Doctor of Education

University of Bristol

Postgraduate Programme

Part-time Year 2011  15th Intake
Programme Code: 113-29070
Website: www.cityu.edu.hk/edd/

The EdD is governed by the Non-local Higher and Professional Education (Regulation) Ordinance (ref no. 450292). It is a matter of discretion for individual employers to recognise any qualification to which this programme may lead.
SPECIAL FEATURES OF THE BRISTOL EDD PROGRAMME

- Offered since 1997 with proven record of completion and high quality graduates
- Study with one of the top ten elite universities in the UK that is recognized internationally for its research and teaching
- Bristol was the first British University to launch a “taught” doctorate in Education
- The same standing as the EdD taught in Bristol
- The same status as a PhD
- A professionally focused doctorate that enhances both your performance in your present post and your career prospects
- Teaching by senior academics from Britain’s longest established EdD programme with many successful graduates from the programme
- Programme comprises 7 modules to be completed in 2 to 3 years plus a dissertation
- User-friendly, structured nature of the EdD promotes timely completion of your doctorate
- Support at every stage to help you study successfully
- Students are provided with electronic resources of University of Bristol and dedicated reference book collection
- Study entirely in Hong Kong
- Part-time study with intensive meeting once every two months, no extended period away from work required, so you can get your doctorate without giving up your job
- Take courses in Bristol when you are visiting the UK
- Complete your dissertation anywhere in the world
- Many students’ assignments have been published in academic journals thus adding to their publications record whilst studying

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**Bristol at a Glance**

- 100-year centenary celebrations in 2009
- Bristol University ranked 34 in the Times international rankings

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**Graduate School of Education**

- In top 5 for Education in the UK in the latest Research Assessment Exercise, which rates research quality
- Maximum points for teaching quality in the latest Quality Assurance Agency review
The University of Bristol launched its Doctor of Education Programme in Hong Kong in February 1997. It was the first British University to launch a “taught” doctorate in Education although the concept has now been adopted by many other British universities both in Education and in a growing number of other fields. The Bristol programme has been running for eighteen years. The participants, most of whom study part-time, come from every stage of education from Primary through to University level, they hold academic or administrative positions, but they all have some form of management responsibility as part of their present posts and many are influential policy-makers.

The Bristol EdD programme in Hong Kong offers senior educational professionals the opportunity to study for a UK doctorate entirely in Hong Kong, without having to interrupt their careers.

The programme is for senior educational professionals in different phases and sectors of educations, in other public services and in the private sector whose work requires them to have high level research and inquiry skills, enabling them to evaluate, implement, commission, design and administer research into the many different aspects of educational provision as well as to understand the policy implications of research.

The Education Management and Policy specialism offered in Hong Kong is primarily concerned with enabling participants to improve their understanding of the process of management by engaging with the most recent research and theoretical developments relating to the core tasks of management and those which educational institutions are currently confronting, e.g. human resource management and the management of multiple innovations. The understanding that the programme seeks to encourage will sustain professional reflection leading to improved practice.

The Bristol-based EdD programme operates throughout the year, including through the summer, so it is possible for participants registered on the Hong Kong programme to attend units in Bristol should they be visiting the UK. On such visits to the UK they would also have access to the University Library and other resources in the Graduate School of Education.
Structure of the Degree

For those entering the programme with an approved Master’s degree, the degree comprises 7 taught units and a dissertation of not more than 45,000 words. Each unit normally consists of 20 hours contact time plus a further 60 hours of associated study time including the writing of an assignment of 4,000 words. The units are presented on an intensive basis at City University of Hong Kong, at the weekend on a Friday evening, Saturday and Sunday. The units are taught by senior academics of the Bristol University Graduate School of Education who have international reputations in their field, sometimes with inputs from contributors with local expertise.

Taught Units and Dissertation

The diversity of topics offered in the programme make it possible to develop a specialist understanding of a range of issues relating to education management and learning in organizations. It is the emphasis on academic knowledge and deep understanding, combined with a focus on real life professional issues, that distinguishes it from a variety of other doctorates in educational and professional studies.

The focus of the programme is particularly appropriate for development if you are likely to be involved in senior responsibilities for managing organizational change, learning and development.

A. MANDATORY UNITS

Understanding Educational Research

This unit will review core issues from the philosophy of social science, and will offer students a conceptual framework to support their understanding of major research paradigms in social science and education. This framework will then be used to classify educational studies and to examine the validity of evidence and analysis in a number of cases. Through participative activities involving the presentation, classification, critique and defence of significant projects, the course will demonstrate the ways in which theories, research designs, ethical principles and methods influence data-sets and their interpretation. The projects selected will be drawn from recently published books which have influenced policy, planning or practice in education. Through lecture and debate, the unit will also address objectivity and subjectivity in educational research. In conclusion, the unit will focus on the worthwhileness and relevance of research findings and their application for policy and practice. Links will be drawn with the process of conducting research for a higher degree.

Leading for Educational Change in Organizational Settings

The unit will seek to develop a critical awareness of the key issues and challenges facing leaders in education in the UK and internationally during times of turbulent change. It is aimed at future and potential leaders from all sectors and across all levels of education. The unit will allow participants to examine leadership and management theory, to interpret cutting edge research and to apply insights to their own contexts through developing case studies. The substantive areas covered will include the contexts of leadership and change in educational settings; understanding the change process; organisational cultures and learning; changing modes of professionalism; models of leadership for change.

Educational Policy

The topics to be considered will include: the nature and scope of policy studies and policy analysis; perspectives on educational policy analysis; key constituencies and players in educational policy making; political ideologies and their influence on educational policy; the processes of educational policy formulation; the impact of research on policy. These theories and concepts will be applied to the analysis of particular policies and issues e.g. audit and inspection; the marketisation of education.
Research Methods, Learning, Leadership & Policy

The unit is aimed at academics, administrators, curriculum developers, teachers, students and governors and anyone else with an interest in research methods, designs and approaches related to educational leadership and management, teaching and learning, policy and evaluation.

An introduction to a range of quantitative and qualitative data collection methods will be covered, such as: questionnaire design; interviewing; systematic and video observation; participant observation; documentary evidence; secondary datasets. An introduction to a range of quantitative and qualitative forms of analysis will also be covered, such as: data modelling and statistical inference; grounded theorising; and textual, video and documentary analysis. Examples will be drawn from current and recent research projects undertaken within the Graduate School and a range of organisational settings. The strengths and weaknesses of different approaches and strategies to data collection and analysis will be considered and participants will be guided in considering these methods in relation to their own research plans and in relation to the key paradigms introduced in “understanding educational research”. Web-based and other resources to inform and guide the selection and use of research methods will be highlighted (eg ESRC NCRM).

Preparation for Dissertation

The unit assumes and builds on the introduction to educational research provided in Understanding Educational Research. It is not subject- or discipline-specific, but is concerned with generic issues involved in developing research to be published in the form of a dissertation. Issues of methodology and research design link questions of topic, theory and method, and provide contexts for informed choice of methods. Using examples from existing EdDs, issues around the crafting of the dissertation, and of ways that ‘good ideas can be made into good dissertations’ are critically discussed, with an emphasis (1) on structure and organisation of the dissertation as a whole, and (2) writing as academic practice. Particular emphasis is placed on the importance of the ethical dimensions of the dissertation. A key focus is on making the most of the supervisory relationship. Emphasis is placed on the importance of practical (access; scheduling) as well as academic issues.

B. OPTIONAL UNITS

Educational Assessment and Evaluation

The unit looks at contemporary issues in theory, policy and practice of educational assessment internationally. Research on assessment in schools, higher education and vocational settings will be included in the course. Educational standards and the relationship between assessment and learning will be key themes.

Learning and Teaching in the Global University

The unit examines theoretical perspectives on and research approaches to the curricular, pedagogic, and policy implications of current debates about teaching and learning in higher education from an international perspective. The unit draws upon social psychology, sociology, cultural studies, gender studies and management and organisational studies as well as the wide literature on higher education.

The unit will begin by charting the current landscape of policies and issues relating to learning and teaching in the 21st Century university across different national contexts, including, Europe, Australasia, Asia and North America. It will be focused around three key themes; Learning Environments, Diversity and Quality Enhancement. Learning Environments will be concerned with New Technologies in Learning and Teaching, Academic and Digital Literacies, Pedagogies and Disciplinary Identities and Research and Teaching linkages. Diversity will include discussions around the move to systems of mass higher education, widening participation agendas and internationalisation and cultural diversity. Quality Enhancement will focus on national policies on learning and teaching in higher education, processes of evaluation, marketisation and commercialisation and debates on the purposes of higher education.
The unit will be of value to academics, higher education students, learning-support staff, educational developers, higher education managers and administrators and those who wish to enter such occupations.

**Comparative Research**

Much can be learned from the experience of other education systems, but disciplined and systematic comparative research also draws attention to the dilemmas of the transfer of educational policy and practice from one context to another. Drawing upon detailed analyses of contemporary comparative and international studies, and upon research projects carried out within the Graduate School of Education, this unit examines how we may best learn from, and apply, comparative perspectives in both our professional work and research and scholarship. The unit focuses upon the potential and pitfalls of education policy transfer, upon issues relating to the quality of education, upon the place of context and culture, and upon the importance of forging strong linkages between educational research, and policy and practice.

**Evaluation and Management of Change in Language Programmes**

This unit focuses on the evaluation of and management of change in language programmes. We draw on Applied Linguistics and educational management perspectives to examine the purposes and processes of evaluation and the ways in which these interface with the management of innovation and change. Students will have opportunities to relate these perspectives to programmes with which they are familiar, to policy frameworks such as standards and accreditation schemes, and to learning constructs, from both theory and practice, which shape programmes and their implementation. The research methodology elements of the unit draw on the paradigm and researcher position issues encountered in Understanding Educational Research. We examine a range of innovative evaluation procedures and techniques, data construction and management strategies, strategies for engagement with stakeholders and document review, and consider the ways in which evaluation and innovation processes are related in programme and organisational development in language education.

**Learning with New Technologies**

This unit focuses on the ways in which new technologies can be used to enhance and transform the capabilities and practices of both individuals and organisations across a range of sectors and settings. Participants will consider digital technologies and environments and the ways in which they are embedded in our everyday lives and how they can be harnessed for teaching and learning. There will be three strands to the course: reading and discussion of relevant literature and theoretical perspectives; critical analysis of a range of digital-environments through “hands on” work; evaluation of the effects of the use of a computer environment for learning or management.

**Leading, Managing and Governing the 21st Century University**

The unit is aimed at current/future university leaders and managers, academics, administrators, students and governors and anyone else with an interest in HE leadership, management and governance. It will explore theoretical, methodological and practical concerns relevant to and analyse recent empirical research about, the leadership, governance and management of higher education institutions. The unit will enable a critical examination of what it now means to lead a university, faculty or department in the 21st century university. The strengths and weaknesses of different approaches and strategies will be considered. Substantive areas covered will include: the leadership and management of teaching and research (including quality), managing staff and resources, the strategic management of universities as organisations, entrepreneurial universities, what it means to be a world class university and the governance of higher education institutions and how to research all of these. Examples will be drawn from a range of countries.

**Supervised Individual Study (single or double unit)**

This unit is available in the exceptional circumstances that require an individually negotiated programme of study, submission of work and assessment that could not be met by any other available
The thirteen taught units, of which you need to take seven for credit, will be presented over a period of just under two years, after which participants will begin the work on their dissertations. The minimum period of study is three years although it is possible for the period to be extended to eight years.

Library and Learning Resources

Library support will be provided by City University of Hong Kong, and there is a dedicated EdD book collection for the exclusive use of EdD participants in SCOPE. Participants also have access to the University of Bristol Library collection of electronic journals via the authenticated proxy server system. Additional support will also be provided by the Graduate School of Education Library in Bristol which carries an extensive stock of books and journals. Materials that are not available from City University of Hong Kong, can be ordered from Bristol.

Entrance Requirement

Candidates should be graduates whose qualifications will normally include a Master degree in education or a related subject. Candidates will also be required to have not less than three years appropriate professional experience.

Fees

Year 1 : $98,000
Year 2 : $98,000
Year 3 and after: $40,000 per year (until the completion of programme)

*Fees for Year 1 and 2 will be charged on an instalment basis.
Education Loan

Successful applicants are eligible to apply for the Government’s Non-means Tested Loan Scheme. Application forms are obtainable from each District Office and the Student Financial Assistance Agency (SFAA).

Enquiries : (SFAA) 2150 6223
Website : www.info.gov.hk/sfaa

How to Apply
Application forms are obtainable on-line from www.cityu.edu.hk/ce/edd; OR by post by sending the request to:

School of Continuing and Professional Education
City University of Hong Kong
Tat Chee Avenue
Kowloon
Hong Kong
Tel : 3442 8756/3442 5806
Fax : 3442 0399
E-mail : edd@scope.edu

Completed application form and application fee of HK$140 in the form of a crossed cheque made payable to City University of Hong Kong should be sent to the School of Continuing and Professional Education, City University of Hong Kong on or before the application deadline.

Please send a reference form to each of the two named referees and ask that it be completed and sent direct to the Graduate School of Education via the School of Continuing and Professional Education, City University of Hong Kong.

Notification of the Application Result
Successful applicants will be informed by mail or by phone. Please notify SCOPE if you do not receive the results within a month after submission of your application.

Use of Application Information
The information that you provided in the application form will be used for the following purposes:

• as a basis for various types of processing in relation to your application;
• as a basis for selection of applicants for admission in the EdD programme offered by the University of Bristol and other relevant or related purposes;
• for obtaining from the relevant institutions information about your candidature for studies in institutions in Hong Kong and elsewhere;
• for transferring to the student record system of the University upon successful outcome of your application;
• in accordance with the Personal Data (Privacy) Ordinance, you have the right of access to, and correction of, the information contained in the application form, and the right to request a copy of such data. If you wish to obtain more information, please write to the School of continuing and Professional Education.
Graduate school of education

In association with

City university of Hong Kong,

School of Continuing and Professional Education

Degree of Doctor of Education

TIMETABLE 2011—2013

Intake Fifteen

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<tr>
<th>DATE</th>
<th>UNIT</th>
<th>TUTOR</th>
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</thead>
<tbody>
<tr>
<td>11-13 November 2011</td>
<td>Understanding Educational Research</td>
<td>Prof Michael Crossley</td>
</tr>
<tr>
<td>13-15 January 2012</td>
<td>Education Policy</td>
<td>Prof Susan Robertson</td>
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<tr>
<td>6-8 April 2012</td>
<td>Leading for Educational Change in Organisational Settings</td>
<td>Prof Leon Tikly</td>
</tr>
<tr>
<td>11-13 May 2012</td>
<td>Learning with New Technologies (To run alternate years)</td>
<td>Dr Sue Timmis</td>
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<tr>
<td>23-25 November 2012</td>
<td>Assessment and Evaluation (To run alternate years)</td>
<td>Professor Jo-Anne Baird</td>
</tr>
<tr>
<td>11-13 January 2013</td>
<td>Research Methods in Learning, Leadership &amp; Policy</td>
<td>Dr Sally Barnes Dr Lisa Lucas</td>
</tr>
<tr>
<td>18-20 January 2013</td>
<td>Preparation for Dissertation</td>
<td>Dr Sally Barnes Dr Lisa Lucas</td>
</tr>
<tr>
<td>19-21 April 2013</td>
<td>Teaching and studying in Higher Education (To run alternate years)</td>
<td>Dr Sheila Trahar</td>
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The University reserves the right to change the information in this timetable

January 2011
Tutors for the units are likely to be drawn from the following list:

**STAFF PROFILE**

**MICHAEL CROSSLEY, BEd (Keele), MA (London) PhD (La Trobe)**

Michael Crossley is Professor of Comparative and International Education and Co-ordinator of the Research Centre for International and Comparative Studies (ICS) in the Graduate School of Education. Prof Crossley is currently Chair of the British Association for International and Comparative Education (BAICE); and is a member of the Editorial Boards for Comparative Education, the International Journal of Educational Development, Compare and the International Review of Education. He is a founding Series Editor for the Bristol Papers in Education: Comparative and International Studies, and an Advisory Board Member for the Comparative Education Research Centre (CERC), at the University of Hong Kong. Prof Crossley is also Director of a specialist Education in Small States Research Group (www.smallstates.net), and is a former Associate Dean of the Faculty of Education at the University of Papua New Guinea. He has undertaken teaching, research and consultancy work in countries that include England, Australia, Papua New Guinea, Kenya, Tanzania, Pakistan, China, Botswana, Belize and St Lucia.

**JO-ANNE BAIRD, BA (Strathclyde), PhD (Reading), MBA (Surrey) Reader in Educational Assessment**

Jo-Anne Baird joined the School in 2007. Previously, she was Head of Research at the Assessment and Qualifications Alliance – the UK’s largest Awarding Body. Jo-Anne was responsible for managing the research programme and for the standard-setting process for AQA’s examinations. As well as contributing to national level committees on educational standards (for the Joint Council for Qualifications and the Qualifications and Curriculum Authority), she was a member of the Technical Advisory Group of the Tomlinson Working Group on 14-19 Reform. Jo-Anne is the current Independent Reviewer for the National Assessment Agency’s Key Stage test standard setting and is an Executive Editor for the journal Assessment in Education: principles, policy and practice.

Jo-Anne worked as a lecturer at London University’s Institute of Education and has taught for the Open University and at A level. She is the author of many AQA reports and has published her work in peer reviewed journals. In 2007, Jo-Anne co-edited the book, Techniques for comparing examination standards, which was commissioned by the Qualifications and Curriculum Authority.

Her research interests are: Examination standards, comparability of assessments, on-screen testing, qualification structures, marking systems and the psychology of judgments of students’ work.


More Information about Jo-Anne’s research and teaching can be found at:

http://www.bristol.ac.uk/education/people/academicStaff/edzjab

**SALLY BARNES, MPhil (Open), PhD (Bristol)**

Sally Barnes is a researcher with an interest in how appropriate technology can be used to enhance the learning process in both face-to-face and at a distance scenarios. Her work has focused on individual differences in children’s language acquisition (MPhil) and adults learning to use computers (PhD). Her recent research projects revolve around the use of technology enhanced learning through her involvement in the Kaleidoscope (2004-2008) and STELLAR (2009 - ) European Networks of Excellence. She has led a small project on the impact of ICT on “deep learning” of 14-19 year olds (BECTa). Other areas of interest include the use of digital video technology to better understand the holistic impact of technology on the classroom (funded by the ESRC). Within the Graduate School she is Director of Teaching, Learning and Assessment and Coordinator of the Centre for Learning, Knowing and Interactive Technology (LKIT).

Recent publications include:


More Information about Sally’s research and teaching can be found at:

http://www.bristol.ac.uk/education/people/academicStaff/edsbb

More Information about Michael’s research and teaching can be found at: http://www.bristol.ac.uk/education/people/academicStaff/edmjo

ROGER DALE, BA (Leeds), PGCE (London), PhD (Bristol)

Roger Dale is Professor of Education. Until 2002, he was Professor of Education at the University of Auckland. Prior to moving to Auckland, he had been involved in producing courses in sociology of education and education policy at the Open University for almost 20 years.

Whilst at Auckland he led (with Susan Robertson) a major research study into the responses to globalisation of four education systems—Alberta (Canada), New Zealand, Scotland and Singapore. One strand of investigation was the role of regional organisations (EU, NAFTA and APEC) in national responses to globalisation.

This led to a major interest in the EU and education policy, which is now the main focus of his work, complementing and extending qualitatively his earlier work on the state and education policy. It led to him becoming Academic Coordinator of the EU Erasmus Thematic Network, GENIE (Globalisation and Europeanisation in Education) which was based in the GES.

Together with Susan Robertson he co-founded the journal Globalisation, Societies and Education, whose first volume was published in 2003.

More Information about Roger’s research and teaching can be found at: http://www.bristol.ac.uk/education/people/academicStaff/edirr

MARILYN OSBORN, BSc (Soc) (London School of Economics), MPhil (London School of Economics), PhD (Bristol)

Marilyn Osborn is Professor of Education, Graduate School of Education, University of Bristol. She is currently the Hong Kong EdD co-ordinator. Previously she was Director of Research, (2002-2005) and before that, Director of the MPhil/PhD programme and co-director of the Centre for Comparative Studies in Education at the Graduate School.

She has had a long career in research and teaching at the University of Bristol. Earlier in her working life she was a researcher at the National Institute of Adult Education and also worked at the UK Economic and Social Research Council. She has led many externally funded research projects which have either focused on educational change in the UK or had a comparative focus involving international collaborative research. Her main research field is the study of teachers’ work and professional identity, pupil perspectives on learning and comparative and qualitative research methods. She has also researched extensively on primary education and on the process of transfer from primary to secondary school.

Her interest in comparative research began early as she herself moved between several countries during her schooling and attended 10 different schools in total.

She has taught on the Hong Kong EdD programme since it began and has supervised many research students both in Bristol and Hong Kong. She is on the editorial boards of a number of international journals and is a member of an adjudication committee for the Social Sciences and Humanities Research Council of Canada and of the European Network of Experts in Social Science of Education and Training.

Recent publications include:

More Information about Marilyn’s research and teaching can be found at: http://www.bristol.ac.uk/education/people/academicStaff/edirmo
More Information about Leon’s research and teaching can be found at:


Recent publications include:


More Information about Susan’s research and teaching can be found at:
http://www.bristol.ac.uk/education/people/academicStaff/edslr

LEON TIKLY, BEd (CNA), MPhil; PhD (Glasgow)

Leon is Director of a DFID funded Education Programme Consortium (RPC) on Implementing Education Quality in Low Income Countries (EdQual) (http://www.edqual.org). The consortium includes partners based in the UK, Africa, South Asia and Latin America. He is also currently directing an evaluation of the UK government’s Aiming High: Raising African Caribbean Achievement project; is involved in a state of the art literature review on globalisation and education with colleagues in the GSoE; and, on a project looking at leadership and the management of change in rural and township schools in South Africa.

Leon started his career as a science teacher first in London comprehensives and then in a school for South African refugees in Morogoro, Tanzania. He completed his postgraduate studies at the University of Glasgow. His PhD thesis is on Education Policy in South Africa Since 1947. Leon worked as a policy researcher at the Education Policy Unit, University of the Witwatersrand during the transition period between apartheid and democracy in South Africa where he helped to formulate education policy for the new provincial and national governments. On returning to the UK he took up a lectureship in International and Comparative Education at the University of Birmingham. Since moving to Bristol he has worked as a lecturer and then as a senior lecturer in Education Management and Policy before being made a Professor of Education in 2006.

His Research Interests are: the quality of education in low income countries; globalisation and education in low income countries; the achievement of Black and minority ethnic learners in the UK; South African education; the management of change.

Recent publications include:


More Information about Leon’s research and teaching can be found at:
http://www.bristol.ac.uk/education/people/academicStaff/edlpt

SUSAN ROBERTSON B App. Sc (Dist),Curtin BEd (Hons) (Western Australia) , PhD (Calgary)

Susan Robertson is a Professor of Sociology of Education in the Graduate School of Education, University of Bristol. Susan’s academic career has spanned four countries - Australia, Canada, New Zealand and England.

In 1999 Susan took up a post at the University of Bristol where she has worked to create the first centre of its kind in the UK - the Centre for Globalisation, Education and Societies (GES).

Along with her colleague Roger Dale, she also is founding editor for the journal Globalisation, Societies and Education published by Carfax. There is now a core and critical mass of scholars working with her in the GES.

Susan has just completed a Synthetic Review of Globalisation, Education and Development for the Department of International Development. Between 2002-2005 she was co-director of a major ESRC funded project on new technologies and learning Interactive Education: Teaching and Learning in the Information Age, with a particular interest in the wider policy issues.

Much of Susan’s earlier work is focused on teachers’ work, state restructuring and education policy in Australia, Canada and New Zealand. Her current work is engaged with globalisation and regionalisation as it works on and through both education systems and new sites of knowledge production. Recent work includes analyses of the various global (WTO) and regional (EU; ASEM, NAFTA) agreements and their implications for education; the creation of the European Education Space as part of the EU’s competitive knowledge economy strategy; new educational spaces that are being generated as part of state’s knowledge economy strategies; new patterns of education aid in the global economy; rescaling and citizenship regimes.

Along with Professor Kris Olds (Geography - Wisconsin-Madison) she is the co-convenor of a new Worldwide Universities Network (WUN) initiative on globalisation and education - Constructing Knowledge/Spaces: Transnational/Transdisciplinary Perspectives. Kris and Susan also maintain a C/K/S blog on developments on global higher education.


More Information about Susan’s research and teaching can be found at:
http://www.bristol.ac.uk/education/people/academicStaff/edslr
SHEILA TRAHAR, B.A.(C.N.A.A.), M.Sc.(Bristol), Dip.Counselling(Bristol),PhD(Bristol) Senior Lecturer in Education

Sheila Trahar is a Senior Lecturer in education. She was co-Director of the MEd Programme from 2003-2006 and teaches on this programme in Bristol and Hong Kong.

A trained counsellor, she was formerly the coordinator of the Diploma in Counselling-Organisational Settings and Director of the Certificate in Counselling Skills.

Sheila completed her doctoral research into the learning experiences of postgraduate students in a culturally diverse environment in 2006. Through this research she has become particularly interested in the philosophical assumptions underlying traditional methodological approaches, in the cultural influences on learning and teaching and the ethical dimensions of conducting research across cultures.

Her research interests are: Cultural influences on learning and teaching in higher education, methodological and epistemological implications of conducting research across cultures, international higher education

Recent publications include: RAHAR, S. (2007) Teaching and learning: the international higher education landscape - some theories and working practices. ESCalate Discussion Paper


More Information about Sheila’s research and teaching can be found at: http://www.bristol.ac.uk/education/people/academicStaff/emst

Other staff will be involved from the Graduate School of Education for dissertation supervision as appropriate.
Steve Chandler

Without doubt, it is geared to challenging the participant in a positive way. It also forces you to consider educational management in a far wider perspective than the popular management programmes of study run by other faculties. The course content covers different branches of knowledge from the standard qualitative and quantitative research methods to financial management, organisational and self-development, human resource management, educational management as well as learning and development. From this substantial platform of knowledge I was able to make more enlightened decisions in my workplace and harness the skills and abilities of my colleagues to engage in tasks as learning opportunities which, at the end of the day, boosted the performance of both myself and the team. I would advise prospective students that the course of study is not easy and is very time consuming. But it is not impossible to complete if you have good time management and the support of your family (quick dinners and one or two weekends a month in the library). Often the discussions with other participants in class compelled me to consider, question and evaluate alternate thinking in relation to resolving difficulties. This helped me greatly in my day to day professional work. Overall, I believe the course curriculum is well balanced. Perhaps most important of all, being a taught doctorate you have structured and focused learning as well as your own research project, with constant support from course colleagues and the staff at Bristol University.

Veronica Tam

The class, under the guidance of the professors, provided golden opportunities for lectures, discussions and exchanging experiences. The programme, was not only rich in content, but was also inspiring and envisioning. I found it fun and fulfilling: completing the assignments; reading books; tackling questions arising from the study; and sharing with classmates on various education issues. It was painstaking, though - struggling with the dissertation and then facing the examiners at the viva; but my supervisor never failed to support me and finally, I passed everything within four years. Looking back, those four years still seemed too short for an intellectual programme on education!

I have just been assigned to head a section to promote student development programmes that complement the formal curriculum, which is one of the major strategic actions of my university in developing all-round students. A new doctor’s degree and a new commitment - I shall treasure both.

Wong Chan Pik Yuen

I studied for the Bachelor’s and the Master’s degrees in the Chinese University of Hong Kong, and started my career as a social worker. In 1984 when the City Polytechnic (now City University) of Hong Kong was established, I took up a lectureship in social work, and have been working in higher education since then. I am now the Acting Head of the Division of Social Studies, which offers Associate Degree programmes in social science. I enjoy being a front-line educator. My areas of interest are teaching and learning, curriculum development, and student assessment. My dissertation for the EdD was on human factors in performance assessment.

Robert Au

My learning experience with the Bristol doctoral programme has been most enjoyable. The programme contents and the mode of delivery are highly appropriate for practitioners who are employed full-time. I am most impressed with the teaching staff for their international experience and reputation for teaching and research, particularly for their global vision of education. Through the Bristol programme, I have been able to upgrade my qualifications and, above all, to improve my understanding of the processes of educational management as well as my research and inquiry skills, all resulting in the development of a new insight into theory, practice and policy implications in education.

Johanna Vogel

On a personal note, I would like to add a few comments on my experience with Bristol University. I expected only hard work, which was there, but I had the pleasant surprise of enjoying first of all the coursework, but also the dissertation. Although most of the work was done via distance, the support I received was very good. For my dissertation I usually received feedback (most often even with Track Changes) within two to three weeks. However, I believe one needs to be more motivated than the average doctoral student if one wants to finish the programme on time.

Paul C. Corrigan

The Bristol EdD changed my life. The breadth of coverage of the 12 taught modules - from education management and research issues to learning theory and pedagogy - transformed the way that I think about higher education. The quality of the teaching for these modules was as excellent as the quality of supervision of my dissertation research. In the end, I felt a deep sense of accomplishment by having completed the Doctor of Education programme at Britain’s leading school of education.
Kathleen Ng
I found the EdD programme demanding, but intellectually challenging. The taught courses and the writing of assignments were very helpful in preparing me for the dissertation. I very much enjoyed the broad spectrum of subjects covered in the taught courses which are relevant to my work context and teaching. The academic stimulation provided by staff members and the scholarly debates and exchanges with fellow classmates has been a most enriching learning experience.

Ellen Ko
I found the pursuit of the Doctor of Education extremely beneficial in helping me contribute to my role in assisting in the management of a University. The course not only gave me a solid foundation relating to the major issues confronting educational management through the taught components as well as the independent research, but also enabled me develop insights about approaches to intellectual enquiry, which I apply in meeting the demands of my heavy managerial responsibilities.

Pauline Lee
The Bristol EdD programme has helped me develop myself further in the education profession. All the lecturers were knowledgeable, well-prepared and supportive. All our classmates enjoyed the vigorous programme and unanimously said that they would recommend it to others.

Ellen Ko
I found the pursuit of the Doctor of Education extremely beneficial in helping me contribute to my role in assisting in the management of a University. The course not only gave me a solid foundation relating to the major issues confronting educational management through the taught components as well as the independent research, but also enabled me develop insights about approaches to intellectual enquiry, which I apply in meeting the demands of my heavy managerial responsibilities.

Virginia Cheng
I enjoyed the pursuit of EdD. I treasured the moments when I exchanged, shared and challenged my views and opinions on various issues on education administration and management with a group of classmates holding different positions (teachers, principals and administrators) from different settings (primary schools, secondary schools, tertiary institutes, organisations offering other kinds of training and educational programmes). I valued the process through which I reviewed and re-examined my ideas formulated either through reading or from my work experience on an individual basis during the completion of various writing assignments and, especially, during the compilation of my dissertation. The programme has definitely equipped me with the readiness to take up new challenges ahead.

Kwok Chi Ng
The EdD programme has provided me with a valuable learning experience and enhanced my professional development. I enjoyed the opportunities for interaction with my fellow students and tutors in the taught courses very much. Interaction with knowledgeable others in the field is of particular significance in the process of completing the dissertation. Using the terminology of the socio-cultural learning perspective, a theoretical framework adopted in my dissertation, I am glad that I have entered a ‘community of practice’ through engaging in the learning activities of the programme.

Ernest Chui
The EdD is actually my second doctoral degree. The reason why I ventured to take this programme is that I want to better equip myself in the field of education. After reviewing various similar programmes offered in UK, I chose the Bristol programme which I considered as the best with its content suiting me well. Throughout my years of study, I found the course intellectually stimulating and it has further broadened my horizon. My experience in taking this course proved that my choice was correct.

Jennie Yuen
The doctorate programme is an important stage of my study, and possibly the last formal one. It was a big commitment in every way. I wanted a good one, one that I would be proud of, one that was worthy of that kind of commitment. I chose the Bristol EdD programme because I liked the balance of coursework and research. I enjoyed the bouncing of ideas across the lecture rooms. The teaching programmes were like intellectual feasts. But then the research stage was a real challenge. My best was never good enough. And I learnt so much precisely because it was not easy. The programme is enhanced by the quality of the teachers, and they really make a lot of difference. Now when I look back, I know it was a good choice.