmes, Michela Insenga, Sarah Lewthwaite & Cordelia Sutton (2020) Student perspectives on learning research methods in the social sciences, *Teaching in Higher Education*, 25:7, 797-811, DOI: 10.1080/13562517.2019.1592150

Elective classes

The Option modules that are available for the MSc Autism Course are listed below. You will have an opportunity to select your option* module at the beginning of the Course. Students only select one Option module.

*A minimum of ten students is required for a module to run, therefore, depending on numbers, it may not be possible for every module to run in academic Session 2024-2025. Students will be informed in a timely manner.

Name of Module	Semester	Time	Module Leader
X3954: Multi-Professional Work and Family Support	Semester 2	2.00 p.m. – 4.00 p.m. and 6.30 p.m. – 8.30 p.m.	Gillian McConnell
X3964: Autism and Schooling: The Autism Toolbox	Semester 2	10.00 a.m. – 12.00 noon and 6.30 p.m. – 8.30 p.m.	Gillian McConnell
X3927: Independent Study Module (ISM)	Semester 2	6.30 p.m. – 8.00 p.m.	Leanne McNeill
X2925: Autism and Related Conditions	Semester 2	10.00 a.m. – 12.00 noon and 1.00 p.m. – 3.00 p.m.	Gillian McConnell

Key dates

For a list of University key dates, [please visit our website](#).

Course induction date: **17th September 2024 at 10.00 a.m. until 3.00 p.m.**

Course start date: **week beginning 16th September 2024**

MSc Education Studies (September Intake)

Reading list (Recommended Reading)

Here are some of the key texts for your Semester 1 modules. A full reading list for each module will be available in the relevant module handbooks.

X3839 Thinking about Education (Module lead: Karsten Kenklies)

- Cubberley, Ellwood Patterson (1920) Readings in the history of education; a collection of sources and readings to illustrate the development of educational practice, theory, and organization (Boston)
- Mollenhauer, K. (2013) *Forgotten Connections: On Culture and Upbringing* (Trans. Norm Friesen) (Routledge)
- Westbury, Hopmann and Riquarts (eds.) (2000): *Teaching As A Reflective Practice: The German Didaktik Tradition* (Routledge)

X9647 Globalisation, society and education policy (Module lead: Paul Adams)

- Adams, P. (2014). *Policy and Education*. Abingdon: Routledge.
- Addey, C. and Piattoeva, N. (2021). *Intimate accounts of education policy research: The practice of methods*. Routledge.
- Cairney, C. (2021). *The Politics of Policy Analysis*. Palgrave Macmillan.

X3833 Research methodologies and reasoning (Module lead: Alastair Wilson)

- Aveyard, H. (2019) *Doing a literature review in health and social care: a practical guide* (4th ed.). Maidenhead: Open University Press.
- Bryman, A. (2012) *Social Research Methods* (4th edition). Oxford: Oxford University Press.
- Punch, K. F. (2016). *Developing Effective Research Proposals*, 3rd edition. Los Angeles: Sage.

Elective classes

The list below shows the elective pathways that are available on your course. You will have an opportunity to give your preferences for an elective pathway between 19.9. - 25.9.2024.

*The course list might undergo changes according to availability of staff. Students will be informed in a timely manner.



Name of Class	Semester	Time (if available)	Lead Academic
Pathway 1			
X2901 Conceptions of Leadership	2	Mondays and Wednesdays time tbc	Iain Moore
X2904 Leadership in Learning	2		
Pathway 2			
X3999 Education and Self formation in cultural contexts	2	Wednesdays time tbc	Karsten Kenklies
X3838 Philosophy of Technology and Education	2	Tuesdays time tbc	David Lewin
Pathway 3			
X3864 Putting theory into practice	1	Thursdays and Fridays time tbc	Lesley Waddell
X3865 Professionalism and professional learning	2	Tuesdays time tbc	

Key dates

For a list of University key dates, [please visit our website](#).

Course induction date: **19th September 2024 at 10am**

Course start date: **week beginning 16th September 2024**

MSc TESOL & Intercultural Communication (September Intake)

Reading list (Recommended Reading)

Here are some of the key texts for your Semester 1 modules. A full reading list for each module will be available in the relevant module handbooks.

X3833 Research Methodologies and Reasoning (Module lead: Allan Blake)

- Bryman, A. (2012) *Social Research Methods* (4th edition). Oxford University Press.
- Cohen, L., Manion, L. & Morrison, K. (2011) *Research Methods in Education* (7th edition). Routledge.
- Wallace, M., & Wray, A. (2016). *Critical reading and writing for postgraduates*. Sage.

X3841 Contemporary Issues in Language Teaching (Module lead: Alan Huang)

- Hall, G. (2016). *The Routledge Handbook of English language teaching*. Routledge.
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *Modern Language Journal*, 98(1), 296–311. <https://doi.org/10.1111/j.1540-4781.2014.12057.x>
- Richards, J. & Rodgers, C. (2014). *Approaches and methods in language teaching* (3rd Ed.) Cambridge University Press.

X3842 Language Learning in a Multilingual World (Module lead: Joanna McPake)

- Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (Supplement 2016), 19–47. <https://doi.org/10.1111/modl.12301>
- Baker, C., & Wright, W. (2021). *Foundations of bilingual education and bilingualism* (7th ed.). Multilingual Matters.
- Grosjean, F. (2019). *A journey in languages and cultures: The life of a bicultural bilingual*. Oxford University Press.

QQ967 Introduction to Intercultural Communication (Module lead: Elspeth Jajdelska)

- Gelfand, Michele, et al. (2011) 'Differences Between Tight and Loose Cultures: A 33-Nation Study.' *Science*, 332(6033), pp.1100-1104
- Farnia, Maryam & Elham Yazdani (2018) 'Politeness Strategies in Reminders. A Cross-cultural Study of Iranian EFL learners and Americans.' *Journal of Intercultural Communication*, 46.
- Fabb, Nigel. (2016) Linguistic theory, linguistic diversity and whorfian economics. In Victor Ginsburgh and Shlomo Weber (eds.) *The Palgrave Handbook of Economics and Languages*. London: Palgrave. pp.17-60.

Elective classes

The list below shows the elective classes that are available on your course. You will have an opportunity to give your preferences for elective modules at the end of the first semester.

*The course list might undergo changes according to availability of staff. Students will be informed in a timely manner.



Name of class	Semester	Time (if available)	Lead Academic
X3859 Curriculum Development in TESOL	2	tbc	tbc
X3868 Re-imagining TESOL in the 21 st Century	2	tbc	Tomasz John
QQ901 Transcultural Fandom and British Popular Culture	2	tbc	Elsbeth Jajdelska

Key dates

For a list of University key dates, [please visit our website](#).

Course induction date: **17 September 2024 10am – 3pm**

Course start date: **23 September 2024**



PG Certificate Education (International)

Reading list (Recommended Reading)

Here are some of the key texts for your Semester 1 modules. A full reading list for each module will be available in the relevant module handbooks.

X9652 International Education: Issues, Debates and Challenges (Module lead: Iain Moore)

- Bronfenbrenner, U. (1986). Ecology of the Family as a Context for Human Development. *Research Perspectives. Developmental Psychology*, 22(6), 723-742
- Scottish Government. (2006). [Getting it Right for Every Child](#).
- Scottish Government. (2009). Education (Additional Support for Learning) (Scotland) Act 2009.
- Scottish Government. (2016). [Education \(Scotland\) Act 2016](#).
- Sosu, E. & Ellis, S. (2014). Closing the Attainment Gap in Scottish Education.
- United Nations Convention on the Rights of the Child (1990). United Nations.

Key dates

For a list of University key dates, [please visit our website](#).

Course induction date: **27 September 2024**

Course start date: **8 October 2024**