

COURSE SPECIFICATION

Course Aim and Title	MFA / MA / MEd Global Learning Futures
Intermediate Awards Available	PGDip Global Learning Futures, PGCert Global Learning Futures, MA Global Learning Futures, MEd Global Learning Futures
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Online, Blended and On Campus Delivery (International Scope)
UEL Academic School	ACI
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Education Studies
Additional Versions of this Course	N/A
Date Specification Last Updated	28/4/20

Course Aims and Learning Outcomes

The MFA /MA / MEd in Global Learning Futures is a progressive venture in interdisciplinary learning design and innovation. It will grow learning capacity for individuals and organisations to create transformational impact across interconnected social, cultural, environmental, technological, economic, enterprise, entrepreneurial and educational contexts.

The course will develop skills that promote and enable innovation and enterprise opportunity in projects and organisations, by integrating the domains of teaching and learning, arts-based creative practice, project development and design thinking, organisational learning, business and enterprise, entrepreneurial practice, and creative project leadership, through applied practice-led research and development.

The course is offered as an MFA (with 300 credits) or MA or MEd (with 180 credits). The choice of MA or MEd will be established through negotiation between student and tutor (with an initial negotiation to take place during the application process to decide what route an applicant should apply for), and based on the emphasis of the specialised contexts, content and modes of a student's practice-research projects (i.e. with an arts or education emphasis).

This Course is designed to give you the opportunity to:

- Develop and apply skills in designing, facilitating and leading interdisciplinary learning innovation projects
- Develop reflexive learning capacity: skills in developing adaptability, agility and awareness through reflection, meta-cognition and modelling processes
- Develop and apply knowledge and understanding of interdisciplinary and transdisciplinary theories, principles and practices in learning.
- Develop and apply research skills, through collaboration within a transdisciplinary learning ecosystem.

- Capture and disseminate praxis in learning design and innovation through the authoring of interactive portfolios

Learning and Teaching Strategy

Students will develop and apply integrated knowledge and skills through reflexive interdisciplinary praxis, to create learning capacity both for themselves and for the individuals and organisations with which they collaborate.

Students will develop and share expertise in transferring and leveraging knowledge and skills for different contexts, to create coherence and value with multidimensional impact, in order to meet the complex challenges of the 21st Century.

Students will develop the ability to reflect critically on their work and the work of others, and the ability to develop advanced practical and theoretical understanding of disciplinary and interdisciplinary learning design and innovation. The nature of teaching, learning and assessment will be interdisciplinary, captured in collaborative project work.

What you will learn:

Knowledge, thinking skills, practical skills and skills for life and work are developed across modules through live project work that integrates disciplinary skills, collaboration, and the application of learning design and innovation practice in professional contexts.

Each module's assessment framework is further structured according to the following categories, with a focus on social, collaborative, and experiential interdisciplinary learning:

Skills and Techniques

- Cross-disciplinary Competences
- Planning and Design of Learning Initiatives and Projects
- Creativity and design models and practices
- Leadership and facilitation
- Digital skills: design and presentation, web-authoring, interaction design
- Research skills
- Critical analysis and evaluation

Applied Skills

- Leveraging skills for different contexts
- Applied leadership and facilitation
- Interdisciplinary learning progression development
- Project proposal, implementation and leadership
- Applied theory through practice (Praxis)
- Critical analysis and evaluation in context

Reflexive Praxis

- Develop adaptive capacity and agility in learning
- Develop adaptive capacity in response to change
- Develop awareness through reflection and meta-cognitive processes
- Develop capacity and expertise in skills transfer
- Develop awareness of personal sphere of influence and impact in collaborative contexts
- Model Reflexive Praxis

Transdisciplinary Praxis

- Contextual awareness and understanding

- Modes of collaboration
- Impact of Technology
- Transdisciplinary skills, principles and practice
- Distributed Expertise
- Leveraging skills across disciplinary domains
- Transdisciplinary research
- Model transdisciplinary skills development

Research & Contextualisation

- Critically review seminal and emergent theories, principles, paradigms and practices
- Develop a rationale for change and innovation
- Critically review the development and impact of technology
- Critically review processes and methods for creativity and design
- Critically review organisational climate and culture
- Conduct a case-study

Capture and Dissemination

- Collate and present research findings and critical reflection dynamically, as part of an interactive portfolio
- Model interdisciplinary practice
- Interaction Design
- Digital Storytelling and project narration
- Interactive research repository
- Presentation of findings: e.g. workshop, masterclasses, keynote

Teaching and Learning Activities

Delivery Modes

The course has international reach and will be delivered in multiple locations, incorporating different professional contexts, and different disciplinary and interdisciplinary specialisms. It will exploit the connective opportunity of digital technologies to promote the concept of learning ecosystem: distributed expertise for distributed learners. As a contributing member of this network, you will collaborate remotely with others, as well as locally with colleagues in your professional contexts.

In this way, the Course will act as a facilitator of knowledge exchange through applied interdisciplinary practice.

Online Learning

Some modules will be delivered online. Online access will provide access to interactive materials and content, such as lectures, seminars, forum discussions, clinics, tutorials, as well as collaborative learning projects.

Blended Learning

Modules featuring blended learning will combine online access to materials and content, with masterclasses, keynote presentation, and face-to-face delivery.

Contact-based in-context delivery

Research Praxis and Meta-Praxis modules will feature larger-scale Learning Design and Innovation Projects, situated in student's professional contexts. As such, project supervision and support (including masterclasses, development sessions and clinics, site visits) will be delivered face-to-face, local to the location of a students' professional context, by arrangement. In some cases, this will include on-campus delivery at UEL, London. Contact-based delivery will also continue to include online support and content.

1. Formal and interactive lectures (praxis, thinking skills and knowledge)
2. Interactive seminar discussions and masterclasses (praxis, thinking skills and knowledge)
3. Individual and group clinics (praxis, thinking skills and knowledge)
4. Individual tutorials and independent learning (thinking skills and knowledge)
5. Analysis of practical and theoretical issues (praxis, thinking skills and knowledge)
6. Project sessions (praxis, thinking skills and knowledge)
7. Research seminars (praxis, thinking skills and knowledge)
8. Project supervision (praxis, thinking skills and knowledge)
9. Projects and Initiatives in Professional Context (praxis, thinking skills and knowledge)

Embedded Projects and Initiatives

Learning Design and Innovation Projects and Initiatives will be the main mode of learning and development, in which a student's professional context will support practice-led research inquiry.

Projects and initiatives will therefore operate as a social, collaborative and interactive context for the development of the practice-based skills, critical analysis, research skills, knowledge, and theoretical understanding relevant to each module.

Learning Design and Innovation initiatives are smaller scale practice-led research inquiries existing in the first Stage of the Course:

- Stage 1 Portfolio derived from work in *Learning Futures, Innovation, Agency and Impact*, and *Future Tools: Technology as Collaborator* modules.

Learning Design and Innovation Projects are larger scale practice-led research inquiries existing the second and third stages of the Course:

- Stage 2 Portfolio derived from work in *Creativity and Design: Principles and Practices, Project Design, Implementation and Leadership*, and *Interdisciplinary Intersections* modules.
- Stage 3 Portfolio derived from work in *Research Praxis* and *MetaPraxis* modules.

Assessment

Assessment Strategy

A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery and content will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Interactive portfolios
- Reflexive Journals

Thinking skills are assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Long dissertation / extended essay / written reports
- Interactive portfolios
- Reflexive Journals

Practice-based skills are assessed by:

- Completion of practical work relevant to each discipline or interdisciplinary practice
- Creative and technical production skills
- Reflexive reports / portfolios of praxis
- Ability to work individually and in groups
- Interactive portfolios
- Reflexive Journals

Skills for life and work (general skills) are assessed by:

- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements
- Interactive portfolios
- Reflexive Journals

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the Course.

Students with disabilities

The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the Course induction. Additionally, the DDT is able to provide additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the Course handbook and the following Links:

www.uel.ac.uk/undergraduate/student-support/disability
www.uel.ac.uk/undergraduate/student-support

www.uel.ac.uk/students/student-support/specific-learning-difficulties
www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students

Assessment & Feedback Policy.

To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

Assessment Tasks and Portfolios

Assessment frequently includes the creation of portfolios, comprising reflexive journals, written reports, extended essays, and live practical assessments relevant to disciplinary and interdisciplinary practice.

Portfolio content will depend on the module assessment task in which the portfolio features, consisting of a wide variety of mediums from digital content, such as video and audio recordings, or digital images, which capture the production of practice-based outcomes. Portfolios will be digital documents presented online using web publishing tools.

Details of the requirements and content for portfolios and assessment tasks will be provided in module guides for each module. To allow for diversity and inclusivity across course clusters, it will be appropriate, based on relevant course subject, to further stipulate the form of assessment required i.e. artefacts and performance/ media pieces captured as evidence digitally and or non-digital formats (e.g. published printed book), which may subsequently be documented digitally (i.e. coursework portfolio).

From this practice, students demonstrate and reflect upon the process of creating and preparing a professional body of work for professional display, further development in production and or industry.

Work or Study Placements

The MFA / MA/ MEd Global Learning Futures features a Course of study situated within each student's professional context. At each stage of the Course, applied *Learning Design and Innovation Projects* will be led by a practice-based inquiry into the specific context of a student's professional practice, leveraging knowledge, understanding and practice-based methods and techniques to enable transformational opportunity through interdisciplinary learning.

The contexts for professional practice will be varied. The philosophy of the Course supports *perpetual* learners in developing *perpetual* learning organisations, in education (primary, secondary, tertiary), community and social-engaged projects, for creative arts practitioners working in diverse social, cultural settings, and for business professionals and entrepreneurs.

For example:

- Existing teaching and learning professionals (with PGCE / CertEd quals) seeking to extend their individual professional role in educational leadership and innovation.
- Education leaders seeking to develop capacity in their organisational context for future learning: social, experiential, collaborative interdisciplinary learning.

- Arts practitioners involved in workshop or creative project delivery in a social or civically engaged context, seeking to develop and apply project development methods, and interdisciplinary learning.
- Self-employed arts, education, business practitioners or entrepreneurs seeking to develop deeper learning capacity, in creativity, design and innovation projects, with interdisciplinary scope.
- Business leaders wishing to extend the learning capacity and capability base of their organisation through creativity, design and innovation in interdisciplinary organisational learning.

Course Structure

All Courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree Course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this Course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
Stage 1 Portfolio					
7	PA7004	Learning Futures	30	Core	Y
7	PA7002	Innovation, Agency and Impact	30	Core	Y
7	PA7001	Future Technology Collaborator Tools: as	30	Core	Y
Stage 2 Portfolio					
7	PA7000	Creativity and Design: Principles and Practices	30	Core	Y
7	PA7006	Project Design, Implementation and Leadership	30	Core	Y

7	PA7003	Interdisciplinary Intersections	30	Core	Y
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Stage 3 Portfolio

7	PA7007	Research Praxis	60	Core	Y
7	PA7005	Meta-Praxis	60	Core	Y

Modules can be studied as part of an overall course, or individually on a micro-credentialled basis, module-by-module.

The Masters in Global Learning Futures offers 3 qualification titles:

MA (Master of Arts)

1-year course FT with a focus on researching, developing and implementing an interdisciplinary learning project or curriculum initiative with measurable impact within the school or project environment.

6 modules (all modules, excluding PA7007 and PA7005) = 180 Credits at Level 7

MEd (Master of Education)

1-year course FT with a focus on researching, developing and implementing interdisciplinary learning project or curriculum initiatives with measurable impact within the school or project environment. The emphasis will centre on a predominantly educational context and the application of seminal and contemporary learning theories to project research and development.

6 modules (all modules, excluding PA7007 and PA7005) = 180 Credits at Level 7

MFA (Master of Fine Arts)

2-year course FT with a focus on researching, developing and implementing interdisciplinary learning project or curriculum initiatives in year 1 that lead to a larger-scale embedded research project in year 2. The emphasis of the larger-scale research project will integrate several interdisciplinary contexts through practice and research, applying a range of seminal and contemporary theories to project research and development from a number of relevant disciplinary domains (such as creative arts, design, innovation, business, science and technology).

8 modules (all modules, including PA7007 and PA7005 in the second year of FT study) = 300 Credits at Level 7

- The nature of the work for each student will emanate from the context of their practice-based research.
- The course can be studied Full Time (1 or 2 years), Part Time (2 or 4 years), or micro-credentialled, with a maximum limit of 8 years.
- All modules can be taken individually to accrue credits on a micro-credentialled basis.

Additional detail about the Course module structure:

A core module for a Course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a Course is a module selected from a range of modules available on the Course.

The overall credit-rating of this Course is 300 (MFA) or 180 credits (MA/ MEd). If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of the MA /MEd Course is 1 years full-time or 2 years part-time.
The expected duration of the MFA Course is 2 years full-time or 4 years part-time.

The time limit for completion of a course is four years after first enrolment on the course.

Further Information

More information about this Course is available from:

- The UEL web site (www.uel.ac.uk)
- The Course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL Courses are subject to thorough Course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our Courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

There no anticipated additional costs directly associated with study on the Course. For international students, conference attendance for presentation at the Global Learning Conference, at UEL in London, is not compulsory. The conference will also operate in a globally distributed mode, with alternative sites hosting conference activities.

Alternative Locations of Delivery

AISSA (Association for Independent Schools for South Australia), Adelaide, Australia.

