

Dialogue in Education (October-December 2020)

Dialogue is more than just 'talk'. This module focuses on developing the kinds of dialogue that are productive for student learning; these involve participants in exploring and evaluating different perspectives in order to shape their own thinking.

The course aims to

(a) introduce students to the key theorists, methodologies and debates in the field of educational dialogue across all phases of education – itself using innovative and dialogic teaching methods

(b) equip students to develop their own dialogic practices and thinking, through hands-on inquiry conducted in their own contexts, using cutting edge, research-informed but practical resources

This course will be offered both online and in blended learning formats (two face-to-face sessions at the start and end of the course if circumstances permit). It will include interactive sessions using innovative and dialogic pedagogies. These will be supported by multimedia resources including short videos of both dialogic classroom teaching and practitioners presenting outcomes of their inquiries.

Course content

In addition to teaching theory and methodology, the course is based around some of the (intersecting) main research areas of the [CEDiR \(Cambridge Educational Dialogue Research\) group](#). Course participants may be able to join in some of the group's local activities and benefit from its wide international network.

The provisional course structure (with development and reporting of inquiry projects alongside) includes:

- Introduction to key dialogic theorists
- Introduction to tools for planning teacher inquiries and promoting classroom dialogue
- Teacher-student dialogue
- Student-student dialogue and effective collaboration
- Analysing classroom talk & nonverbal interaction
- Multimodal classroom dialogue
- Professional dialogue and sharing inquiry outcomes

Further details of these sessions are downloadable as a separate  [Course outline](#).

Assessment

Students will conduct a practical inquiry in their own setting using an extensive resource pack provided; they might work with others to exchange and analyse data. The outcomes will be a report and a practical resource to share with other practitioners.

Day schools: 10 October 2020 and 9 January 2021 10.30am-1pm UK time

Online sessions: Tuesdays 5.30-7pm UK time

Participants will need to be able to join some online sessions at specific times (afternoons/evenings in a European time zone).

Course team: Sara Hennessy (leader), Farah Ahmed, Anna Cermakova, Riikka Hofmann, Fiona Maine, Louis Major, Alison Twiner

Learning without Limits (January-March 2021)

The Learning without Limits project is a body of research developed in the Faculty of Education since the late 1990s. It is dedicated to developing approaches to teaching and learning free from the constraints imposed by fixed ability thinking and 'ability' labelling. It was, and continues to be, developed through partnerships between teachers and academics.

Learning without Limits core ideas and principles enable teachers and school leaders to better understand and identify how barriers to learning come into being, the unintended consequences of fixed ability thinking and 'ability' labelling on children's learning, and how the Learning without Limits theoretical framework, together with the core principles, can be used to transform the learning capacity of everybody.

The module is suitable of early years, primary and secondary teachers, teaching assistants and school leaders.

The module aims to:

Allow participants to understand more fully the nature, historical development, and effects of fixed 'ability' thinking and practice in education

Deepen participants' knowledge and understanding of approaches to teaching and learning which reject determinist assumptions about 'ability', of the principles informing such approaches, and of their practical effects.

Know how to begin to implement change in their own professional practice and setting in order to enhance conditions for learning free of determinist assumptions about 'ability', and be better-informed about the justification for such changes.

Be increasingly able to monitor and reflect on their practice in order to effect further changes, using Learning without Limits core ideas and principles as a framework for thinking and decision making.

Course content:

- Fixed ability thinking and the unintended consequences in education
- The Learning without Limits alternative: a principles-based pedagogic approach
- The Learning without Limits core ideas of transformability and learning capacity
- Special needs, special rights and Inclusion.
- Assessing and evaluating learning
- Creating Learning without Limits: a particular approach to professional learning

Art, Nature and Wellbeing (April-June 2021)

This module aims to develop understanding of the role of nature connectedness for children and young people's wellbeing and how art in wild and natural places can mediate and enhance this relationship.

The links between wellbeing and nature connectedness are now very well established and there is much being done in primary schools to encourage this through forest school and similar programmes. What we seek to provide is a thorough theoretical grounding about why this work is so important and what can make it effective.

We also seek to broaden practitioners' repertoire of activities that they feel comfortable to use and can link to the National Curriculum, particularly in primary school settings.

The module will be delivered in collaboration with arts and well-being charity Cambridge Curiosity and Imagination who will aim to draw out and develop practitioners' creative practice in relation to working in the outdoors.

Course content

Consider the body of literature that explores these nature connectedness and wellbeing, including a brief look at different forms of artistic practice including both material and embodied forms. Much of this literature looks at the role of the arts (and creativity) and the role of nature connectedness in supporting positive subjective wellbeing separately. The literature also addresses the impact of social and economic deprivation in aggravating negative impacts through diminished access to the arts and natural spaces.

Consider how learning spaces can democratise access to these experiences through improving inclusivity and how settings can bring these issues together via their curriculum to prevent the development of mental health problems.

A day of creative practice led by artists from Cambridge Curiosity and Imagination which will be an opportunity for practitioners to immerse themselves in creative practice and art in the outdoors/with natural materials.

The course will conclude by thinking about how improved nature connectedness can improve wellbeing and what this might mean for how children respond to issues such as climate change and increased conflict at the local and global level.

Teaching methods

The course will use a blended approach to teaching and learning involving face-to-face teaching in Saturday schools or Twilight sessions and synchronous and asynchronous collaborative online study. Exact session dates will be available on this webpage shortly.

Assessment methods

Each 30 credit module will have an associated assignment equivalent to a 4,000 word written piece of critical reflection. The exact format of the assignment will be agreed in negotiation with each practitioner. The assessment will take into account the nature of the course and each module, and may involve the creation of an artefact relevant to professional practice together with a written commentary.

Transforming Conflict in Educational Settings (October-December 2021)

This module is for people who wish to engage in Masters-level study into responding to conflict in educational settings in positive ways. It supports participants to learn how to reduce the negative effects of conflict whilst at the same time looking to harness the positive effects of conflict transformation, growth and change. The module is suitable for people from multi-sector (and no sector) settings. It will be of interest to anyone with an interest in education, whether as a teacher, a youth worker, a community worker, NGO worker, a counsellor, a facilitator, a parent, a student, a

psychologist or a general enthusiast. It is grounded in self-reflection, analytical skills, group learning and skill-development, and in personal, social, political and educational change. It supports participants to reflect on conflict and conflict transformation in their own lives, and/or to work with young people and learners of all kinds to resolve conflict peacefully, and to build towards more hopeful futures.

The Enhanced course aims to:

- Explore the nature of conflict generally, and in educational settings
- Support participants to think about their own conflict styles, and how to be more effective in conflict situations
- Support participants to develop competencies in mediation and restorative practices
- Present and review a range of conflict management / resolution / transformation strategies
- Support participants to develop and reflect on their own lives and practice in relation to the ideas of this module.

This module facilitates the following outcomes:

- Self-aware, reflexive participants and educators
- Enhanced capacities for restorative practice, mediation and group conflict management.
- Knowledgeable participants and educators who are conflict literate, and who have an awareness of key educational debates, theory, practice, challenges and innovations for conflict transformation, capabilities for investigating, mapping and analysing conflict in educational settings, and for developing and evaluating projects to promote peace.
- Greater wellbeing, teamworking, inclusion and cultural sensitivity, and less violence, in educational settings, including schools and other educational institutions.

Assessment

The assessment will take the form of a portfolio with a critical commentary. The portfolio will be developed throughout the course and will draw on the activities of five sessions. It could include poetry, pictures, drawings, video, quotes from on-line activity, readings, peer support, and so on. A final 1,500 words should synthesise learning and make reference to how learning has been / will be applied.

Thus, the portfolio and critical commentary will include:

- Reflections on the student's own learning journey to date in the light of this module
- Engagement with ideas presented
- Presentation / discussion of how the learning from this module will be applied in personal / professional / academic / volunteering settings.
- A final synthesis

Dates

3 x Online sessions: Tuesdays 5.30-7.30 pm UK time

2 x Face-to-Face sessions: Saturdays at the Faculty (if circumstances permit). Participants will need to be able to join some online sessions at specific times (evenings in a European time zone).

Designing Learning with Digital Technologies (January-March 2022)

There has been, for many years, considerable enthusiasm for the use of digital technologies to mediate experiences of learning and teaching. Unfortunately, this enthusiasm is sometimes not tempered by a critical framing of how digital technologies might be used, by whom, and for what purposes. In this module we will take seriously the idea that curricular questions are necessarily bound together with questions of technology, with a particular focus on how practitioners might critically design particular kinds of learning experiences using various technological affordances.

The course aims to:

- a) Introduce students to key theorists, methodologies and debates in the field of education and technology
- b) Equip students to develop their critical ways of thinking about the place of digital technologies within a variety of educational contexts.
- c) Engage students in a self-study of teaching and learning by considering the role digital technology might play in addressing a particular problem of practice.

This course will be offered online using a variety of technological affordances with both synchronous and asynchronous elements. As this module focuses on digital technologies, a part of our approach will be to analyse the ways in which particular affordances support (and constrain) learning opportunities within the module. Learning experiences will be supported by traditional readings and by multimedia resources.

Course content

In this course, you will begin to:

- Understand the concepts of "technology," "education and technology," and "educational technology" as contested fields
- Appreciate the history of educational media in formal education
- Conceptualise the educational affordances of some popular digital technologies
- Articulate issues of privacy and human rights that need to be considered alongside the use of technologies in education

The provisional course structure (with development and reporting of a self-study inquiry projects alongside) includes:

- An introduction to some key theorists of technology, design and education

- A consideration of self-study of teaching methodology as a tool for understanding the self in relation to practice (particularly using technological affordances)
- An introduction to some of the most contested ideas in the field of educational technology
- A consideration of the ways in which various digital affordances and devices might provide opportunities to re-consider approaches to the design of learning experiences

Assessment

Students will conduct a self-study of their practice in relation to the use of digital technologies in education. To aid in this self-study, students will create a digital artefact that serves as a catalyst for a written analysis using ideas from this module.

Dates (provisional)

Day schools on Saturday 29 January and Saturday 19 March, 10.00-13.00 (UK time)

Evening sessions on Thursday 10 February, Thursday 24 February and Thursday 10 March, 17.30-19.00 (UK time)

Dialogue in Education (April-June 2022)

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Assessment

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Dates

Five online evening sessions on Mondays (9, 16 and 23 May and 6, 13 June 2022) at 5.30-7.00pm UK time.

Two Saturday day schools (23 April and 2 July 2022) at 2.30-5.00pm UK time. The day schools will be face to face if possible; students may alternatively attend online.

The assignment deadline will be **Friday 15 July**.

Course team: Sara Hennessey (leader), Farah Ahmed, Meaghan Brugha, Riikka Hofmann, Fiona Maine, Alison Twiner

Leadership for Learning with dialogue (January-March 2023)

This module aims to enable students to use the [Leadership for Learning framework](#) together with knowledge gained about professional learning and leadership, including the role of dialogue in these, to plan, conduct and evaluate a small-scale enquiry-based intervention or change in their professional context.

The module will be well-suited to practising professionals in the education sector, voluntary sector organisations and NGOs with some experience of leading change in their institution, who wish to develop their capacity further through use of a practical framework to expand their leadership approaches. The module content will be of relevance to both UK and international students.

Module Content

The Leadership for Learning framework with particular emphasis on dialogue, specifically:

- An overview of Leadership for Learning;
- Professional learning;
- Dialogue including tools and protocols;

- Democratic values;
- UK and International examples including Freire, and Lesson Study for School as Learning Community.

Small-scale enquiry and critical writing, specifically:

- Assignment details;
- Interviewing – data gathering and analysis;
- Planning, conducting and evaluating small scale interventions/change;
- Critical friendship;
- Communicating.

Assessment

Students will submit:

Either A well evidenced proposal for an approach to leading a change usually within the context in which they are working using the Leadership for Learning and possibly other related frameworks;

Or A small scale empirical study where the student conducts a reconnaissance exercise that involves gathering data from colleagues/parents/students in order to inform the focus of an innovation/change that they will subsequently lead.

Module sessions (provisional)

Online evening sessions (7-8pm UK time) on Thursdays: 19 January, 2 February, 9 February, 16 February, 2 March, 9 March 2023

Two Saturday conferences (1-4pm UK time): 28 January and 25 February 2023

Museum Learning: Using images and objects to support creativity and learning across the curriculum (April-June 2023)

In collaboration with [University of Cambridge Museums](#).

This module offers an introduction to different approaches to looking at objects and images with children and young people, led by museum educators from the University of Cambridge Museums (The Fitzwilliam Museum, The Museum of Zoology, The Sedgwick Museum, The Polar Museum, The Whipple Museum and the Museum of Archaeology and Anthropology).

Module Content

The module will:

- Introduce a range of different pedagogical approaches to working with objects and images in the classroom;
- Explore the potential of museum objects and enrichment programmes to support learning, critical thinking and creativity across the curriculum;
- Consider current evidence around how to support cultural learning and wellbeing through museum visits and arts engagement programmes as part of the recovery curriculum;
- Explore best practice in the development of image and object-based learning resources for use in the classroom;
- Provide practical advice and support on how to integrate and embed museum objects and visits into core curriculum planning to ensure the best outcomes for students;
- Encourage participants to design, develop and lead a museum learning project within their setting.

Assessment

Students will conduct a practical enquiry into the development of museum learning opportunities and/or object and image-based learning within their own setting, drawing on their learning across the programme. Possible outcomes include a case study, scheme of work or an object-based resource to share with other practitioners.

Sessions (provisional)

Four live online webinar sessions, to be held on a weekday (16:00-18:00) - 16, 23 May and 6, 13 June.

Two Saturday sessions (9:30-14:00) at the start and end of the module - 13 May and 24 June 2023. It will be possible to attend these sessions online.