



Master of Arts in Education (MA in Education)

The Asian University for Women proudly inaugurated a 2-year long Master of Arts in Education program with a visionary aim to foster educational leaders poised to bring meaningful change across all sectors of society. This program is designed to equip graduates to make a difference through education in diverse spheres, from teaching, and policymaking to community development and beyond.

The MA in Education is a hybrid graduate program run in partnership with renowned universities such as **Johns Hopkins School of Education, Boston College Lynch School of Education and Human Development, and California State University in Dominguez Hills**. The program has now been successfully running as a robust and concrete initiative, offering a comprehensive curriculum and structured framework for aspiring educators from diverse backgrounds.

Program Objectives and Narrative:

The Master of Arts in Education program aims to build a cadre of educational leaders, instructors, experts and policymakers seeking to bring about change in society through education. Our students' motivation throughout the varied coursework in the broad field of education is to make inclusive and equitable quality education accessible for crisis-affected communities, particularly adolescent girls. The interdisciplinary overview offered by this program spans the political, philosophical, economic, technological, social and environmental domains, with the aim of equipping students to overcome the systemic inequities within the realms of education.

Students enrolled in this **2-year program** employ theoretical models, empirical data, and analytical tools to examine problems within the domain of education. The degree will be conferred upon students who have demonstrated a firm understanding of the course content, conducted research, and completed a thesis project and an internship in any field of education.

This graduate program serves as the cornerstone of the **Women Teaching Women, Women Learning from Women (WTW-WLW) initiative**, which is an endeavour by AUW designed to help grow a network of young women educators and female students across many refugee shelters and displaced communities. Through student-led initiatives, group discussions, and social events, this program aims to cultivate a profound sense of community development in collaboration with multiple universities in the United States. It emphasizes the development of policy, administrative, and leadership expertise, as well as knowledge of the economics, philosophies, and dynamics of education provision.

By utilizing their newly acquired skills to develop and implement sustainable educational programs, expand their educational resources via networking, and exert influence over local and regional education policy, program graduates will be able to apply their newfound abilities effectively.

A Hybrid Approach to Education

The MA in Education program offers courses through partnerships with well-regarded universities and schools of education from across the globe, including Johns Hopkins University, California State University - Dominguez Hills and Boston College. The courses are offered on a hybrid basis, using a mix of asynchronous and synchronous experiences. Faculty members from partner universities conduct lectures over Zoom, and AUW students participate through advanced smart classrooms, with support from dedicated Teaching Fellows who offer guidance and facilitate live interactions. These Teaching Fellows also lead separate group discussions in person to enhance the learning experience alongside the lectures provided by professors. Certain technical courses, such as Research Methodology and Data Analysis, are taught by our experienced in-house professors.

Program Details and Courses

This master's degree programme aims to equip students with a balanced set of theoretical and analytical abilities that they may use in the numerous communities affected by educational inequality across the world. It is envisioned that upon graduation, graduates would be able to manage their educational programmes efficiently, access necessary educational resources through networking, or influence local/regional education policy. This unique degree programme also aims to increase students' competencies by emphasizing the development of their leadership, administrative, and policy skills, as well as their comprehension of the philosophy and economics behind good education provision. This program aims to promote a strong sense of community through student-led projects, group discussions, and social activities.

The program encompasses 5 core courses:

- Curriculum Development
- Foundations of Design Thinking
- Data Analysis
- Research Methods
- Education Policy

Core Courses	Course Description
Curriculum Development	This course is designed to help students develop a curriculum in a secondary school in the areas of reading, writing, speaking, listening, social-emotional development, and conflict resolution. Research and discussion will focus on best practices in diverse communities and effective learning strategies, which drive

	<p>curriculum development in reading and language arts. Students will analyze current language arts research and best practices, analyze classroom assessments to plan instruction and evaluate student learning in order to implement a balanced language arts program that meets the needs of all learners in today's diverse, 21st-century classrooms.</p>
<p>Foundations of Design Thinking</p>	<p>This foundational course, to be taken during a student's first term of enrollment, operationalizes principles of design thinking, instructional design, and learning theories to equip learners with foundational knowledge and skills for designing learning experiences in a range of contexts. Throughout the course, students will independently and collaboratively engage in the multiple phases of an iterative design cycle (framing, ideation, prototyping, testing and evaluating) to create human-centred design prototypes to address specific learner/user needs. Students will leave the course with a set of practical tools and techniques to design innovative design solutions within their professional setting.</p>
<p>Data Analysis</p>	<p>The course aims at learning the nature of variables and different types of data in the real world. This is because the analysis techniques differ according to the nature of the data. The course will focus on the procedure for creating quantitative data in different fields of research, particularly in education. Moreover, it also attempts to create a data file and analyze the collected data using statistical software. Different types of software, like Excel, SPSS, STATA, and R programming, will be used to analyze data wherever necessary. Students will also learn the visualization of data and the interpretation of the results found from the</p>

	analysis to make appropriate decisions within the ambit of education.
Research Methodology	This course will provide an introduction to the designs available for conducting basic and applied educational research and how to read and write research reports. Quantitative, qualitative, and mixed methods, along with ideas for protecting human subjects, are discussed. This course is particularly designed to prepare students for their theses.
Education Policy	In this course, students gain a holistic view of policy and leadership in education. This change fosters adaptability and empowers students with a broader perspective on key educational challenges. The course also aims to make global comparisons of education systems as it reviews the comparative history of educational systems in Europe, Asia, and the OECD countries. International education systems and policies are examined on the local and national levels, and methodologies for comparison are explored. Future education leaders will become knowledgeable about the systems in competing countries in order to make their schools academically competitive in the global economy.

Complementing the core curriculum are mandatory non-core courses designed to offer students a comprehensive view of the broader education industry. These courses specifically concentrate on areas such as Education Technology, Education Policy, and Education Entrepreneurship and Leadership. They serve as valuable supplements to the core curriculum, providing students with a more holistic perspective on the field of education.

Besides, in addition to these core courses, students are expected to undertake a **6-credit thesis** or a capstone project, constituting a total of 6 credits during the fourth semester, a mandatory French language course, and an internship program.

Impactful Projects and Activities

To promote the newly developed concept of Women Teaching Women and Women Learning from Women (WTW-WLW) and prepare our students as future change makers and leaders, our students are involved in multiple projects and activities.

Class Observation and Field Visits: As part of the program requirement, our students make a number of field visits to observe different teaching practices and operations, and connect them to their theoretical learning. As our students visit different schools with different missions and visions, this helps them to envision the bigger picture, analyze things from a broader perspective, and learn about administrative differences. For instance, one of the schools, Leader School, focuses on inclusive education, and the professional and personal development of the students in addition to formal education. On the contrary, Teach for Bangladesh focuses on introducing advanced teaching methods in under-resourced schools with the help of their teaching fellows, whereas Jonakir Alo is an NGO-based school aiming to educate students in the most disaster-prone areas of Bangladesh.

Roshini e Omid: As an integral part of AUW's MA in Education program, students actively engage in educational projects to bring positive changes, with one notable initiative being the online learning program "**Roshini e Omid.**" This project focuses on providing educational opportunities for young girls currently based in Afghanistan and banned from school. MA in Education students play a crucial role in teaching subjects aligned with their expertise, utilizing the pedagogical skills acquired in their classes.

Upper Primary Teachers Professional Development Program: Another project that the MA in Education program is currently designing is an Upper Primary Teachers Professional Development Program in Rohingya Refugee Camps in collaboration with UNICEF. This program focuses on enhancing the skills of educators in grades 3–5 and addressing specific challenges within the Rohingya community. 16 of the MA first cohort students, who are soon to be graduates, are currently involved in designing this project and are set to play a vital role in this project by taking on the role of the trainers soon after their graduation. This project aims to empower 1000 individuals with innovative teaching methods, aligning with the unique needs of the camps and curriculum.

Pathway Finders Program: The MA in Education program also actively engages in community support initiatives within AUW through the Pathfinders Program. In this program, MA students mentor Pre-Undergraduate students in learning English as a second language, adapting instruction to accommodate varying proficiency levels. Each MA student typically mentors 3-4 Pre-UG students from diverse cultural backgrounds, integrating cultural elements into English language lessons to foster a holistic learning approach. This involvement reflects the program's commitment to provide support for academic and personal development within the AUW community.