

2016 has been a busy year for the School of Education. Our very first cohort of the Indigenous Bachelor of Education program began with a canoe trip up the Otonabee River to celebrate its startup as we welcomed our second cohort of students into the 2-year B.Ed. program. We also welcomed our 2nd cohort of Master of Education students, which has further enhanced the development of this program. More voices, perspectives and research interests have positively enriched our programming and individualized learning opportunities.



PAUL ELLIOTT
Professor

Director of M.Ed.

July 2015 saw Trent University welcome its first intake of students to the M.Ed. in Educational Studies program. We are thrilled to have our graduate program underway and to have the opportunity to work with a diverse and talented group of students. The Trent M.Ed. is distinguished by its interdisciplinary nature: while the program's home is in the School of Education and Professional Learning, faculty from a wide range of other departments are part of the team, including Psychology, Canadian Studies, Business Administration, Indigenous Studies, English and History. This gives students the opportunity to study education from a wide variety of perspectives. While many of our students are recruits from the formal education field, we have others who come from backgrounds in areas such as education administration, nursing and business. This mix of backgrounds makes for an enriched experience in the classroom.

To accommodate people with jobs and other work-life commitments, we offer the program on a part-time basis with classes during the evening and summer classes in a condensed format. Unlike some other M.Ed. programs our classes are face-to-face which propagates a deep, yet relaxed exchange of ideas. Many of our students agree that this style of learning has been most impactful on their engagement with the course material.

The program consists of some mandatory courses such as Interdisciplinary Critical Approaches to Educational Theory and Educational Research Methods with a range of electives. The electives cover many themes such as Critical Narrative Inquiry, Educational and Administrative Law, Issues in Post-Secondary Education, and Indigenous Education. Students can choose to complete the program by taking ten courses; eight courses plus a research project; or six courses and a thesis. As many of our students are now moving into the research-based phase of the program we look forward to reporting on some of their interesting research topics on our website when they become available to us.

"You had people from high schools to elementary schools, to people who are doing PhD's in completely different programs, to people like myself coming from an Anthropology background. So that diversity and the course instructor brought an element that I haven't experienced in a class before."

– Christopher Armitage,
Graduate Student

SAMPLE COURSES

EDUC-5010H: Interdisciplinary Critical Approaches to Educational Theory

This mandatory course will introduce students to salient educational theories that have shaped and continue to shape education. The course emphasizes interdisciplinary approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess theories of education.

EDUC-5610H: Indigenous Education

Indigenous ontology, epistemology, and pedagogy in teaching to and about Indigenous people are explored as well as infusion of Indigenous knowledge in public education and culture-based education in First Nation communities. Further topics include educational policy, decolonization, Indigeneity, student success, culturally relevant instructional methods, teacher capacity, and community partnership.

EDUC-5020H: Introduction to Educational Research Methods

This mandatory course examines various research orientations and approaches. The course will provide an overview of topics related to the design, conduct, critical interpretation, and evaluation of research, including related technical and ethical considerations. Special emphasis will be placed on research and methods related to education.

EDUC-5510H: Gender, Sexuality and Education

Students consider how gender and sexuality influence contexts of learning, broadly defined. Topics include the role of body, identity, community, curriculum, and policy in how students, educators, and community members experience education. Several theoretical lenses are introduced, such as feminist and queer pedagogies, anti-racist education, critical disability and transgender studies.

LEARN MORE

Program structure and course information at:

https://www.trentu.ca/education/sites/trentu.ca.education/files/documents/MEd_Brochure_2016-12-14.pdf



Watch videos of M.Ed. students talking about the program and why they chose Trent at [youtube.com/trentusoe](https://www.youtube.com/trentusoe)

M.ED. STUDENTS REFLECT ON THE PROGRAM

JESSICA LEE

M.Ed. Student

| Education Enrolment Advisor

You could say that Jessica is *all in* for education. Passionate about comparative, development and international education, as a Trent alumna, Jessica is interested in learning more about formal and informal education. As the student of today is faced with so many different forms of educational practice in a shifting climate, the awareness of power dynamics and its impact on global perspectives is more visible than ever before. Jessica on why she wanted to earn her M.Ed. says, "Personally, I hope to learn more about the power forces and dynamics behind education and how that influences society in return. For example, why is it that we are taught to divide the world from a young age or whose interest is being upheld through the lessons taught in our curriculum? My M.Ed. classes have stirred a greater desire to learn more about the field of education and I know that this is just the start to a lifelong learning journey."



As someone who cares deeply about the information that prospective students receive to help better inform a major life decision, like what post-secondary school to choose, Jessica hopes that the M.Ed. program will provide her with the skills needed to better advise students on their future plans, also aiming to influence policy with knowledge and understanding for post-secondary institutions at a local and national level. Choosing the Research Thesis route, Jessica's research focus is on the academic and social experience of refugee students in Peterborough High Schools, as she feels that, "Often times, we prepare for the arrival of refugees or newcomers in our schools according to what we think would work best, but it is also important to hear from them to allow us to provide better supports (moving forward)."

COURSE OF IMPACT (So far...)

"The Community Education course opened my eyes to all the different forms of education available outside of traditional school settings. The Critical Narrative Inquiry course allowed me to further explore the discourses and power that shaped my own education experience and the education system in Canada and around the world."

Recently showcased at Trent University, you can learn more about Jessica and her research focus at trentu.ca/teaching/showcase

TARA FLYNN

M.Ed. Student

| Project Manager and Research Officer

As a Trent alumna, Tara has been at Trent for nearly 10 years in multiple capacities – as a student, research assistant and now Project Manager and Research Officer for Dr. Cathy Bruce, Dean of the School of Education. When the M.Ed. program was announced in late 2014, Tara knew that this was the perfect opportunity for her for a variety of reasons. "As a smaller school, there is a high degree of personalization and care, with a high degree of interaction with faculty. The sense of community engagement at Trent is very strong and it is clear that it is a place that cares about education, about its students and about high quality pedagogy."



Working with teachers and researchers from around Ontario (in school settings), Tara's particular interests lie in an emerging field called *Mind, Brain and Education*, also referred to as 'Educational Neuroscience'. Specifically, Tara helps facilitate projects around spatial reasoning and young children's mathematics learning, as the discoveries in these areas are helping to influence and shape curriculum and teaching practice. With a deep interest in the relationship between spatial reasoning and computer coding – which is also an emerging focal point around the world – Tara hopes the M.Ed. program is something that will provide her with the tools she wishes to build upon to further her career in research. "As a graduate student, I am fortunate to work in an era where such collaboration is highly valued, and recognized as a pathway to the very best research and knowledge production. The M.Ed. at Trent will give me the additional qualifications that will help advance my career and open doors in the future."

COURSE OF IMPACT (So far...)

"The Introduction to Educational Theory was an excellent intro to educational theory that really engaged me as a student and piqued my interest in a broad range of topics. The course gave me a sense of familiarity and confidence with the landscape of theorists in educational research."

We wish Tara the best in continuing her education and look forward to sharing with you the rest of her story upon completion of the program.

EXAMPLES OF INDEPENDENT READING AND RESEARCH COURSES TAKEN

- Advanced Autobiographical Method
- Multiliteracies and Identities
- Community and Sport
- Narrative and Student Activism
- Early Mathematics: Foundations
- Post-Secondary Educational Administration
- Indigenous Autonomy: Education
- Refugee Adaptation Strategies
- Indigenous Science Education
- Refugee Integration Metrics
- Interdisciplinary Global Pedagogy
- Refugees and Newcomers Education
- Issues in Environmental Education
- Universities and communities
- Post-Secondary Leadership
- Equity & Mathematics Education

JOIN US!



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trentu.ca/education/masters
to apply today!