

MAURITIUS INSTITUTE OF EDUCATION

- (i) **Master of Philosophy in Education – MPhil (Ed) Programme (PT/FT)**
- (ii) **Master of Philosophy in Mathematics Education – MPhil (ME) Programme (PT/FT)**

General Information

1.1 Programme Committee

Dr H. Mariaye (Programme Coordinator)

Dr A. Ramful

Dr A. Bhoola (Coordinator for Mathematics Education specialist strand)

Dr N. Hurreeram

Dr C. Boodhoo

External Consultant:

Dr M. Price

1.2 Rationale for the Programme

The Master of Philosophy Programme is being proposed to contribute to the national strategy to strengthen research capacity in all key sectors of the economy. The imperative to improve educational efficiency at all levels of the system requires the development of highly trained researchers versatile in a variety of methodologies and capable of producing high quality research outcomes designed to inform both policy and practice.

The programme, which is internationally benchmarked, offers an opportunity for educators who have selected a research pathway in either an academic or a professional area. It has been constructed as a full-fledged research award on its own or as a route for aspiring doctoral candidates to build robust foundational research and academic skills to support higher completion rates at doctoral level.

Currently two pathways are offered: **Master of Philosophy in Education** and **the Master of Philosophy in Mathematics Education**. Both are constructed around similar goals and structures, but their area of focus is located either in the general educational domains or in the specific field of Mathematics Education.

1.3 Programme Aims

The programme seeks to develop in students:

- frontier theoretical, methodological and applied knowledge in a chosen area/field.
- capacities to independently conceive, design and complete a research project in a chosen area using appropriate methodologies, tools, skills and techniques in a reflective, ethical and critical way.
- a scholarly disposition which reflects intellectual resourcefulness, self-management skills and high-quality engagement with a range of audiences through the development of advanced communication skills.

1.4 Programme Structure and Content

The programme provides an appropriate balance of specialist content, general conceptual skills and personal, transferable skills within and across its four proposed modules as indicated below:

(i) Master of Philosophy **in Education** – MPhil (Ed) Programme

PROPOSED STRUCTURE FOR MPHIL	MODE	PREPARATORY COMPONENT		PROPOSAL	THESIS	TOTAL
	Full-Time	6 months		3 months	6 months	15 months
Part-Time	1 year		6 months	10-12 months	28 - 30 months	
		Module 1 Research in Education Perspectives, Contexts and Scope	Module 2 Research Methodology in Education	Module 3 Research Proposal	Module 4 Thesis	
CATS POINT ALLOCATION		50 CATS	50 CATS	20 CATS	60 CATS	180 CATS
CONTACT TIME		48 hrs	48 hrs	22 hrs	32 hrs	150 hrs
ASSIGNMENT		5,000 words	5,000 words	3,000 words	20,000 words	

(ii) Master of Philosophy in **Mathematics Education** – MPhil (ME) Programme

PROPOSED STRUCTURE FOR MPHIL	MODE	PREPARATORY COMPONENT		PROPOSAL	THESIS	TOTAL
	Full-Time	6 months		3 months	6 months	15 months
	Part-Time	1 year		6 months	10-12 months	28 - 30 months
		Module 1 Research in Mathematics Education: Perspectives, Contexts and Scope	Module 2 Research Methodology in Mathematics Education	Module 3 Research Proposal	Module 4 Thesis	
CATS POINT ALLOCATION		50 CATS	50 CATS	20 CATS	60 CATS	180 CATS
CONTACT TIME		48 hrs	48 hrs	22 hrs	32 hrs	150 hrs
ASSIGNMENT		5,000 words	5,000 words	3,000 words	20,000 words	

1.5 Delivery Mode

The programme will be delivered using a blended approach of synchronous, using the MIE Moodle platform as a repository and asynchronous online contact.

1.6 Teaching and Learning

Given the nature of post graduate learning, the following core teaching and learning strategies/ activities will be incorporated and engaged with. The teaching and learning methods/approaches and related activities are:

- (i) lecture and discussions
- (ii) group work
- (iii) student presentations
- (iv) work based activities and projects
- (v) oral presentations and discussions including webinars, poster galleries
- (vi) academic writing workshops, round tables, seminars and conferences
- (vii) self-study approaches (print-based and online access supported by additional resources, i.e., reading materials; YouTube links)
- (viii) flipped classrooms

1.7 Student Support and Supervision

Each student will have a nominated lead supervisor from either within the MPhil tutor team or from the wider field of MIE postgraduate research supervisors. The supervisor will be selected on the basis of relevant related interest and experience in the student's field of research. An internationally based supervisor will also be identified for each student, specifically to broaden the transnational/transcultural perspective and reach of the research. Where possible, the choice of supervisors will be made on a complementary basis in terms of interest and experience.

Each student will have an entitlement of up to a total of 18 hours divided between the lead and international supervisors across the duration of the Research Project module. The supervision may take the form of face-to-face meetings or conducted remotely via MS Teams or email, according to mutual convenience and context.

Student support will also be provided in the form of generic sessions on critical reading and critical writing which are tutor led. Critical study groups will be set up to allow students to progressively develop autonomy to lead peer mediated feedback sessions on research work in progress.

A counselling service will also be provided to post graduate students to assist them in managing the demands of post graduate studies by the Higher Studies Cell.

Contact Persons:

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