

EdD / PhD Education

F A C U L T Y O F E D U C A T I O N

الجامعة
البريطانية في
دبي



The
British University
in Dubai

ENTRY REQUIREMENTS

- A master's degree in a related subject with a cumulative grade point average of greater than 3.0 on a 4.0 point scale or its equivalent from an accredited university.
- English Language Proficiency : EmSat score 1550 or TOEFL score of 580 (writing score of 6)/92 (writing score of 20) or 6.5 IELTS (writing score of 6.0) or another test as approved by Ministry of Education.
- A minimum of 3 years teaching or equivalent experience in an educational/training organisation or branch.
- Applicants must also submit a 500-word statement of educational philosophy or rationale for wishing to study for the doctorate.

After the review of the application, if it is sufficiently strong, an interview will be arranged.

WHY STUDY EDD / PHD IN EDUCATION

EdD / Phd in Education

The doctoral programme is designed to meet the needs and interests of professionals working within the educational sector. This may be in all levels of education from schools through to higher education as well as in organizations that have educational and training responsibilities in the public and private sectors. It was the first doctoral level education degree to be offered in the region. The programme provides the opportunity for the research student to thoroughly explore and extend their subject knowledge by following a rigorous series of taught modules within a particular subject area before moving on to start work on their thesis.



Dr. Salam Omar

Head of a Department at Brighton
College - Al Ain

As a PhD graduate from BUiD, I can say that this university has provided me with the chance to explore an array of different possibilities and choices for my future, most of which I would not have been aware of without being a student in it. Moreover, BUiD's continual dedication and commitment to improve the quality of services to students, is what makes it so distinguished.

It had provided me with an excellent foundation to build a rewarding career and a happy life. As a research based university, I had to

do a good amount of research which was a very positive educational experience for me. Finally, I am very grateful for BUiD's help and support in getting to where I am today.

MODULES

RESEARCH TRAINING MODULES

(All these modules are compulsory)

Qualitative Research Methods and Paradigms

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to education. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm. This also includes an introduction to epistemology, ontology, and research ethics.

Quantitative Methods

This module aims to present students with a range of methods of data collection and analysis. These will span a range of open and closed ended techniques and both quantitative and qualitative analyses. It will consider the strengths and weaknesses of scientific and quasi-scientific approaches, the proposal and testing of hypotheses and the appropriateness of such methods in education.

Research Design and Planning

This module concentrates on the development and design of student educational research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or data gathering guides, and guidelines for the conduct of the study including a draft ethics proposal.

CORE MODULES

(All these modules are compulsory)

Assessment and Learning

The principles, concepts and theories of human learning psychology are presented in detail with emphasis on cognitive approaches, their interpretation of how learning occurs and what is required to orient teaching to respond to the nature of learning.

Educational Policy: Theory and Practice

Policy development, analysis, and implementation of change processes in educational organizations are the substance of this course. It will introduce educators and educational policy-makers and leaders to thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation.

Curriculum: History, Theory, Development and Innovation

The nature of curriculum and innovation is examined in detail developing concepts, research methods, analytic and evaluative methods and techniques and policy issues to achieve an in-depth conceptualization of the field. Strengths and weakness of curriculum innovation policy approaches are analysed. Curriculum analysis, design and development models and approaches are explored. Theories and models of innovation are examined and critiqued and innovation strategies are analysed in various cases.

Teaching and Learning in Higher Education and Workplaces

The course aim is to develop competent professionalism in teaching and learning in adult learning environments.

SPECIALIST MODULES

choose one

Current Issues in Psycholinguistics and Language Learning and Teaching

This module involves the study of research into language acquisition and resulting TESOL methodology. Current research into how languages are learnt and the implications for language teaching methodology are examined. The module examines the psychological and psycholinguistic processes underpinning different approaches to second language teaching. In particular, it examines the differences between first and second language acquisition/learning processes and the effects that these differences have had on instructional processes in second language classrooms.

Education of Learners with Exceptional Learning Needs

The module will consist of a series of weekly lecture/seminar sessions which will introduce basic concepts related to education of children with exceptional learning needs. These sessions will be based on general issues involved in their education and programme design for students with exceptional learning needs in and outside of inclusive settings.

Theory and Practice of Leadership in Education

This module covers the basic theories and models of leadership as they apply to educational settings. This includes examining the forms it takes, its social, cultural and political dimensions, the role of personality and character, the ethics of leadership, and the effects of these factors on educational professionalism, programmes, and practices. Also covered are problems in leadership, the impact of globalization, identity formation and nationalism, multicultural tensions, and issues of ethnicity, race, and gender. In addition, the module will cover empirical research studies and research methods for leadership in international, regional and local contexts.

Reading Mathematics Education Research

This module aims to give students an overview of contemporary research on teaching and learning mathematics in schools and colleges. A major focus is the reading and interpretation of a range of different types of research studies and research methods in mathematics education, and the drawing of implications from these for teaching, learning and policy making.

Scientific Ways of Knowing

The module aims to provide a discourse on major theories and issues in the history and the philosophy of science, develop an informed understanding of the nature of science, and connect discussion to science research and practice. It will also critically study the parallel but separate development of science and technology, their differences and their connectedness.

Reading Science Education Research

This module aims to provide readings and discourse on science education research and its interdisciplinary connections with other fields. The module discusses the connections between science, technology, engineering, arts, mathematics, and health that form the scientific endeavour and development. The module examines the parallel but separate development of these subjects/fields, their differences, their connectedness, and connection to science education especially to student learning, curricular implications, and education policies and reforms.

THESIS (360 credit hours)

A doctoral research thesis of between 50,000 and 60,000 words. This will draw either on a research investigation or on a scholarly critique related to a specific professional context. It requires individual work under the supervision of a Director of Studies, and in some cases a student may also have a Co-supervisor if the topic warrants expertise from more than one individual. The thesis will be expected to make a distinct and original contribution to the knowledge of the topic addressed.