

Master of Education (M.Ed.)

Title of the Course: S.Inc.4 (f): Reimagining Higher Education: Fostering Inclusive Practices
(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

In the dynamic and ever-changing world of higher education, teacher education stands as a critical pillar upon which the future of education rests. The quality of teacher education directly impacts the effectiveness of teachers, who in turn shape the learning experiences and outcomes of millions of students. In light of this profound responsibility, it is imperative to continuously examine and refine teacher education programs to ensure that they meet the demands of the 21st century and prepare educators to navigate the evolving landscape of higher education. Consequently, the dynamics of teacher education can only be understood in relation to the challenges students in higher education experience.

This course will help students to engage with the different components of higher education in particular relation to teacher education. This course offers a holistic overview of higher education in terms of inclusion, competency, technology and many more. This course can be offered to any M.Ed. student who wishes to enhance their critical thinking, creativity, and active participation in shaping a more sustainable and inclusive higher education setup for an equitable society.

Learning Outcomes

After completion of the course, student will be able to:

1. Analyze the philosophical underpinnings of higher education.
2. Critically evaluate contemporary issues and trends in higher education such as access equity, diversity, and technology integration.
3. Reflect on the different aspects of teacher education.
4. Develop informed perspectives on future direction in higher education.

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Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Introduction to Higher Education

(3 weeks = 12 hours)

- Types of Higher Education Institutions (Public, Private, Non-Profit)
- Philosophical Foundation of Higher Education
- Evolving Discourse on Higher Education

Unit 2: Inclusion in Higher Education

(4 Weeks = 16 hours)

- Issues of Access, Equity, and Quality in Higher Education
- Fostering Institutional Culture and Ethos
- Provisioning in Higher Education
- The Role of Technology in Addressing Higher Education Issues

Unit 3: Redefining Teacher Education in Higher Education

(4 Weeks = 16 hours)

- Challenges and Concerns of Teacher Education
- Faculty Competency and Professional Development
- Inclusive and Innovative Practices in Teacher Education

Unit 4: Research in Inclusive Education

(4 Weeks = 16 hours)

- Dimensions of researching in future inclusive higher education
- Critical research in the area of teacher education
- Research trends in inclusion and higher education

Practicum/ Suggested Projects / Assignments (Any two)

1. Choose one philosophical perspective on the purpose of higher education (e.g., access, social mobility, knowledge creation) and critically analyze its strengths and weaknesses. Reflect on how this perspective shapes your own views on the role of higher education.
2. Compare and contrast the governance structures of two different types of higher education institutions (e.g., public university vs. private college). Discuss the potential implications of these structures for faculty, students, and the overall institutional mission.
3. Research and analyze a specific program or initiative aimed at promoting access and diversity in higher education. Evaluate its effectiveness and suggest potential improvements.

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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings and Documentaries

- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (2010, March 23). *The SAGE Handbook of Philosophy of Education*. SAGE Publications Ltd. http://books.google.ie/books?id=Xu0fP5qm_iIC&dq=The+sage+handbook+of+Philosophy+of+education&hl=&cd=1&source=gbs_api
- Barnett, R. (2021). *The Philosophy of Higher Education*. Routledge. http://books.google.ie/books?id=IqhMEAAAQBAJ&printsec=frontcover&dq=The+philosophy+of+higher+education:+a+critical+introduction&hl=&cd=1&source=gbs_api
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- Flores, M. A. (2023, October 20). Why teacher education matters even more. *European Journal of Teacher Education*, 46(5), 747–751. <https://doi.org/10.1080/02619768.2023.2298631>
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- la Velle, L. (2020). The challenges for teacher education in the 21st century: urgency, complexity and timeliness. *Journal of Education for Teaching*, 46(1), 1–3. <https://doi.org/10.1080/02607476.2019.1708621>
- Nilsen, T., Stancel-Piątak, A., & Gustafsson, J. E. (2022, September 21). *International Handbook of Comparative Large-Scale Studies in Education*. Springer Nature. http://books.google.ie/books?id=gl6LEAAAQBAJ&printsec=frontcover&dq=International+Handbook+of+Comparative+Large-Scale+Studies+in+Education&hl=&cd=1&source=gbs_api
- Shankar, S., N, G., & Surekha, T. P. (2020). Faculty Competency Framework: Towards A Better Learning Profession. *Procedia Computer Science*, 172, 357–363. <https://doi.org/10.1016/j.procs.2020.05.055>
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Teaching Learning Process

The course utilises interactive methods like seminar discussions, film analysis, field visits, investigatory projects, critical review analysis and collaborative learning tasks. Students will engage with core readings and explore their biases through reflective activities. Innovative projects will challenge them to apply their knowledge and propose solutions for inclusive education, fostering a dynamic learning environment that promotes critical thinking and active participation.

Assessment Method

A multifaceted assessment plan will employ both formative and summative evaluations. Ongoing formative assessments, such as class participation, tasks, and projects, will provide continuous feedback. A comprehensive final exam will be the summative assessment, measuring overall knowledge and critical thinking skills.

Key Words: Higher Education, Inclusion



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